

Assistance in Preparing Independent Curriculum Digital Teaching Modules for Teachers at SDN 291 Lobi Bulukumba

Muhiddin Palennari ^{1*}, Saparuddin ², Hartono ³, Faisal ⁴

^{1, 2, 3, 4} Universitas Negeri Makassar, Indonesia

* muhiddin.p@unm.ac.id

Abstract

The implementation of the independent curriculum is more focused on essential material and developing student competencies that are adapted to the phase. This changes the learning process system which previously still tended to be cognitive or rote and minimally touched on affective and psychomotor aspects. Apart from that, learning methods must be interactive, simple and essentially digital-based. This concept is presented in the form of an independent curriculum Digital Teaching Module. The capacity of UPT SPF SDN 291 Lobi Bulukumba teachers to create Digital Teaching Modules for the Merdeka curriculum on their own can be enhanced through mentoring activities. As demonstrated by the PKM implementation evaluation results, which indicate an improvement in teachers' ability to create self-contained curricular teaching modules with previous mentoring was given to multiple teachers, mentoring activities can help teachers become more proficient at creating separate educational modules for the curriculum. Upon implementing mentorship, the percentage of teachers who could develop self-directed curricular teaching modules increased to 26 instructors (87%), from just 6 teachers (21%) before. There was an increase in teacher ability by 20 people (66%). Meanwhile, PKM's achievement targets are: 1) Increasing teachers' knowledge and skills ability to assemble online course materials for self-directed learning, (2) articles at the Makassar State University National Seminar, (3) publication of activities on online print media, and (4) publication in video form which was uploaded on the YouTube channel.

Keywords: *Independent Curriculum; Digital Teaching Module; Increasing Teacher Skills*

Introduction

Situation Analysis

The partners in this PKM are teachers at SDN 291 Lobi located in Caramming, Bontotiro District, Bulukumba Regency, South Sulawesi Province. The Proposing College is Makassar State University which is located on Jl. Mallengkeri Raya, Parang Tambung Village, Tamalate District, Makassar City, South Sulawesi Province. The distance between the partner location and Makassar State University is 176 KM, which can be reached by vehicle in approximately 4 hours 51 minutes. Education is a basic human need, and therefore every Indonesian citizen has the right to receive education. Education is considered important because through education the fate of a backward nation can change into a developed country (Ma'rifatunnisa et al, 2022).

<https://doi.org/10.30605/ipmas.3.3.2023.357>

The development of human potential can be cultivated through educational activities, which are usually organized by the government and the private sector. Education makes a nation progress. Education is the process of developing all a person's potential to become an educated person cognitively, affectively and psychomotorically. Education is the process of educating people to become people who are beneficial to the state, nation and state. This process is difficult and takes a long time to achieve results, but the results will be felt when the people being educated can play a role that will help the progress of the state, nation and state in the field they are involved in in the future (Grabinski et al, 2020).

The curriculum is a tool used to accomplish educational goals, and education is constantly tied to it. Consequently, the curriculum can be regarded as a guide for the Indonesian educational system's implementation process (Setiawan et al, 2023). This statement shows that the curriculum cannot of course be viewed as a document alone but rather as a resource and a tool to help educators carry out the most effective teaching and learning process in order to meet educational objectives. The basis or outlook on life in education is shown in the curriculum. This certainly describes the educational goals that will be achieved in education. The curriculum was created with the aim of simplifying the educational process (Nasution et al, 2023).

The curriculum currently being implemented is the curriculum in the recovery period from the emergency curriculum during the Covid-19 pandemic. Ministry of Education and Culture Nadiem A. Karim issued a policy on the use of curriculum, namely the 2013 Curriculum, Emergency Curriculum, Independent Curriculum in Driving Schools. Before the Covid-19 pandemic, Indonesia was still using the 2013 Curriculum. At the start of the pandemic until 2021, Indonesia used the Emergency Curriculum Thompson et al, 2020). Only at the beginning of the 2022 school year, the Ministry of Education and Culture, Research and Technology issued a policy on using the independent curriculum. Schools that are not prepared to implement the Merdeka Curriculum may continue to utilize the 2013 Curriculum. The Merdeka Curriculum is used as an option for schools that are able to implement it, such as driving schools. In 2014, a The outcomes of an assessment of the previously implemented curriculum will be used to design the new national curriculum policy (Serrat et al, 2014)

The implementation of the Independent Curriculum has not been fully carried out by all schools. This is due to the Ministry of Education and Culture's policy which still provides leeway to educational units in implementing the curriculum (Serrat et al, 2014). The implementation of the Independent Curriculum offered is adjusted to the readiness of teachers and education staff (Wanner et al, 2015). The implementation of the Independent Curriculum is carried out independently with three alternative options. The first is the Independent Learning option, the second is the Independent Change option and the third is the Independent Sharing option.

The Freedom to Learn program above will certainly really support educational progress if it can be implemented well. In other words, this program can be a way to

improve the quality of Indonesian education on the one hand and the quality of Indonesian people at large on the other. Because this program really depends on teachers as the main pillar of education, it is necessary to see to what extent the teachers have implemented these programs. One of the subjects or themes in elementary school is science, where this lesson or theme is considered by most students to be difficult. With the Merdeka Belajar program above, it is hoped that science lessons or themes in particular will become easier for students because of various innovations from teachers who implement the Merdeka Belajar programs.

Freedom to learn is a program that is very much in line with the agenda of improving the quality of education which has actually always been promoted since the Indonesian nation became independent. This program, according to the Minister of Education and Culture, will be a step forward in learning with a focus on improving the quality of human resources. The Freedom to Learn program is a continuation of the idea to improve the national education system, which so far seems to still need a lot of improvement. Merdeka Belajar is one of the programs to create a happy learning atmosphere at school, happy for students and happy for teachers. The Independent Learning Program includes four main policy points, namely: 1) Zoning Regulations for Admission of New Students (PPDB); 2) National Standard School Examination (USBN); 3) Learning Implementation Plan (RPP); and 4) National Examination (UN) (Lubis et al, 2023).

This independent curriculum has many advantages compared to the existing curriculum in Indonesia. First, this independent curriculum is deeper and simpler. In this independent curriculum, students only learn important student material and can develop their potential according to their respective learning phases. Second, this independent curriculum not only provides independence for students, teachers and schools also have independence. For students, the independent curriculum gives them the freedom to choose courses that suit their individual interests and talents. There are no majors in high school. For teachers, this independent curriculum means teachers are free to teach according to the learning achievements of each student. Meanwhile, schools have the freedom to develop and manage curriculum and learning in accordance with the characteristics of the educational unit and students (Pramesworo et al, 2023).

One of the teacher's tasks in the independent curriculum is to develop Digital Teaching Modules. Digital Teaching Modules are learning tools or facilities which contain material, learning methods, limitations, and methods of evaluating learning activities that have been designed systematically and interestingly to help achieve the expected competencies. The flow of Learning Objectives, which is built based on Learning Achievements and Pancasila Student Profiles as objectives, is the result of implementing the Digital Teaching Module. Education units are given freedom or discretion in making decisions in accordance with the Independent Curriculum Preparation Questionnaire. This is adjusted to the ability and willingness of teachers, education staff and educational units in developing curriculum operations in schools.

Education units can choose the most appropriate option according to their readiness and abilities. Implementing the Independent curriculum is considered more effective if it meets needs optimally. Generally, Digital Teaching Modules have the same function as RPP (Learning Implementation Plan), only they contain a number of adjustments. The components of this Digital Teaching Module must be created sequentially or systematically and adapted to the school environment and the character of the students. The Digital Teaching Module in the independent curriculum is a learning tool prepared by teachers to plan the learning process. The preparation of Digital Teaching Modules is adjusted to the learning achievements of the student's phase or development stage. In the Digital Teaching Module there is a choice of material to be studied with learning objectives as well as material based on long-term development. Making this Digital Teaching Module helps teachers carry out learning activities more optimally (Sanjaya et al, 2022).

Focus on Problems and Solutions

The focus of the problems agreed upon with partners regarding the implementation of the independent curriculum at SDN 291 Lobi, especially in the preparation of Digital Teaching Modules, is that the partners' problems are (Zahir, 2022): (1) Teachers at SDN 291 Lobi will only implement the independent curriculum in grades 1 and 4, (2) Teachers have never participating in training activities for preparing Digital Teaching Modules for the independent curriculum, and (3) Teachers are not yet skilled at compiling Digital Teaching Modules for the independent curriculum.

Based on an analysis of the situation and problems of SDN 291 Lobi teachers, the proposer offers a solution to carry out training and assistance in preparing the Digital Teaching Module for the independent curriculum for teachers. The expected output targets for the training are (1) Through this training, teachers can increase their knowledge and skills in creating Digital Teaching Modules for the independent curriculum, (2) Articles at the Makassar State University National Seminar, (3) Publication of activities on online print media, and 4) Publication in the form of a video uploaded to the YouTube channel.

Method

Implementation Method

This community service activity will be carried out in April 2023. The location for the implementation is at SDN 291 Lobi, Bulukumba. Resolving the problems experienced by partners in achieving the output targets for PKM activities is carried out through two approaches, namely the classical and individual approaches. The classical approach is carried out when providing theory and training to teachers regarding providing theory, while the individual approach is carried out by providing assistance in preparing the Digital Teaching Module for the independent curriculum (Mustadi et al, 2023).

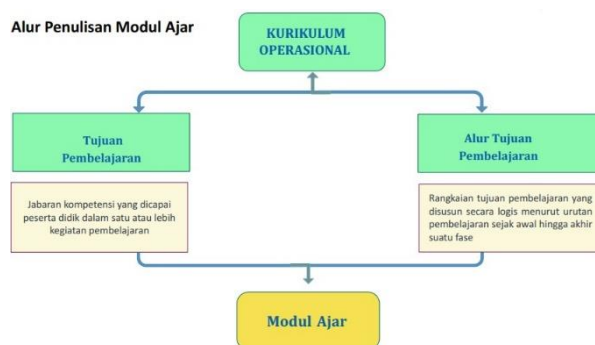


Figure 1. Implementation Method

The methods used in PKM activities are (1) Lecture and question and answer/discussion method; This method is used to convey important concepts about the Independent Curriculum Digital Teaching Module. This method is used because, together with pictures and displays, the lecture method can provide relatively large amounts of material in a concise, fast and easy manner (2). Using methods to demonstrate a work process, namely training teachers to create Digital Teaching Modules directly using computer/laptop devices directly and analyzing learning outcomes, (3) For continuity in completing assignments, each participant is given the task of creating a Digital Teaching Module that ready to be used in learning (Saparuddin et al, 2022).



Figure 2. Digital Teaching Module Flow

Implementasi PKM

This community service activity is carried out for 6 (six) months, starting from the preparation stage to preparing reports and seminar results as well as publication in accordance with the activity implementation contract agreement.



Figure 3. Assistance in Preparing Independent Curriculum Digital Teaching Module

- a. Preparation: This community service activity begins with preparation for implementation. Preparations carried out include permits on campus and in activity partner areas, preparation of administration and learning training materials, Focus Group Discussion (FGD) of implementing teams, facilitators and administrative staff and visits to partner locations to coordinate activity preparations including participant letters/invitations, venue and activity venue facilities. Preparations are made in the first and second months of the planned activity schedule.
- b. Implementation: The work procedures followed during this service activity are (1) Preparation of activities, administration and licensing, training materials/materials and checking the required facilities, (2) Carrying out introduction and training; motivating sessions, providing materials and training to teachers about gamification, (3) Providing assistance by controlling, monitoring and evaluating the process of implementing gamification, and (4) Preparing final reports and seminars and publications.
- c. Program evaluation is directed at achieving predetermined targets and outcomes. Evaluation is carried out at the end of the activity to determine the effectiveness of the implementation of the activity and the level of success of the training obtained, as well as the extent to which the participants are skilled at creating Digital Teaching Modules for the independent curriculum. In order to ensure the sustainability of the program, this will be done through strengthening group institutions. Based on the support of the school principal in this program, it is hoped that it will become a performance assessment material for teachers in preparing the Independent Curriculum Digital Teaching Module.

Results and Discussion

Understanding the Independent Curriculum Digital Teaching Module

The development of Digital Teaching Modules must be in accordance with what is mandated in the independent curriculum, there are many learning methods that can be applied (Baso et al, 2022). By applying many varied methods in developing Digital Teaching Modules, the quality of learning carried out by teachers in implementing the independent curriculum will increase. One learning method that can be used in developing Digital Teaching Modules in accordance with what is mandated in the independent curriculum is the contextual learning method

- a. Digital Teaching Module Concept: (1) Digital Teaching Module is a type of teaching tool that contains learning implementation plans, to help direct the learning process to achieve Learning Outcomes (CP), (2) Digital Teaching Module is provided by the government, then the Digital Teaching Module can be combined with RPP Plus, because the Digital Teaching Module has more complete components than the RPP, (3) the Digital Teaching Module is independent, so the Digital Teaching Module can be combined with the RPP, and (4) the educational unit can use various teaching tools,

including Digital Teaching Modules or RPPs, with various components and formats according to student characteristics and needs.

- b. Digital Teaching Module Concept: (1) Digital Teaching Module is a type of teaching tool that contains learning implementation plans, to help direct the learning process to achieve Learning Outcomes (CP), (2) Digital Teaching Module is provided by the government, then the Digital Teaching Module can be combined with RPP Plus, because the Digital Teaching Module has more complete components than the RPP, (3) the Digital Teaching Module is independent, so the Digital Teaching Module can be combined with the RPP, and (4) the educational unit can use various teaching tools, including Digital Teaching Modules or RPPs, with various components and formats according to student characteristics and needs.
- c. Concept of Digital Teaching Module: (1) Digital Teaching Module is a type of teaching tool that contains learning implementation plans, to help direct the learning process to achieve Learning Outcomes (CP), (2) Digital Teaching Module is provided by the government, then the Digital Teaching Module can be combined with RPP Plus, because the Digital Teaching Module has more complete components than the RPP, (3) the Digital Teaching Module is independent, so the Digital Teaching Module can be combined with the RPP, and (4) the educational unit can use various teaching tools, including Digital Teaching Modules or RPPs, with various components and formats according to student characteristics and needs.
- d. Objectives of Digital Teaching Module Development. The development of Digital Teaching Modules aims to provide teaching tools that can guide teachers in carrying out learning. In its use, teachers have the freedom to: (1) Choose or modify Digital Teaching Modules that have been provided by the government to suit student characteristics, or (2) Develop teaching tools to assist teachers in the learning process.
- e. The criteria for Digital Teaching Modules are (1) Essential: understanding the concepts of each subject through learning experiences and across disciplines, (2) Interesting, meaningful and challenging: fostering interest in learning and actively involving students in the learning process; (3) Relevant and contextual: related to previous knowledge and experience, and in accordance with the context of the student's time and environment, and (4) Continuous: the flow of learning activities is related to the student's learning phase.

When preparing a Digital Teaching Module, teachers must fulfill several components in it. The components of the Independent Curriculum Digital Teaching Module can be adjusted by educators according to needs. The following are several components that must be fulfilled in the Independent Curriculum Digital Teaching Module, namely (Saparuddin et al, 2022; Trecene et al, 2022):

- a. Module Identity: The first component that must be present in a Digital Teaching Module is the module identity. The identity of the Digital Teaching Module consists of the name of the module compiler, the year the module was prepared, the constituent

institution, school level, class level, as well as the allocation of learning time in accordance with learning hours in the work unit. The identity of this module tells the owner and purpose of this module for whom.

- b. Initial Competencies: Information on the initial competencies possessed by students. This competency is in the form of knowledge and skills that students have before students carry out learning activities. To find out students' initial competencies, teachers can carry out diagnostic assessments or assessments carried out before learning activities. The purpose of conducting a diagnostic assessment is to determine students' initial abilities and distribute study groups according to their abilities. This helps teachers teach according to students' needs. The aim of knowing initial competencies is also to measure the results of the Digital Teaching Module design. Is there progress in student learning or no change from the initial competency?
- c. Pancasila Student Profile: One of the learning outcomes in the Merdeka curriculum is the realization of the Pancasila Student Profile. This Pancasila student profile is the final goal of learning activities related to character formation through content and project learning activities.
- d. Facilities and Infrastructure: The next components in computers are facilities and infrastructure in the form of tools or materials to support the implementation of learning activities and sources of teaching materials needed by students. An example of infrastructure is the use of technology in learning activities.
- e. Target Learners: There are several target groups of learners. First, in general students do not have difficulty understanding the material to be taught. Second, there are students who experience learning difficulties due to limitations in their child's learning style, difficulty concentrating, difficulty understanding new material and lack of self-confidence. Third, students have high achievement abilities and can understand the material quickly and have leadership skills.
- f. Learning Model: Components of a learning model or learning sequence that describes the learning implementation system. There are forms of learning, namely face-to-face learning or PTM, online learning and combination or blended learning. This learning model will be adapted to the needs of implementing learning in schools.

Assistance in Preparing Independent Curriculum Digital Teaching Modules

When someone helps a friend or other person who needs help to improve their learning, they are engaging in mentoring activities. Supervision is different from mentoring. The most basic difference between the two is that in supervision, the position of the mentor being assisted is between superiors and subordinates, whereas in mentoring, the positions of the mentor and coachee are between partners or equals. Mentors must understand their role as facilitators rather than supervisors as supervisors or school principals do. If the mentor carries out their duties correctly, the mentor and the teacher they are accompanying will work well together to achieve better and more enjoyable learning goals.

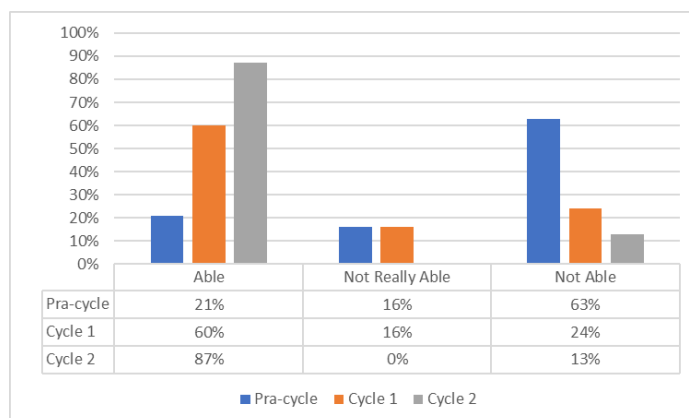


Figure 4 Increase in Teacher Understanding

The condition of UPT SPF SDN 291 Lobi Bulukumba teachers shows that the majority of Teachers (63%) do not know how to develop independent teaching modules; 5 teachers (15%) know a bit about it; and just 6 teachers (21%) are deemed to know how to use an independent curriculum to build teaching modules. Indicators show that teachers at UPT SPF SDN 291 Lobi Bulukumba are more capable of creating and implementing independent curriculum teaching modules during classroom learning. Of the 30 teachers, 26 (87%) were able to create independent curriculum teaching modules. Only 4 (13%) are still not capable, but these four teachers would be more capable if they received further help. In addition, teachers show a strong desire and are motivated to create independent curriculum teaching modules fully in accordance with the needs of the independent curriculum. This was recorded through observations and evaluations during mentoring activities in the process of creating Digital Teaching Modules for the independent curriculum.

Conclusion

Mentoring activities can help UPT SPF SDN 291 Lobi Bulukumba teachers become better at creating Independent Curriculum Digital Teaching Modules independently. The results of the evaluation of PKM implementation show that teachers are better able to create independent curriculum teaching modules through mentoring activities. If mentoring is provided to a number of teachers who are able to create modules, only 6 teachers (21%) teach an independent curriculum, so after mentoring, the number of teachers who are able to create modules will increase. Teacher capacity increased by twenty people (ninety-six percent). PKM's target is to increase teachers' knowledge and skills in creating Digital Teaching Modules for the independent curriculum; wrote articles at the Makassar State University National Seminar; publishing activities in online print media; and upload videos on YouTube.

The PKM team suggests the following because it has been proven that mentoring activities help teachers create independent curriculum teaching modules. First and foremost, teachers must be given training to improve their ability to develop teaching

modules, especially independent curriculum modules. Second, because the teaching module functions as a guide and reference for the learning process, the teaching module must cover all its elements properly and completely. Third, when providing assistance, it is best that the position of the companion and the person being accompanied is like a friend or partner. This will make communication between the companion and the person being accompanied more comfortable, which will result in optimal mentoring results.

Acknowledgment

We would like to express our thanks to the Institute for Research and Community Service (LP2M) Makassar State University through the Non-Tax State Revenue Grant Fund Program (PNBP), Partners, and all parties who actively participated in this PKM activity.

References

- Baso, B. A., & Naim, M. (2022). Penyuluhan Manajerial dan Peningkatan Produksi Budidaya Rumput Laut Lampaara. *Jurnal IPMAS*, 2(2), 72–77. <https://doi.org/10.54065/ipmas.2.2.2022.252>
- Grabinski, K., Kedzior, M., Krasodomska, J., & Herdan, A. (2020). Embedding E-learning in accounting modules: the educators' perspective. *Education Sciences*, 10(4), 97. <https://doi.org/10.3390/educsci10040097>
- Lubis, Y. W., & Ritonga, A. A. (2023). Mobilization School Program: Implementation of Islamic Religious Education Teacher Preparation in Elementary Schools. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 6(1). <https://doi.org/10.37758/jat.v6i1.632>
- Ma'rifatunnisa, W., Hamida, N. A., & Baru, R. (2022). Development of Interactive E-Module on Islamic Religious Education Subject Implementation of Independent Curriculum at Schools. *Edukasia Islamika: Jurnal Pendidikan Islam*, 7(2), 292–311. <https://doi.org/10.28918/jei.v7i2.850>
- Mustadi, A., Wibowo, S. E., & Sayekti, O. M. (2023). The Development of E-Modules for Language Politeness Learning in Independent Curriculum-Based Elementary School. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 9(2). <https://doi.org/10.33394/jk.v9i2.7366>
- Nasution, V. M., Prayitno, H. J., Muhibbin, A., & Haryanto, S. (2023). Empowerment of Junior High School Digital School Teachers in Kartasura on Making E-Modules. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 8(2), 1156–1167. <https://doi.org/10.31851/jmksp.v8i2.12712>
- Pramesworo, I. S., Fathurrochman, I., Sembiring, D., Bangkara, B. A., & Sudrajat, D. (2023). Relevance between Blended Learning and Students' Independent Learning Curriculum: An Overview of Digital Age Education, Student and Teacher Engagement, Technological Resources. *Jurnal Kependidikan: Jurnal Hasil*

- Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 9(3), 858-869. <https://doi.org/10.33394/jk.v9i3.8320>
- Sanjaya, W., Erita, Y., Putri, R. S., & Indriyani, N. (2022). Teachers' Readiness and Ability in Designing Teaching Modules in The Independent Curriculum. *Journal Of Digital Learning And Distance Education*, 1(7), 288-296. <https://doi.org/10.56778/jdlde.v1i7.46>
- Saparuddin, Kaswar, A. B., & Patongai, D. D. P. U. S. (2022). Pendampingan Pengembangan Media Pembelajaran Dua Dimensi bagi Guru SMA Negeri 9 Makassar. *Jurnal IPMAS*, 2(2), 63-71. <https://doi.org/10.54065/ipmas.2.2.2022.241>
- Serrat, M. A., Dom, A. M., Buchanan Jr, J. T., Williams, A. R., Efaw, M. L., & Richardson, L. L. (2014). Independent learning modules enhance student performance and understanding of anatomy. *Anatomical Sciences Education*, 7(5), 406-416. <https://doi.org/10.1002/ase.1438>
- Setiawan, B., Dewi, L., Hernawan, A. H., Sukirman, D., Al Arsuadhi, N. L., Kailani, R., ... & Arwan, J. F. (2023). Analysis of Needs Training Design Assistance in Developing Teaching Modules in the Freedom of Learning Curriculum for Primary Schools Teachers at the Kuningan Regency Education Office, West Java. *DIKDIMAS: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 55-67. <https://doi.org/10.58723/dikdimas.v2i2.195>
- Thompson, K. V., Nelson, K. C., Marbach-Ad, G., Keller, M., & Fagan, W. F. (2010). Online interactive teaching modules enhance quantitative proficiency of introductory biology students. *CBE—Life Sciences Education*, 9(3), 277-283. <https://doi.org/10.1187/cbe.10-03-0028>
- Treceñe, J. K. D. (2022). COVID-19 and Remote Learning in the Philippine Basic Education System: Experiences of Teachers, Parents, and Students. In *Socioeconomic Inclusion During an Era of Online Education* (pp. 92-110). IGI Global. <https://doi.org/10.4018/978-1-6684-4364-4.ch005>
- Wanner, T., & Palmer, E. (2015). Personalising learning: Exploring student and teacher perceptions about flexible learning and assessment in a flipped university course. *Computers & Education*, 88, 354-369. <https://doi.org/10.1016/j.compedu.2015.07.008>
- Zahir, A., Nasser, R., Supriadi, S., & Jusrianto, J. (2022). Implementasi Kurikulum Merdeka Jenjang SD Kabupaten Luwu Timur. *Jurnal IPMAS*, 2(2), 55-62. <https://doi.org/10.54065/ipmas.2.2.2022.228>