



TRAINING AND ASSISTANCE IN THE PREPARATION OF TEACHING MODULES FOR TEACHERS OF AISYIYAH MUHAMMADIYAH 3 JUNIOR HIGH SCHOOL

Eggy Fajar Andalas¹, Hari Windu Asrini², Fauzan³

¹Universitas Muhammadiyah Malang, Malang, Indonesia

²Universitas Muhammadiyah Malang, Malang, Indonesia

³Universitas Muhammadiyah Malang, Malang, Indonesia

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ABSTRACT

Even though the government stipulates that the implementation of the Independent Curriculum is carried out in stages according to the readiness of each school, as one of the strategic national education policies, all schools are directed to be able to implement this curriculum. Based on initial observations, it was found that SMP Aisyiyah Muhammadiyah 3 Malang City needed training related to the Independent Curriculum as a form of preparation and to strengthen the competence of teachers. This is because even though they already know how to prepare teaching modules, they still find it difficult to design innovative teaching modules. To face this challenge, training and assistance are needed to strengthen understanding of the paradigm regarding the Independent Curriculum, which is integrated into the 21st-century learning paradigm and learning tools. This service aims to provide training and assistance in preparing the Independent Curriculum Teaching Module for teachers at Aisyiyah Muhammadiyah 3 Middle School, Malang City. The service uses a 4-stage creative process method: preparation, incubation, illumination, and verification. Based on the activities that have been carried out, one of the problems in the preparation was found, namely a knowledge deficit regarding various innovative learning designs and their implementation in the form of learning designs contained in teaching modules. Satisfying results were obtained through intensive training and mentoring. Teachers can create modules that meet minimum criteria and integrate innovative learning designs.

ABSTRAK

Meskipun pemerintah menetapkan bahwa implementasi Kurikulum Merdeka dilakukan secara bertahap sesuai dengan kesiapan masing-masing sekolah, tetapi sebagai salah satu kebijakan strategis pendidikan Nasional semua sekolah diarahkan untuk dapat menerapkan kurikulum ini. Berdasarkan observasi awal ditemukan kondisi bahwa SMP Aisyiyah Muhammadiyah 3 Kota Malang memerlukan pelatihan yang berkaitan dengan Kurikulum Merdeka sebagai bentuk persiapan dan penguatan kompetensi guru-guru di sekolah ini. Hal ini karena meskipun mampu menyusun modul ajar, tetapi masih kesulitan untuk menyusun modul

ajar inovatif. Untuk menghadapi tantangan ini diperlukan pelatihan dan pendampingan terhadap penguatan pemahaman paradigma mengenai Kurikulum Merdeka yang terintegrasi ke dalam paradigma pembelajaran abad 21, serta perangkat pembelajarannya. Pengabdian ini bertujuan memberikan pelatihan dan pendampingan penyusunan Modul Ajar kurikulum Merdeka bagi guru SMP Aisyiyah Muhammadiyah 3 Kota Malang. Pengabdian dilakukan dengan metode 4 tahapan proses kreatif, yaitu preparasi, inkubasi, iluminasi, dan verifikasi. Berdasarkan kegiatan yang telah dilakukan ditemukan salah satu persoalan dalam penyusunan, yaitu defisit pengetahuan terhadap ragam desain pembelajaran yang inovatif serta implementasinya dalam bentuk desain pembelajaran yang tertuang dalam modul ajar. Melalui pelatihan dan pendampingan intensif diperoleh hasil yang memuaskan. Guru-guru dapat membuat menyusun modul ajar yang tidak hanya sesuai kriteria minimum, tetapi juga pengintegrasian desain pembelajaran inovatif dalam modul ajarnya.

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*Corresponding author email: eggy@umm.ac.id

INTRODUCTION

Aisyiyah Muhammadiyah 3 Malang is a junior high school in the Muhammadiyah Association. It is located on Jalan M. Husni Thamrin No. 3 Malang, Klojen District, Malang City, East Java Province. Based on Dapodikbud 2023 data, it is recorded that there are 12 teachers, 125 students, a full-day or five-day delivery system, and uses the 2013 curriculum (Dapodikbud, 2023). As one of 66 private schools at the junior high level in Malang, SMP Aisyiyah Muhammadiyah 3 Malang City must adapt to the various dynamics of change and competition among private schools in Malang City, especially at the junior high school level.

In line with the policy of implementing the Independent Curriculum in every school by the Ministry of Education and Culture, teachers' understanding of the curriculum and its application in schools has become the main problem faced by schools (Salsabilla et al., 2023), including SMP Aisyiyah Muhammadiyah 3 Malang City. Based on initial observations, it was found that SMP Aisyiyah Muhammadiyah 3 Malang City needed training related to the Independent Curriculum as a form of preparation and strengthening the competence of teachers at this school (Hartini, 2019). Even though the government organizes training and workshops, it is felt that it is still lacking (Maulida, 2022; Rahimah, 2022). This deficiency is related to the lack of intensive training because it involves many participants and the absence of special and intensive assistance for teachers to understand various policies for implementing the Independent Curriculum. This is mainly related to the learning paradigm in the independent curriculum.

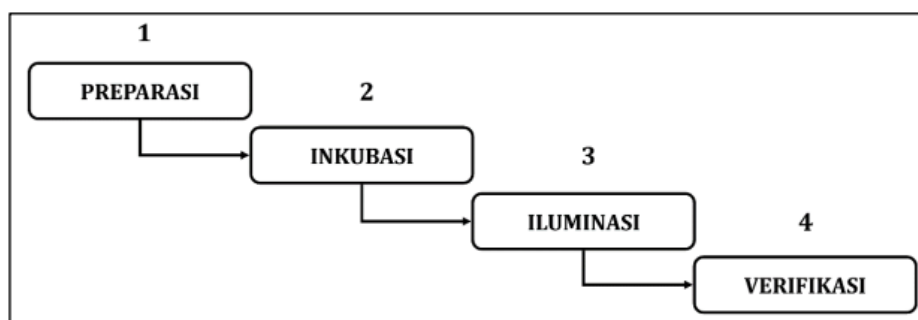
Even though the government stipulates that the implementation of the Independent Curriculum is carried out in stages according to the readiness of each school, as one of the strategic national education policies, all schools are directed to be able to implement this curriculum. For example, in implementing the Merdeka Curriculum, each educational unit is given three choices in adopting the Merdeka Curriculum based on its level of readiness, namely independent learning (application of several Independent Curriculum principles while continuing to use the curriculum of the educational unit currently being implemented), independent change (using the Merdeka Curriculum in development educational unit curriculum), and independent sharing (implementing the Independent Curriculum and committing to share its good practices with other educational units). This shows that the government is slowly encouraging every school to implement an independent curriculum.

To face this challenge, training and assistance are needed to strengthen understanding of the paradigm regarding the Independent Curriculum, which is integrated into the 21st-century learning paradigm and its learning tools. Therefore, this service activity must be carried out simultaneously in a series of multi-year service activities. This year, service activities are directed at strengthening teacher competency in understanding the Independent Curriculum paradigm and preparing teaching modules. The service program was carried out the following year, leading to training and assistance in developing innovative learning designs and preparing other learning tools, such as HOTS-based LKPD, TPACK-based teaching materials, innovative media, and assessment instruments. This activity was chosen based on an agreement between the school and the service team based on the situation faced by SMP Aisyiyah Muhammadiyah 3 Malang City.

Based on the background that has been explained, this service activity focuses on strengthening teachers' understanding of the independent curriculum paradigm and training and assisting teachers in preparing independent curriculum teaching modules at Aisyiyah Muhammadiyah 3 Middle School, Malang City. This method strengthens teacher competence regarding policies, principles, and planning for implementing the Independent Curriculum. Through this service activity, the output will be obtained through Independent Curriculum teaching modules produced by teachers at Aisyiyah Muhammadiyah 3 Middle School, Malang City.

METHOD

The four-stage model of the creative process initiated by Wallas, namely preparation, incubation, illumination, and verification, was used (Wallas, 1926). The four stages are as follows.



First, preparations were carried out with brainstorming activities to identify teachers' difficulties and abilities regarding the Independent Curriculum. At this stage, teachers will be guided to explore various Independent Curriculum policies and paradigms. Through this activity, discussions, questions, and answers were held regarding the policies and paradigm of the Independent Curriculum. Apart from that, a review of the Independent Curriculum teaching modules was also carried out.

Second, the incubation stage is carried out by maturing and processing the ideas generated in the previous stage. Through this activity, teachers are asked to develop teaching modules following the learning objectives and subjects they teach. Ideas are developed considering aspects of CP, Elements, and Learning Objectives of the subject.

Third, the illumination stage is the stage of concretizing the ideas produced. This stage is carried out by designing the various components to prepare the teaching module. Apart from that, this section also provides questions and answers and tutorials in compiling teaching modules.

Fourth, the verification stage is carried out to evaluate the design that has been produced. This stage is carried out using the cross-comparison method; that is, teachers correct each other, criticize, and provide input on the results of their work. Apart from that, the service team also provides input and reinforcement of the work results produced by the teachers.

The agenda for implementing service activities can be seen in Table 1. Service activities are carried out offline by paying attention to the quality of service implementation.

Table 1. Community Service Agenda

| Activity | Time | Presenter |
|--|-----------------------------|--|
| Socialization of Community Service Program | 20 November 2023 | Dr. Hari Windu Asrini, M,Si Eggy Fajar Andalas, M.Hum Prof. Dr. Fauzan, M.Pd |
| Training on the Preparation of Independent Curriculum Teaching Modules | 2 December 2023 | |
| Assistance in the Preparation of Independent Curriculum Teaching Modules | 4 Desember-26 Desember 2023 | |

The role of the service team is the same, namely providing coordination, communication, and material and assisting teachers in compiling Curriculum Merdeka teaching modules.

RESULT AND DISCUSSIONS

Service activities will be conducted from 20 November 2023 to 26 December 2023. This activity involves twelve teachers at Aisiyah Muhammadiyah 3 Middle School, Malang City. Training activities are carried out online and mentored.

At the preparation stage, activities focused on identifying teachers' difficulties in designing Independent Curriculum teaching modules. Identification was carried out in two ways, namely by distributing questionnaires and unstructured interviews. The following results were obtained based on the questionnaire data.

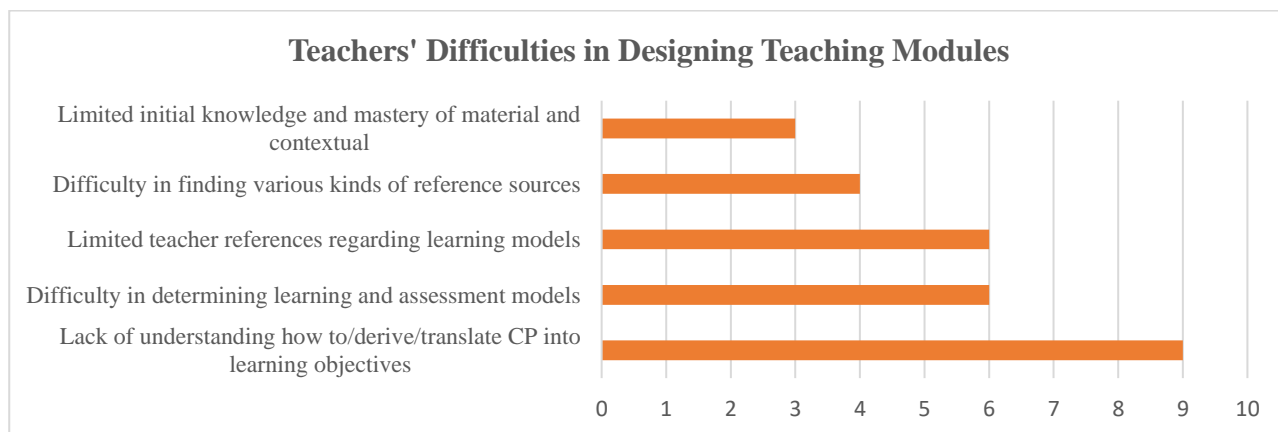


Figure 2. The results of the measurement identify teacher difficulties in designing the Independent Curriculum teaching module

Figure 2 shows as many as nine teachers stated that they still had difficulty reducing or translating Learning Outcomes into learning objectives, six teachers were struggling in determining learning models and assessments, six teachers had difficulty finding references to learning models, four teachers had difficulty finding various kinds of reference sources, and three teachers had limited initial knowledge and mastery of contextual material. These results show early problems regarding knowledge of materials in designing quality teaching modules.

In addition, based on interviews conducted, it was also found that although there is no standard provision regarding the design of teaching modules, the completeness of components in teaching modules is an important part that is not just considered complementary. For example, teacher A states, "The completeness of teaching modules is important because when I cannot teach, my teaching modules must be able to be used by other teachers to replace me." These results show that knowledge deficits between teachers can be a problem in the learning implementation process. However, the teaching modules a teacher has compiled are complete and innovative if the substitute teacher does not understand the design. For example, not understanding the model planned in the module is not workable or maximally feasible to implement.

Based on this, this activity began with a refresh of curriculum design and implementation steps in preparing teaching modules that lead to innovative 21st-century learning design by the service team. In the extensive picture material of the Independent Curriculum, a refresher was made on the direction of policy and curriculum implementation in schools to remind the curriculum's direction and purpose. After that, knowledge about innovative learning models and methods can be applied in the learning process is strengthened. At the final stage, a refresh was made regarding the design of teaching modules that have complete components. With this, it is hoped that the teaching module will become not only a personal document but also a collective document that peers can use if a teacher cannot be present in class (substitute teacher).

After the first stage, incubation, illumination, and verification activities are done online via WhatsApp. The incubation stage is carried out by asking questions and answers to one material that will be used to prepare teaching modules. Teachers are asked to develop teaching modules following their learning objectives and subjects at this stage. The development of ideas carried out considers aspects of CP, Elements, and Learning Objectives of the subject. To facilitate activities, LK 1 is used in the form of a tree diagram. This is used to facilitate matching between material elements to be used in the preparation of teaching modules.

The sharing of ideas carries out the illumination stage. This section has many discussions, questions, and answers about the various possibilities and reasons for choosing models, methods, and media used. At this stage, there are many discussions on technical matters because they discuss various scenarios that can occur in the designed learning process. At the final stage, an evaluation of the design that has been made is carried out. This activity is carried out using the cross-banding method, where teachers correct, criticize, and provide input on the results of their work. In addition, the service team also provides input and reinforcement to the results of the work that has been produced.

This service activity's output is the Independent Curriculum teaching module. From the service activities that have been carried out, there has been an improvement in teachers' knowledge and practical implementation in compiling teaching modules. This happens because strengthening and refreshing knowledge of innovative learning designs is carried out before the preparation training. The use of worksheets in activities is also a supporting factor for the success of activities through the LK that has been compiled. Through the service program that has been carried out, it appears that this activity can overcome teacher problems and improve teacher competence in preparing the Independent Curriculum teaching module. This activity has a positive impact on partners as follows.

Table 1. Impact of activities on participants

| Activity | Impact for Participants |
|--|---|
| Socialization of Community Service Program | Data collection of obstacles and knowledge deficits in designing teaching modules |
| Teaching Module Preparation Training | Increased knowledge of innovative teaching module design |
| | Increased knowledge of innovative learning models, methods, and media |
| | Increased knowledge and skills in innovative teaching module preparation |
| Compilation of Teaching Modules | Improved skills in the preparation of innovative teaching modules |
| | Produced innovative teaching modules |

Table 1 shows the activities of service activities and their impact on participants. Through this activity, participants get benefits ranging from identifying obstacles to increasing knowledge of innovative teaching module designs, innovative learning models, methods, and media, and improving skills in preparing and producing innovative teaching modules. Although the government has socialized and provided various trainings to teachers in preparing the Merdeka curriculum, the role of various parties to continue to improve the strengthening of teacher competence in compiling innovative teaching modules is still needed (Marlina, 2023; Maulida, 2022).

CONCLUSION

This service activity aims to improve teachers' knowledge and skills in compiling teaching modules for the Independent Curriculum. The activities carried out can overcome the problems that exist in partners. Through activities, it appears that there is an impact on increasing teacher knowledge and skills in compiling innovative teaching modules. The success of this activity cannot be separated from the use of concept map models through worksheets in the form of tree diagrams as a tool to design relationships between material elements used by teachers in designing teaching modules. Another factor that plays a role is intensive assistance by the service team.

This activity is still limited to one school only. In addition, this activity also has disadvantages because the teaching modules are designed only for one meeting. It is possible to find difficulties in preparing learning scenarios on other materials that require innovation and fun design for students. Therefore, further service activities are needed in this regard.

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