

ANALYSIS OF TEACHER DIFFICULTIES IN COMPILING TEACHING MODULES BASED ON THE INDEPENDENT LEARNING CURRICULUM

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ABSTRACT

The implementation of an independent curriculum in schools is closely related to the teacher's ability to compile teaching modules. Teachers are required to have the skills to structure teaching modules effectively. This study aims to answer the formulation of the problem about the Analysis of Teacher Difficulties in Compiling Teaching Modules Based on the Independent Learning Curriculum at SDN 2 Cakranegara Mataram City. This study used a descriptive qualitative approach. Based on the results of the study, various difficulties faced by teachers were found when compiling teaching modules. There are three difficulty criteria identified in this study, namely: (1) as many as 35% of teachers understand teaching modules and their components; (2) as many as 15% of teachers understand the teaching module but do not understand its components, and (3) as many as 50% of teachers do not understand teaching modules and their components. Faced with conditions like this, every teacher who has difficulty understanding teaching modules is the responsibility of the school to provide guidance and assistance, because the quality of teachers has a significant impact on the implementation of the independent learning curriculum.

Keywords: *teacher difficulty, teaching module, independent learning*

INTRODUCTION

Education is essentially an effort to humanize humans through education. The government strives to educate people's lives to produce superior human resources as the basic capital of Indonesia's development in the future. Teachers are people who have an important role in education. In addition, teachers also have a great influence on achieving educational goals. Success in education is mainly determined by the character of the teacher and his willingness to prepare students through teaching and learning activities. According to (Taufik et al., 2021) the role and efforts of teachers are consciously recognized in supporting student teaching and learning activities, so as to create active, effective and efficient learning activities. Learning is aimed at learning that equips students with different levels of knowledge (Taufik & M. Nur Imansyah, 2021).

Education plays a significant role as a social agent of change to ensure that education is always oriented towards achieving national goals (Santoso et al., 2023).

Learning in the classroom is directly related to the curriculum in the school. However, learning in schools today must follow a new curriculum, namely the independent curriculum which is a transition from the 2013 curriculum (Prihatien et al., 2023). Curriculum is a set of learning experiences that will be obtained by students as long as they follow an educational process. The curriculum is designed to be able to achieve the expected goals (Fujiawati, 2016: 17). Education in Indonesia is currently undergoing a transition from the 2013 curriculum to the self-study curriculum formulated by the Minister of Education, Culture, Research and Technology. The self-study curriculum provides freedom for teachers and students to develop their skills and abilities. Training focuses on the added value of these skills and competencies.

The independent curriculum is a new curriculum introduced by the Ministry of Education and Culture in 2019 in response to the learning crisis caused by coronavirus infection (Zakso, 2022: 916). The independent curriculum provides flexibility for educators to be able to freely choose, create, use, and develop the format of the Learning Implementation Plan (Faridahtul Jannah & Thooriq Irtifa' Fathuddi, 2023). However, still pay attention to 3 core components in making lesson plans, namely learning objectives, learning activities, and assessment. Teaching modules are curriculum-based learning tools designed to achieve specific competencies. (Maulida, 2022:130-138). Ideally, teachers should organize teaching modules as much as possible. However, the reality is that there are still many teachers who do not understand how to compile and develop teaching modules, especially in the independent curriculum. In a learning process whose teaching modules are not well planned, the content of the material is not conveyed to students systematically, causing an imbalance in learning between teachers and students. It can be seen that only teachers who are active or vice versa from their learning that takes place seem less interesting, because teachers do not prepare teaching modules properly (Indarti, 2023).

According to Maulinda (2022), teaching modules play an important role in supporting teacher learning design. Teachers play an important role in preparing teaching

materials. Teachers can improve their thinking skills and add innovation to the teaching modules they make. Therefore, in making teaching modules, it is necessary to develop teacher pedagogy skills so that teaching techniques in the classroom become more effective and efficient, and the discussion does not deviate from achievement indicators. But in reality there are still many teachers who do not really understand how to compile and develop teaching modules, especially in the self-directed learning curriculum (Curriculum Merdeka). This is evidenced by the frequent complaints of curriculum changes, including having to implement an independent curriculum. And teachers often complain that the curriculum is rigorous and stressful, and students often complain that teachers' teaching methods are not attractive and the quality of education should be guaranteed. Teachers are an important component in curriculum development. According to Alsubaie (in Daga, 2021) The role of teachers is very important in its implementation. Teacher involvement in the curriculum is essential to tailor curriculum content to the needs of students in the classroom. Teachers can discuss and collaborate with colleagues to organize and edit teaching materials, textbooks, learning content, and create curriculum.

According to Merta Sari et al., (2022) the Mendikbud's version of Merdeka Belajar can be interpreted as a solution to implementing the curriculum in the learning process that should be fun, accompanied by the development of teachers' innovative thinking. This encourages students' positive attitudes towards learning.

Based on the above problems, the effort made is to discuss teaching modules thoroughly compiled by teachers based on teaching modules in schools. This research is to discuss and examine more deeply about independent curriculum-based teaching modules, so it is hoped that teachers will not feel confused anymore when compiling teaching modules. Thus, this independent curriculum is one of the efforts to develop character education or the personality of students.

LITERATURE REVIEW

After reviewing several studies, some of them are related to the research being conducted. The first research that was successfully found was conducted by Taufik and colleagues (2023), entitled "Analysis of Teacher Difficulties in Creating Teaching

Modules Based on the Independent Learning Curriculum." The aim was to answer questions about the difficulties faced by teachers in compiling independent curriculum-based teaching modules at SMP 2 Woja, Dompu Regency. The approach used is a descriptive qualitative approach with research subjects in the form of class teachers and several subject teachers. The findings of this study show that there are three criteria for difficulty in compiling teaching modules: (1) 30% of teachers understand teaching modules and their components, (2) 25% understand teaching modules but lack understanding of their components, and (3) 45% do not understand teaching modules and their components.

The second research was conducted by Nurrahman (2023) with the title "Teacher Problems in Making Independent Curriculum Teaching Modules at MI Siti Maryam." The aim is to identify teacher difficulties in making teaching modules at MI Siti Maryam and find solutions to overcome problems that arise during the teaching module preparation process. This research uses a qualitative case study method with the object of research in the form of teaching modules prepared by class IV homeroom teachers rombel A, B, and C at MI Siti Maryam. Data was collected through observation, interviews, and documentation. The results showed several problems faced by teachers in preparing teaching modules, including: (1) difficulty in analyzing teacher needs, (2) difficulty in identifying dimensions of the pancasila learning profile, (3) difficulty in determining the components of teaching modules, (4) lack of regularity in making teaching modules by teachers, and (5) lack of training for teachers.

The third research conducted by Agusty and colleagues (2023) is entitled "Analysis of Teacher Difficulties in the Preparation of Teaching Modules at SMA Negeri Pakusari". The aim is to identify the difficulties faced by teachers in compiling Teaching Modules at SMA Negeri Pakusari. This study used a descriptive qualitative approach. The sample consisted of 15 teachers who taught in class X of SMA Negeri Pakusari Jember with an age range between less than 30 years to more than 50 years. The methods used include interviews, observation, and documentation. The research findings show that there are three criteria for teacher difficulty, namely: (1) 53% of teachers understand the Teaching Module and its components, (2) 20% of teachers understand the Teaching Module but do not understand its components, and (3) 27% of teachers do not

understand the Teaching Module and its components. The components of the Teaching Module that teachers must understand include general information and core components

METODOLOGY

The type of research used in this study is qualitative research with descriptive analysis. This type of qualitative descriptive research presents data as it is, without any manipulation or other processing. The purpose of this study is to obtain a complete picture of events or clarify and clarify the phenomena that occur. The descriptive analysis in this study considers the analysis of teacher difficulties in making teaching modules based on the independent learning curriculum.

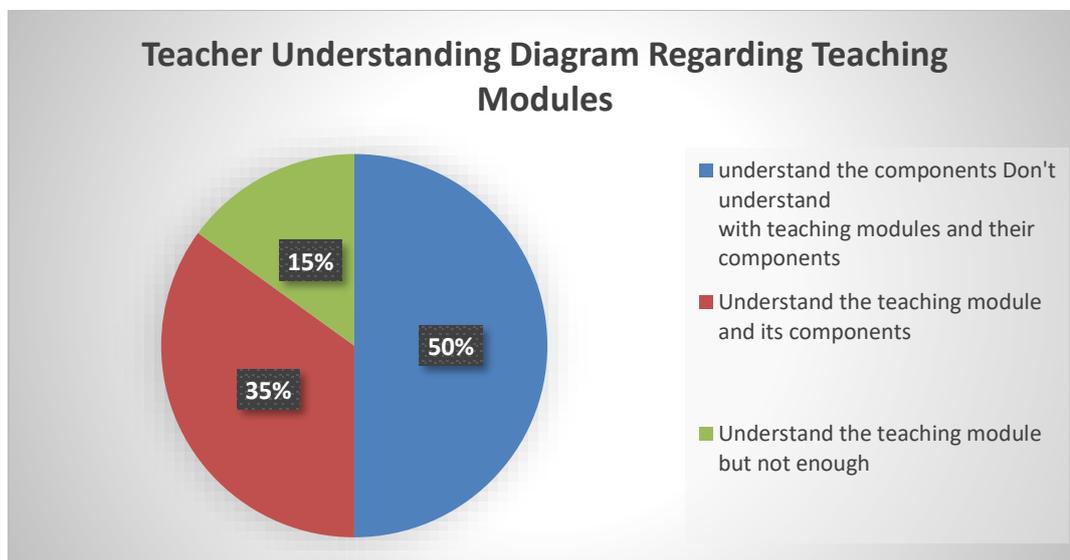
This research activity was carried out at SDN 2 Cakranegara. The data collection techniques used in this study were a) observation, b) interviews, and c) documentation. This research instrument uses a grid of interview guidelines and interview forms that have passed the validation stage and are declared valid for this research process. Analysis of the data used in this study involved several stages. 1) data collection, 2) the collected data is carried out through the data reduction process by, 3) carrying out the data presentation stage based on the results of the analysis and 4) drawing conclusions from the interpretation results after presenting the data. Data collection is the most important step in conducting research because the essence of research is to collect data (Taufik et al., 2023).

RESULT AND DISCUSSION

The change from the 2013 curriculum to the independent learning curriculum has created difficulties for teachers in implementing it, which also has an impact on the implementation of teaching and learning activities in schools. To optimize the implementation of the independent curriculum, support is needed in the form of school facility allowances and the utilization of human resources available in schools, both in terms of teachers and students. As a guide in the teaching process, teaching modules become one of the important learning tools. The preparation of teaching modules is also a benchmark for teacher competence, especially in the aspect of

pedagogic competence. The teacher's understanding of the teaching module is crucial in this context can be seen in the following diagram:

Figure 1. Diagram of teacher understanding related to teaching modules



Based on the data diagram above, there are several discussions and reasons why teachers still encounter difficulties in designing teaching modules. The difficulties faced by fifth-grade teachers in composing modules can be divided into several groups. First, there is a group of teachers who understand teaching modules and their components, namely class 5 teachers (A, B, and C). Second, there is a group of teachers who understand teaching modules but lack understanding of their components, namely class 5 teacher D. This is due to a lack of information sources regarding proper teaching modules. Third, there is a group of teachers who understand the components but have difficulty in composing teaching modules due to a lack of familiarity with the components, such as the Pancasila student profile, dimensions, learning objectives flow, as well as assessments used. However, this group has an understanding of teaching models and methods due to the recent implementation of the independent curriculum in grades 2 and 5. Aside from class teachers, subject teachers also face difficulties in composing teaching modules, such as Religious Education, Physical Education, and English teachers.

Religious Education teachers face challenges in designing teaching modules due to unfamiliarity with some core components, such as learning objectives, learning

objective flow, applied teaching models, and assessments in teaching modules. Meanwhile, Physical Education teachers have difficulties due to a lack of comprehensive understanding of teaching modules and their components. On the other hand, English teachers face challenges in composing teaching modules due to insufficient understanding of the components, only being aware of learning objectives and learning objective flow.

Based on the identification results from the diagram explanation above, there are several other difficulties faced by teachers when composing teaching modules. First, there is a group of teachers who have difficulty in determining teaching and learning models. For example, class 5A teachers face difficulties in determining teaching models due to limited available time. Class 5B teachers also struggle in choosing teaching and learning models because most students have difficulty understanding the Integrated Thematic Learning (IPAS) material compared to other subjects. Class 5C teachers, on the other hand, face difficulties in designing teaching models due to limited instructional media, such as limited computer usage in schools. Second, there is a group of teachers who have difficulty in composing teaching modules due to a lack of understanding of assessments. For example, class 5D teachers have difficulty in designing formative and summative assessments due to differences in students' initial abilities, requiring an analysis of students' conditions to ensure optimal measurement of student learning achievements. Third, there is a group of teachers who struggle in composing teaching modules, especially in designing projects that align with the taught material and are suitable for Pancasila student profiles. This difficulty is also faced by Islamic Religious Education, Physical Education, and English teachers.

As seen in research conducted by Fatah (2023) on the difficulties faced by English teachers in designing Lesson Plans based on the Independent Learning Curriculum, findings show that 30% of teachers struggle in formulating learning objectives and interpreting elements based on learning outcomes, 20.7% of teachers struggle in formulating general elements, 13.5% of teachers struggle in formulating learning activities, and 21.7% of teachers struggle in formulating assessment. Consistent with this, Taufik et al. (2023) found various difficulties in composing teaching modules. There are three criteria in this research: (1) 30% of teachers understand teaching modules and their

components, (2) 25% of teachers understand teaching modules but lack understanding of their components, and (3) 45% of teachers do not understand teaching modules and their components. Similarly, Nurrahman (2023) identified problems faced by teachers in composing teaching modules in an Islamic Elementary School. This research aimed to identify difficulties in composing teaching modules and how to overcome them. The study used a qualitative case study approach. The research subjects were teaching modules prepared by fourth-grade homeroom teachers in several classes. Data collection techniques included observation, interviews, and documentation. The results revealed several problems faced by teachers in composing teaching modules, such as difficulties in analyzing teacher needs, identifying dimensions of Pancasila student profiles, determining several teaching module components, irregular teaching module creation, and insufficient teacher training.

In such a situation, it is evident that many teachers face numerous challenges when attempting to compose teaching modules. This situation poses a challenge for schools to provide guidance and support to teachers implementing the independent learning curriculum at SDN 2 Cakranegara and other schools implementing the independent curriculum. Thus, the success of schools in implementing the independent curriculum largely depends on the quality of teachers directly involved in the learning process.

CONCLUSION

The implementation of an independent curriculum in schools is closely related to the ability of teachers to compile teaching modules. Teachers are required to have the skills to structure teaching modules effectively. This teaching module serves as one of the learning tools derived from the independent curriculum, acting as a guide for teachers in carrying out learning activities. The implementation of the independent learning curriculum turned out to be faced with various obstacles, including difficulties in the preparation of teaching modules. Based on the results of the study, various difficulties faced by teachers were found when compiling teaching modules. There are three difficulty criteria identified in this study, namely: (1) As many as 35% of teachers understand teaching modules and their components; (2) as many as 15% of teachers understand the teaching module but do not understand its components; and (3) as many

as 50% of teachers do not understand teaching modules and their components. Faced with conditions like this, every teacher who has difficulty in understanding teaching modules is the responsibility of the school to provide guidance and assistance, because the quality of teachers has a significant impact on the implementation of the independent learning curriculum.

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