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THE TEACHING MODULE PREPARED BY THE ENGLISH TEACHER BASED ON THE MERDEKA CURRICULUM AT SDIT DINIYAH PEKANBARU

A THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for the Degree of *Magister*
in English Education



UIN SUSKA RIAU

BY

NURMAISAROH

SIN.22190124327

THE POSTGRADUATE PROGRAM
ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
2025 M./1446 H.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA

كلية الدراسات العليا

THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama :
Nomor Induk Mahasiswa :
Gelara Akademik :
Judul :

: Nurmaisaroh
: 22190124327
: M.Pd.(Magister Pendidikan)
: The Teaching Module Prepared By The English Teacher
Based On The Merdeka Curriculum At SDIT Diniyah
Pekanbaru

Tim Penguji:

Dr. Hj. Zulhidah, M.Pd
Penguji I/Ketua

Dr. Dodi Settiawan, M.Pd
Penguji II/Sekretaris

Dr. Sutarmo, MA.
Penguji III

Dr. Kalayo Hasibuan, M.Ed -TESOL
Penguji IV

Tanggal Ujian/Pengesahan: 22 Januari 2025

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Name : NURMAISAROH
Student's Number : 22190124327
Study Program : Islamic Education
Education Concentration : English Education

is accepted and approved to be examined at the thesis examination of Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau.

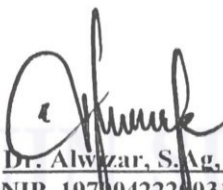
Date: 13 Januari 2025
Supervisor I


Dr. H. Promadi., MA., PhD
NIP: 19640827 199103 1009

Date: 15 Januari 2025
Supervisor II


Dr. Bukhori, M. Pd
NIP: 19790512 200710 1001

Acknowledged by:
Head of Islamic Education Study Program


Dr. Alwizar, S. Ag, M. Ag
NIP. 197004222003121001



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Drs. H. Promadi, MA., PhD

The Lecturer of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Nurmaisarah

To: Director of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: NURMAISAROH
Student's Number	: 22190124327
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: The Teaching Module Prepared by the English Teacher Based on Merdeka Curriculum at SDIT Diniyah Pekanbaru

It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim.

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Pekanbaru, 13 Januari 2025
Supervisor I

Drs. H. Promadi, MA., PhD
NIP:19640827 199103 1009



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State Islamic University
Sultan Syarif Kasim Riau

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Pekanbaru, 15 Januari 2025

Supervisor II

Dr. Bukhori, M. Pd

NIP: 19790512 200710 1001

UIN SUSKA RIAU



STATEMENT OF ACADEMIC INTEGRITY

The undersigned

Name : Nurmaisaroh

Student number : 22190124327

Place, date of birth : Rengat, 30 Mei 1999

Study program : Islamic Education

Concentration : English Education

Stated the thesis I have written entitled *"The Teaching Module Prepared by the English Teacher Based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru"* to meet requirements of master degree at post graduate program UIN SUSKA RIAU in my own work, where there all materials quoted from one source have been clearly stated based on the norm and ethic of scientific writing.

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Pekanbaru, Januari 2025

Writer



NURMAISAROH

SIN : 22190124327

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This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “The Teaching Module Prepared by the English Teacher based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru”. The writer would like to express her gratitude and sincere thanks to:

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Finally, the writer realizes that there are many weaknesses on the thesis.

Therefore, constructive critiques and suggestion are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aamiin.

Pekanbaru, 15 Januari 2025

The Writer,

Nurmaisaroh
SIN. 22190124327

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ص	Syin	Sy
ش	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

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2. Double Consonant

The double consonant is written double, for instance العمة written *al-ammah*

3. Short Vowel

Fathah is written *a*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and *dhommah* is written *u*, for instance زولو ما (zhuluman).

4. Double Vowel

او is written *aw*, وا is written *uw*, يا is written *ay*, and يي is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance al-maytatu in Arabic: الميتاتو

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبد الله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

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ABSTRACT

Nurmaisaroh, (2025): Teaching Module Prepared by the English Teacher Based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru.

This research is about the preparations made by teachers in creating a teaching module based on the independent curriculum and looks at what kind of teaching has been prepared by English teachers at SDIT Diniyah Pekanbaru. The sample was an English teacher who taught first grade and fourth grade at SDIT Diniyah Pekanbaru. The researcher chose the teacher to be interviewed about his preparations for creating teaching modules based on the independent curriculum, then the researcher also analyzed the modules that had been created by the teacher. This research was designed as descriptive qualitative research where data was taken from interviews and documents. There are two findings from this research. First, the preparations carried out by the English teachers at SDIT Diniyah Pekanbaru were very good and complete. There are three preparatory steps carried out by teachers in implementing the independent curriculum, in this case preparing teaching modules based on the provisions of the independent curriculum. namely attending seminars or workshops, secondly analyzing students' needs and abilities, and thirdly analyzing guidebooks that will be used during the learning process. The second finding in this research is that the teaching module prepared by the English teacher at SDIT Diniyah Pekanbaru includes the very good category. This is obtained because the module created by the English teacher contains the core components of the module based on the applicable independent curriculum that has been determined by the government.

Key Word: Teacher's Preparation, Teaching Module, Merdeka Curriculum



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ABSTRAK

Nurmaisaroh, (2025): Modul Ajar yang Dipersiapkan oleh Guru Berdasarkan Kurikulum Merdeka di SDIT Diniyah Pekanbaru.

Penelitian ini tentang persiapan yang dilakukan guru dalam membuat suatu modul ajar berdasarkan kurikulum merdeka dan melihat seperti apa bentuk ajar yang telah dipersiapkan oleh guru bahasa Inggris di SDIT Diniyah Pekanbaru. Sampelnya adalah seorang guru bahasa Inggris yang mengajar kelas satu dan kelas empat di SDIT Diniyah Pekanbaru. Penelitian ini dirancang sebagai penelitian kualitatif deskriptif dimana data diambil dari wawancara dan dokumen. Ada dua temuan dari penelitian ini. Pertama, persiapan yang dilakukan oleh guru bahasa Inggris di SDIT Diniyah Pekanbaru sangat bagus dan lengkap. Ada tiga langkah persiapan yang dilakukan oleh guru dalam mengimplementasikan kurikulum merdeka, dalam hal ini mempersiapkan modul ajar berdasarkan ketentuan kurikulum merdeka. yaitu mengikuti seminar atau workshop, yang kedua menganalisa kebutuhan dan kemampuan siswa, dan yang ketiga adalah menganalisa buku panduan yang akan digunakan selama proses pembelajaran. Temuan kedua pada penelitian ini adalah modul ajar yang dipersiapkan oleh guru bahasa Inggris di SDIT Diniyah Pekanbaru mencakup kategori sangat baik. Hal ini didapatkan karena modul yang dibuat oleh guru bahasa Inggris tersebut memuat komponen-komponen inti dari modul berdasarkan kurikulum merdeka yang berlaku dan telah ditetapkan oleh pemerintah.

Kata Kunci: Persiapan Guru, Modul Ajar, Kurikulum Merdeka

ملخص

نور ميسرة، (٢٠٢٥): الدليل التعليمي الذي أعده المعلم بناءً على المنهج المستقل في مدرسة دينية الابتدائية الإسلامية المتكاملة بكنبارو

تتناول هذه الدراسة التحضيرات التي يقوم بها المعلم لإعداد الدليل التعليمي بناءً على المنهج المستقل، وتستعرض شكل الدليل التعليمي الذي أعده معلم اللغة الإنجليزية في مدرسة دينية الابتدائية الإسلامية المتكاملة بكنبارو. عينة الدراسة معلم اللغة الإنجليزية الذي يدرّس الصف الأول والصف الرابع في مدرسة دينية الابتدائية الإسلامية المتكاملة بكنبارو. صُممت هذه الدراسة كبحث نوعي وصفي، حيث جُمعت البيانات من خلال المقابلات والوثائق. هناك نتيجتان رئيسيتان لهذه الدراسة. الأولى، أن التحضيرات التي قام بها معلم اللغة الإنجليزية في مدرسة دينية الابتدائية الإسلامية المتكاملة بكنبارو كانت جيدة جدًا. هناك ثلاث خطوات تحضيرية قام بها المعلم لتطبيق المنهج المستقل، أولاً حضور الندوات أو ورش العمل، وثانيًا تحليل احتياجات وقدرات الطلاب، وثالثًا تحليل الكتب الإرشادية التي سيتم استخدامها أثناء عملية التعليم. أما النتيجة الثانية فهي أن الدليل التعليمي المعد يقع ضمن فئة "ممتازة". وقد تحقق ذلك لأن الدليل الذي أعده معلم اللغة الإنجليزية يحتوي على المكونات الأساسية التي يجب أن تتوفر في الدليل التعليمي وفقًا للمنهج المستقل الذي حددته الحكومة.

الكلمات الأساسية: تحضيرات المعلم، الدليل التعليمي، المنهج المستقل

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the learning tools that must be equipped with educational institution is the curriculum (Fatmawati and Yusrizal, 2020). Curriculum is lesson plans, teaching materials, learning experiences that have been pre-programmed. The curriculum is a reference for every educator in implementing the teaching and learning process. The curriculum is one of the important elements in the implementation of learning at all levels of education (Siregar, 2021). This is in line with Ormond's (2017) view that explains the curriculum as a set of guidelines designed into a curriculum consisting of principles, environments, and requirements consistent with the learning objectives to be achieved.

Lisminia (2019) states that the curriculum shows the basis or view of the nation's life in education. The purpose of the nation's life in education is determined by the curriculum used. In this view, the curriculum becomes the basis or way of life. The basis or view of life certainly describes the goals of education to be achieved in the future because the true results of education will not be felt instantly, but in the next decades the results will be seen. If the curriculum is used as a strong foundation in the implementation of education, then of course the guidance of educational implementers from the elementary level to the higher education level will be directed in carrying out their education. Once the

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importance of the curriculum in the field of education because it becomes a tool, reference, basis or way of life as described above. Nasution (2006), the curriculum is constantly updated but of course the improvement of the curriculum is influenced by various factors, one of which is to offset the rapid progress of science and technology which is so massive

in the field of education. Like it or not, like it or not, the curriculum must continue to be perfected. Both from the level of elementary education to higher education.

Fatmawati and Yusrizal also stated that Indonesia is a country that has made change or revisions to the curriculum several times. In 2017 the Ministry of Education and Culture issued a revised 2013 curriculum which was an improvement and refinement of the previous curriculum. This simplification aspect refers to aspects of the teacher's assessment of students, the application of the 5M (remembering, understanding, applying, analyzing, and creating) as well as the structure of the subjects and the length of time studied at school (Rizkia et al., 2021). Entering the middle of 2020, with the COVID-19 pandemic having a very significant impact in all fields, including one of them is the field of education. The learning process is not running optimally because it cannot be done directly/face to face, so that learning is getting left behind and can be said to be a learning loss. For this reason, in early 2021 the Ministry of Education and Culture instructed new policies regarding the use of the revised 2013 curriculum and the COVID emergency curriculum

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(simplified 2013 curriculum). According to (Arifa, 2022) the implementation of the COVID emergency curriculum aims to provide convenience for all educational units in managing learning so that the substance of essential material becomes easier. Finally, in 2022, in order to restore learning due to the COVID pandemic, the Ministry of Education and Culture issued a new policy, namely the independent curriculum. (Nurani et al., 2022) said that the independent curriculum is a curriculum that accommodates a wide variety of learning and focuses on essential content so that students are able to deepen concepts and reinforce concepts with sufficient time.

The Merdeka curriculum is an improvement over the 2013 curriculum. This curriculum was inaugurated by the Ministry of Cultere, Research and Technology of the Republic Indonesia (Kemendikbud Ristek RI). The purpose of this curriculum is optimize the spread of education in Indonesia with various intra-curricular learning (Didasmen, 2020). The implementation of the independent curriculum emphasizes learning that is comfortable, independent, active, has character, meaningful, independent and so on. Teachers have the freedom to determine teaching devices that are tailored to the needs and learning interests of students.

Supporting recovery of learning is a key characteristic of the Independent Curriculum. The characteristics of the Merdeka Curriculum are printing Pancasila Student Profiles through project-based learning to develop students' skills and character, focusing on subject matter

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(essential) so that basic materials such as literacy and numeracy gain in-depth competency, more flexible learning with differentiated learning according to context and content local and in accordance with the abilities of students (Dikdasmen, 2022).

The advantages of the independent curriculum include: it is simpler and more in-depth; teachers are given freedom in conducting learning according to the stages of achievement and development of their students; by emphasizing relevant and interactive learning through project activities.

The Ministry of Education and Culture emphasized that the implementation of the independent curriculum will be carried out in stages and not forced. Secretary to the Directorate General of Vocational Education Ministry of Education and Culture, Wartanto (2022) the implementation of the new Merdeka curriculum means that there are still schools or teachers who are not very familiar. Therefore, in its application, educational units can adjust to the capabilities and infrastructure according to school conditions. According to Warrtando (2022), in 2024, schools must be able to implement the Independent Curriculum. To implement the independent curriculum, the teacher must do or have preparation. The preparations that must be followed by the teacher according to Matyastuti et.al is joining the training activities are intended to increase teachers' understanding of the Merdeka curriculum so that the objectives of the Merdeka curriculum can be achieved. Teachers get several workshops on the Merdeka curriculum to increase teacher understanding in

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implementing the Merdeka curriculum. With this activity, teachers can apply the Merdeka curriculum in accordance with what has been conveyed by the Minister of Education and Culture.

Based on (Nugraha, 2022), the implementation of the independent curriculum is strongly influenced by the use of information and communication technology. This is due to the use of the platform which aims as a means of information on the practice of both teachers, students and academics. In addition, the results of research (Rahayu et al., 2022) confirm that implementing the independent curriculum is not easy because there are many obstacles encountered which involve collaboration between school principals, teachers, agencies, parents and related parties so that the implementation of the independent curriculum can be carried out optimally. Furthermore, (Arifa, 2022) the challenges of implementing an independent curriculum include: competency readiness, skills, the mindset of teachers as implementers of education, readiness of infrastructure and infrastructure that will be used in its implementation.

For this reason, implementing the independent curriculum requires teacher preparation. The researcher intends to carry out research activities on the teaching module prepared by the English teacher based on the independent curriculum. The research will be conducted at SDIT Diniyah Pekanbaru. SDIT Diniyah Pekanbaru is one of the Elementary School in Pekanbaru city. Based on the preliminary interview with the Head Master and English Teacher, SDIT Diniyah Pekanbaru has been implemented an

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independent curriculum in the new 2023/2024 school year. The principal said that the implementation of independent curriculum in this school was not for all levels of education. Classes that apply independent curriculum are grades 1 and 4. While grades 2, 3, 5, and 6 still continue to use 2013 curriculum. As a formal institution, this school also provides English as a compulsory subject in this school. Based on 2013 curriculum and independent curriculum as used at this school, English is learned for 35 minutes for one hour of learning, the allocation for learning English is learned for 70 minutes in two hours of learning for one week. With the transition of the curriculum, several changes appeared in the learning system. A flexible independent curriculum gives teachers the freedom to choose various teaching tools that can be adapted to students' learning needs and interests (differentiated learning).

According to Melani (2023) one of the teacher's preparation in implementing Independent curriculum is by holding training or workshops for teachers. The head master of SDIT Diniyah Pekanbaru have been held workshop with the topic "Implementation of Merdeka Curriculum" for the teachers before starting the 2023/2024 school year. After that workshop held, according to the principal's supervision, there are still teachers who have not implemented the independent curriculum properly. Such as not providing diagnostic assessments at the beginning of learning process, and feel confused when prepared the teaching module. Meanwhile, in an

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independent curriculum, a diagnostic assessment must be carried out to determine the characteristics and needs of each student.

The researcher also asked one of the English teachers at SDIT Diniyah Pekanbaru about the problems found in prepared the teaching module based on the Merdeka curriculum. Mr. Hendri as an English teacher said, sometimes he forget to implement the independent curriculum due to the implementation of an inconsistent curriculum. In preparing teaching module, he is also distracted, sometimes he only focuses on the teaching part of the learning activities. Mr. Henri said because this is a new curriculum implemented in this school, of course the implementation is not perfect, it could even be said that we are still trying it out. The existence of obstacles and challenges in implementing this Independent curriculum made researcher interested in making SDIT Diniyah Pekanbaru as place of research. With the problems that exist after the implementation of the Independent curriculum, researchers want to find out more about how is the teaching module prepared by the English teacher based on the independent curriculum. Based on the explanation above, the researcher felt interested in conducting the research by a title **“THE TEACHING MODULES PREPARED BY ENGLISH TEACHER BASED ON THE MERDEKA CURRICULUM AT SDIT DINIYAH PEKANBARU”**.

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B. Problem

1. Identification of the problem

Based on the explanation above, the researcher identifies the problem as follow:

- a. What are the English teacher`s preparation in prepared the teaching modules based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru?
- b. Why does English teacher need to prepared teaching modules based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru?
- c. How is the English teacher`s preparation teaching modules base on the Merdeka Curriculum at SDIT Diniyah Pekanbaru?

2. Limitation of the problem

Based on identification of the problem, the researcher focused the problem of the research on how is the teaching module prepared by English teacher based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru.

3. Formulation of the problem

Based on the problem above, the researcher formulates the problem in the research as foloow:

- a. What are the English teacher`s preparation in prepared the teaching module based on the merdeka curriculum?
- b. How is the teaching modules prepared by the English teacher base on the Merdeka Curriculum at SDIT Diniyah Pekanbaru?

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C. Objective and Significance of the Research

1. Objective of the Research

Based on the formulation of the problem, the objective of this research is to explore the English teacher's preparation to make the teaching modules and teaching module prepared by the English teacher based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru.

2. Significance of the Research

- a. Hopefully, the findings of this research are able to benefit toward English Teacher.
- b. For the researcher, add knowledge in English teacher's preparation to implement the Merdeka Curriculum.

D. The Reasons of Choosing the Title

There are some reasons why the researcher interested in carrying out this research.

The reasons are as follow:

1. The title of the research is relevant with the research status as a student of English Education Department.
2. The title is not yet investigated by other previous researcher.
3. The location of the research facilities to conduct the research.

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E. Definition of Terms

1. Teacher`s Preparation

Teacher`s preparation is the actual process of giving prospective teacher`s in service teachers some subject matter knowledge and some pedagogical tools so they could transfer information to their students.

2. Merdeka Curriculum

Merdeka curriculum policy initiated by the Government has the same direction and goals as John Dewey`s progressivism concept. A stream that offers freedom and flexibility to educational institutions to explore students potential by adjusting their interest and talents. Merdeka curriculum is a curriculum with varied intra-curricular learning, where the content is optimised so that students have sufficient time to explore concepts and strengthen their skills (Jalinus et al., 2021). Teachers can choose different learning resources to be tailored to students' learning needs and interests. Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes identified by the government.

3. Teaching Module

Teaching module is a type of learning device in print media form, incorporating components guiding students toward learning objectives (Hamidah et al., 2022). When the teaching using a module simplifies instruction for teachers and enhances student comprehension (Maghfiroh & Hardini, 2021). According to Permendikbud

No.22/2022 in the merdeka curriculum defines a teaching module as a lesson plan, previously termed RPP in the K-13 curriculum. This revision aims to boost teacher flexibility and creativity in instructional design.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teacher`s Preparation

Every exercise or job need preparation. Likewise with the world of education. Teachers definitely encounter many challenges at school. In situations like thus, teachers must have preparation in teaching. According to Mulyasa (2019), teacher preparation must pay attention to provisions such as: teachers must not be authoritarian, teachers must be democratic. Thoughts, opinions, conclusions are not the teacher`s monopoly. Students must be given the opportunity to speak. Then the second is that up-to-date science and technology must support the learning process. New ideas in teaching methods must be applied to harmonize new materials, such as curriculum and objective values. Preparation in pedagogy is a philosophy that holds that the purpose of a community college education is to meet students where they are academically, regardless of prior preparation and schooling experiences. While preparation for teaching can include aspects like lesson planning and creating daily activities, it can also involve the initial or ongoing training you receive to gain skill and competency as a teacher.

Teacher preparation is also needed in creating teaching modules. This is in accordance with the opinion of Izzah Salsabilla et

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al., 2023 that in implementing the independent curriculum the role of teachers is very important in compiling teaching modules, but in reality there are still many teachers who do not understand the techniques for preparing and developing independent curriculum teaching modules.

The main reason is to produce good quality learning. According to Suyanto & Sutikno (2020) a good module ensures a good, effective and efficient learning process. In line with the statement of Mulyasa (2019) good preparation, will have bad results, if the implementation is rushed. Poor preparation is better than no preparation. This statement emphasizes the importance of preparation for teachers before teaching. A learning process that does not have a definite learning plan or teaching module when delivering material content to students will not be sequential and the learning that occurs will not be balanced. Therefore, it is necessary to provide understanding to teachers in compiling and understanding the contents of teaching modules for planning learning in the classroom (Rosmana et al., 2024). Teacher preparation in compiling modules is also needed to adapt the curriculum. This aims to ensure the modules comply with the independent curriculum and national standards. Then teacher preparation in compiling modules is also needed to know student needs. Teachers must adapt modules to students' needs, interests and abilities. This is what is called independence, that students are free to

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learn according to what they need. Therefore, teachers must prepare teaching modules as best as possible to support the learning process well.

Preparing teaching modules needs to also pay attention to the steps in developing teaching modules in the independent curriculum, there are approximately 10 main steps, including: 1) Analysis of students and teachers and then educational units regarding the conditions of learning activity needs, 2) Carrying out diagnostic assessments or diagnostic tests to find out the initial conditions and future needs of students, 3) Identify the profile of Pancasila students that will be achieved in learning, 4) Develop teaching modules which of course come from ATP (Learning Objective Flow) which contains learning outcomes (CP), 5) Design, models, techniques, methods and assessment instruments in learning, 6) The teaching modules that are prepared must be based on previously planned components, 7) Teachers can determine what components are in the teaching module according to the needs of the learning activity , 8) Essential components can be collaborated in learning activities, 9) Modules are ready to use, 10) Evaluation of teaching modules.

According to Rosmana et al., 2024 there are several things that teachers need to consider when they make independent curriculum-based learning plans for elementary schools. First, teaching modules must follow the basic principles of an independent curriculum, such as

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character development, project-based learning, strengthening literacy and numeracy, and integrating local content. To ensure that students receive a broad and quality learning experience, teaching modules should also cover all of these principles. Second, before creating learning modules, teachers must see what their students want. Each group of students has different needs, and innovative learning modules must be created to meet this diversity. It is possible to conduct this needs analysis through internal classroom observations, interactions with students, and gathering information about students' abilities and interests. To obtain the necessary information, teachers can conduct interviews or surveys with students, parents or other related parties. Therefore, teachers should also pay more attention to the difficulty of the material being taught. Taught in learning modules. The material should be arranged in a structured manner so that students can follow it and make it good for learning. Making clear steps in the learning module helps students to better understand and apply the concepts being taught. Lastly, the strategy for designing independent curriculum-based learning modules must integrate different subjects and effective learning methods, such as project-based learning, collaborative learning, play and the use of educational technology (Alimuddin, 2023). Connecting different learning methods, teaching modules can attract students' attention and increase participation and encourage them to study harder. It is important for teachers to choose

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the approach that best suits the learning objectives and students' abilities and interests.

Another more crucial challenge in compiling this teaching module lies in the structure of what should be included and not included. The following are the core components contained in the teaching module that teachers need to know; 1) Learning objectives (TP), must reflect the important points in learning activities, 2) Meaningful understanding to explain in a descriptive way the learning process which is not only a concept or phenomenon, but the application of the relationship between these concepts, 3) Igniting questions to create questions at the beginning of learning which are stated in the teaching module planning design, 4) Learning activities to develop learning steps in the classroom or outside the classroom, 5) Assessment with three categories that are considered, namely diagnostic assessment, formative and summative assessment, 6) Remedial and enrichment aimed at students who need guidance again in understanding the material.

Apart from that, in the teaching module there are different characteristics, namely including student worksheets (LKPD) as material for student evaluation or practice and also including the coverage of material that will be studied during later learning activities. In the LKPD, it is not permissible to include exercises that merely assess students' cognitive abilities. However, the LKPD that is

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prepared must be clear and detailed starting from an explanation of the purpose of filling in the LKPD, the sequence or steps for filling in the LKPD, and the practice sheets that the teacher will give. Since technological developments are very rapid in the world of Indonesian education, the preparation of student worksheets does not need to be too monotonous or standard, teachers are free to create LKPD for students later, therefore creativity and interesting ideas from teachers are really shown here in order to obtain learning outcomes. which is fun but also essential.

In relation to teaching preparation, there are several important things that need to be considered. The first is that preparation is seen as a process that is strongly directed towards future action, for example towards the formation of competence and will involve other people. Second, preparation is directed at future action, which will be faced with various problems, challenges and obstacles that are unclear and uncertain. Meanwhile, knowledge about the future is very limited, making predictions difficult, especially estimating activities in the classroom, especially in the current era. It does not rule out the possibility that whatever is planned is actually already owned by the students. Third, teaching preparation as a form of planning activity is closely related to how something can be done, therefore, good teaching preparation is one that can be implemented optimally in learning and building student competency.

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Teachers prepare to learn plans and programs within a specific curriculum, as it is the teacher's responsibility to implement the curriculum to meet student needs. Merdeka curriculum is a curriculum with varied intra-curricular learning, where the content is optimistic so that students have sufficient time to explore concepts and strengthen their skills (Jalinus et al., 2021). Teachers can choose different learning resources to be tailored to students' learning needs and interests. Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes identified by the government. These projects do not aim to achieve specific learning objectives and are not linked to subject content.

Teaching preparation contains an outline of what the teacher and students will do during the learning process, either for one meeting or covering several meetings. Inexperienced teachers generally require more detailed planning than teachers who are experienced in their field. In the book *Developing Teaching Preparation*, the author quotes Gagne and Briggs indicating that in developing teaching preparation to improve the quality of learning it is necessary to pay attention to the following four assumptions:

- a. Teaching preparation needs to be well prepared and use a systems approach. The development of teaching preparation is influenced by the theories that underlie it and the steps taken in the process of creating it. Gagne formulated that a learning system is "a series of

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events that can influence students so that a learning process occurs in them in order to achieve or master a competency. The learning process is seen as interacting and interrelated and has its own function to achieve learning goals and form student competencies.

- b. Teaching preparation must be developed based on knowledge about students. The quality of teaching preparation depends a lot on how the design is created, whether it is scientific, intuitive, or both. Teaching preparation must be developed scientifically based on knowledge about students, namely teaching and learning theories that have been tested and researched by educational science experts.
- c. Teaching preparation must be developed to make it easier for students to learn and form their own competencies. Even though the learning process is carried out classically, in essence learning is individual. Therefore, in developing teaching preparation it is necessary to consider the characteristics of students. Arranging the various learning elements well will really help facilitate the learning process. Added by Wahab (2001), several things that need to be considered to make learning easier for students are that information must be prepared well, given examples and illustrations that are close to students' lives, providing opportunities for students to participate in the learning process, using various methods, facilities and supporting tools.

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- d. Teaching preparation should not be made haphazardly, let alone just to fulfill administrative requirements. This fourth assumption confirms the importance of the first and second assumptions, that lesson unit programs must be prepared in accordance with scientific procedures.

Teaching preparation must pay attention to students' interests and attention to the standard material used as study material. This must be taken into account so that teachers do not only act as transformers, but must act as motivators who can arouse students' enthusiasm for learning, as well as encourage students to learn, by using a variety of media and appropriate learning resources, as well as supporting the formation of basic competencies. For this purpose, there are several principles that must be considered in teaching preparation, namely as follows:

- a. The competencies formulated in teaching preparation must be clear. The more concrete the competency, the easier it will be to observe, and the more precise the activities that must be carried out to form that competency.
- b. Teaching preparation must be simple and flexible, and can be implemented in learning activities and the formation of student competencies.

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- c. Activities prepared and developed in preparation for teaching must support and be in accordance with the established basic competencies.
- d. The teaching preparation that is developed must be complete and comprehensive, and its achievements must be clear.
- e. There must be coordination between program implementing components in schools, especially if learning is carried out in teams (team teaching) or modeling classes.

The teaching preparation developed by teachers has quite a deep meaning, not just routine activities to fulfill administrative requirements, but is a reflection of the teacher's views, attitudes and professional beliefs regarding what is best for their students. Therefore, every teacher must have thorough preparation before carrying out learning. It means, teacher must prepare learning objective and learning outcomes, Content, method in learning activity, and evaluation in the lesson plan.

1.1 Learning Objective

The first thing a teacher does is create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. The objective drives the whole lesson. It is the reason the lesson exists. Care is taken when creating the objective for each day's lesson, as it will determine the activities the students engage in (Pinera, 2013).

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According to Purnama Sari, et. al (2020) Learning objective is very specific, outcome based, measurable and describe student behavior. Objective is a tool to describe student outcomes, the goal of directing learning to be effective. In addition, learning objectives has a function as a guide for students to know what is expected of student learning. It is also used for the basis of the selection of learning media and the basic of how to teach. Objectives can be classified according to the learning outcomes where learning outcomes are usually classified into cognitive, psychomotor, and affective (Utami, 2010).

According to Purnama Sari, et. al (2020) Learning objectives have the function as a reference for all components of instructional design, the learning objectives must be formulated precisely / accurately in accordance with the actual behavior / abilities that must be obtained by the students after completing of learning stated as standard of competence. Understanding and mastering how to formulate learning objectives as part of instructional goals is a necessity for each instructor (lecturer / teacher, trainer).

Beside the learning objective, there is a Learning outcomes are achievements after the learning process. Learning outcomes show the quality of the learning process (Gil-Jaurena & Kucina Softic, 2016). Likewise the opinion of (Chase, Marks, Malkiewich, & Connolly, 2019) states learning outcomes are the results obtained by students after the learning process is indicated by the test scores given by the

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teacher after each finish providing learning material on one subject, it included cognitive, affective, and psychomotor. Furthermore (Berns, Isla-Montes, Palomo-Duarte, & Dodero, 2016) in their research concluded that in improving learning outcomes, teachers are advised to use appropriate and varied learning strategies in presenting materials and applications in learning activities. Factors that influence learning outcomes include internal factors: (1) Physiological factors, (2) Psychological factors, while external factors: (1) Environmental factors, (2) Instrumental factors (Dubickis & Gaile-Sarkane, 2017).

1.2 Subject Matter/Content

Subject matter and content refer to areas of creating forums for teaching and sharing knowledge. The words content and subject matter are synonym. The subject matter or familiar called as content includes the specific topic and how that relates back to the national curriculum. It should include the sources of information or references, whether that is websites, textbooks, or some other material. Subject matter acts as the backbone of any learning experience. Similar with this statement, Pinera (2013) state The subject matter includes the topic: particular lesson, references: usually from the book and internet website, Materials: refer to objects or tools that serve as instructional aids for particular subject.

That subject matter is an essential component of teacher knowledge is neither a new nor a controversial assertion. After all, if teaching entails helping others learn, then understanding what is to be taught is a central

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requirement of teaching. The myriad tasks of teaching, such as selecting worthwhile learning activities, giving helpful explanations, asking productive questions, and evaluating students' learning, all depend on the teacher's understanding of what it is that students are to learn. As Buchmann (1984) points out, It would be odd to expect a teacher to plan a lesson on, for instance, writing reports in science and to evaluate related student assignments, if that teacher is ignorant about writing and about science, and does not understand what student progress in writing science reports might mean. That teachers may hold such goals for student learning that grow out of their study of subject matter does not, however, dictate a particular pedagogy. In helping students develop such understandings, teachers may play a variety of roles and draw on a variety of knowledge and skills.

It gives the necessary information and guidance for learners to grasp new concept, acquire skills, and broaden their understanding of the subject matter. Well designed and engaging lesson content lays the foundation for effective teaching and learning. According to Sulman (1987) to teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields to everyday life.

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The subject matter preparation of English teachers reveals perhaps the closest correspondence between what is studied in college and what teachers teach in elementary and high school. High school English teachers study literature in their college courses; the works they read and what they learn about literary interpretation may contribute to the understandings upon which they draw in teaching. Still, high school English teachers teach grammar, spelling, and writing as well, topics rarely explicitly central to the college major. Thus, English teachers often must draw ultimately on what they learned when they were in school themselves.

1.3 Method

Teachers are equipped with adequate knowledge and skills to contribute effectively to curriculum development and implementation. Therefore, teachers need training courses and workshops that focus on professional development to contribute to curriculum development. On the other hand, an important aspect that needs to be effectively considered in terms of teacher involvement in curriculum development is that teachers should be encouraged in the curriculum development process (Boang Manalu et al., 2022; Tedjokoesoemo et al., 2021). This means that improvements should be made in the learning process in various areas. Thus, teachers play an important role in the process of curriculum development and implementation to improve student learning outcomes.

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Student activity needs to be considered in the learning process. The learning process really requires the activeness of students. Without the activeness of students, learning seems boring. According to (Demartini & Dossena, 2016) states the activeness of students in learning is an important and fundamental issue that must be understood and developed by each teacher in the learning process. So that students' activeness needs to be explored from the potentials that they have actualized through their activities to achieve learning objectives. According to (Zhu, 2017) explained that activeness can improve learning outcomes. Based on the research it can be concluded that increasing student activity can be done in five stages. The five stages include class presentations, group or team collaboration, presentation of the results of discussions or games, working on quiz questions or tournaments, and the results of grades or awards. According to (Berns et al., 2016) draw conclusions that student learning activities have increased in learning. This is indicated by the increased activity of students during group discussions, namely when expressing opinions and cooperation. In learning Indonesian, there are many teaching methods that can be used. However, these methods do not all fit into the subject matter being taught. Various media and methods used by teachers such as lecture methods, use of power points, discussions and questions and answers. But in reality the method is still lacking in facilitating students to study more seriously, especially learning Indonesian.

1.4 Evaluation

Activities to evaluate and measure the success of a program known as program evaluation. There are several definitions of evaluation proposed by experts. The definition has been known quite extensive, including the definition put forward by Neumann, Robson and Sloan (2017) that evaluation in terms of an activity being systematic, planned and purposeful, involving the collection of data on questions and issues relating to the organisation and its change programme. Evaluation is an activity that is systematic, planned and achieving goals, involves the collection of data relating to the organization and program. According to Molly, et. al, (2017) that evaluation often occurs for the purpose of comparing success across programs competing for similar resources. The evaluation was conducted to assess the success of a program that has been implemented. In human life, the evaluation is not new because it is always accompany one's life. Next Cimmings and Worley (2015) explains that evaluation is concerned with Providing feedback to practitioners and organization members about the progress and impact of interventions. The following evaluation, the evaluation concerned with providing feedback to practitioners and members of the organization on the progress and impact of interventions.

Evaluation is a systematic and continuous process to determine the quality (value and meaning) of something based on certain considerations and criteria to make decisions. According to Adzalika, Soegiyanto, and

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Rumini (2019), evaluation is a systematic, planned, organized, and sustainable coaching process. Prastyo (2015) also stated that education is highly important to develop and empower humans. Imron (2012) pinpointed that assessment is a series of activities to obtain, analyze, and interpret data about the learning process and student learning outcomes carried out systematically and continuously. In Minister of Education and Culture Regulation, it is also explained that the assessment of processes uses authentic assessment methods that would have an impact on knowledge, skills, and attitudes aspects. To organize the evaluation it must be honesty, balance, and organized. Minister of Education and Culture Regulation Number 22 of 2016 mentioned that in the closing activity the teacher and the students both individually and in groups must reflect to evaluate several things such as concluding the whole series of learning activities and the results obtained after conducting learning activities to provide benefits directly or indirectly to students, providing feedback questions, carrying out follow-up activities in the form of individual task or group task, and informing the learning activities for the next meeting.

LESSON PLAN FORMAT OF MERDEKA CURRICULUM

Module Identity:

-Education Units

-Class/Semester:

-Subject:

-Unit/theme:

-Time Allocation:

Initial Competency:

Pancasila Student Profile:

Facilities and Infrastructure:

Student`s target:

Learning method:

Learning objectives:

Meaningful understanding:

Trigger Question:

Learning Activities:

Activities	Description of Activities	Time Allocation
Introduction	<p>Orientation</p> <ul style="list-style-type: none"> <p>Apperception</p> <ul style="list-style-type: none"> 	
Core Activities	<ul style="list-style-type: none"> 	
Closing	<ul style="list-style-type: none"> 	

Assessment:

Enrichment and remedial:

Attachment: -Student worksheets

- student and teacher reflection:

-reference

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2. Curriculum

Education, as an effort and activity of adult humans towards immature humans, aims to explore these potentials so that they become actual and can be developed (Santika et al., 2022). That way, education is a tool to provide stimulation so that human potential develops according to what is expected. With the development of these potentials, humans will become humans in the truest sense. This is where education is often interpreted as a human effort to humanize humans (Ahid, 2006). Curriculum is an important component in implementing education to achieve educational goals. Curriculum is a plan that is used as a guideline or handle in teaching and learning activities (Martin & Simanjorang, 2022).

The learning process that students experience both inside and outside of school is guided by the curriculum. Evaluation activities to determine whether students already possess the expected qualities are also adjusted to what is listed in the curriculum. Without a clear curriculum, educational life in a school becomes aimless and ineffective in developing the potential of quality students and Indonesian golden generation (Samadhinata, 2022). Curriculum development necessitates an understanding of the situation and conditions, as well as the various interests prevalent at the time (B. Setiawan & Suwandi, 2022). There is a

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saying that the curriculum is a political or ministerial product. When a minister changes, the curriculum changes, and curriculum documents frequently become documents that are neatly stored in schools because they do not accommodate local situations and conditions for curriculum designs to be well-socialized (Tronsmo & Nerland, 2018).

Etymologically, the term curriculum comes from the Greek words *curir*, which means runner, and *curene*, which means place to race. The term curriculum originates from the world of sports, especially in the field of athletics, namely in ancient Greece. The curriculum was originally a plan that contained a set of subjects or material that would be studied or taught by the teacher to students. Curriculum as an activity or activity views that the curriculum is all the activities of teachers and students in learning activities at school. S. Nasution (2003) also states that the curriculum is seen as a plan prepared to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff. This opinion reveals that before the curriculum is implemented it must first be planned, designed so that the learning process carried out in the school can be carried out systematically in relation to the results of the design that is made, the design that is made is still carried out with guidance from the school, namely the deputy principal for curriculum and is made by

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the staff. the teacher before implementation needs to be considered and corrected by the school.

2.1 Definition of Curriculum

The curriculum is also an educational plan providing guidelines and guidance on the type, scope and sequence of content, as well as the educational process. Curriculum as an educational design has a very central position in all learning activities, which determines the process and learning outcomes. The curriculum has a central position in the entire educational process (Rosni, 2017). Curriculum is the most important part in the completeness of the educational process. Curriculum is the core of the educational process (Zahid Zufar At Thaariq & Agus Wedi, 2020). Curriculum is the heart of education. This opinion shows how important the existence of the curriculum is in the realm of national education, because the curriculum really colors the construction and face of education in a society (Hidayat, 2011).

The curriculum is an educational program from the government that is used to achieve educational goals. According to Sholeh Hidayat (2013) Curriculum is a written material that contains a description of the educational program of a school or madrasa which must be implemented from year to year. The same opinion was also conveyed by Imas Kurniasih and Berlin Sani (2014) that the curriculum is a tool that can be used as a reference in

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developing a learning process that contains student activities that can be attempted to achieve a learning goal in particular and educational goals in general. Curriculum is described as written material intended for use by teachers in implementing learning for their students. The curriculum is seen as a lesson plan for a school or madrasah.

Curriculum is an important component in implementing education to achieve educational goals. Curriculum is a plan that is used as a guideline or handle in teaching and learning activities (Martin & Simanjorang, 2022). The curriculum is also an educational plan providing guidelines and guidance on the type, scope and sequence of content, as well as the educational process. Curriculum as an educational design has a very central position in all learning activities, which determines the process and learning outcomes. The curriculum has a central position in the entire educational process (Rosni, 2017). Curriculum is the most important part in the completeness of the educational process. Curriculum is the core of the educational process (Zahid Zufar At Thaariq & Agus Wedi, 2020). Curriculum is the heart of education. This opinion shows how important the existence of the curriculum is in the realm of national education, because the curriculum really colors the construction and face of education in a society (Hidayat, 2011).

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The curriculum is a plan used as a guide or handbook in teaching and learning activities (Kattington, 2010). So the curriculum is a plan and arrangement regarding the objectives, content, learning materials, and methods used to guide teaching and learning activities to achieve educational goals. In line with the times, the curriculum also develops to meet the demands of education.

The curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used as guidelines in the implementation of the teaching and learning process to achieve educational goals. The curriculum guides teachers in carrying out educational activities to achieve educational goals. The curriculum has a crucial position in education because it is the curriculum that regulates and regulates. Therefore, educational goals can be achieved and stay consistent with planned goals. Apart from that, the implementation curriculum must be monitored and evaluated. This process reviews the extent to which the effectiveness and success of the curriculum. It also aims to be an improvement in the curriculum in the future. In this case, the importance of being an education curriculum can be seen. Moreover, make sure to notice it too that teachers also have an essential role in curriculum administration where the

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teacher plays a role in implementing the curriculum in teaching and learning activities.

According to Beucham, as quoted by Nana Syaudih, the curriculum is a teaching plan and as a system (curriculum system) which is part of the school system. There are differences between the meaning of one curriculum and the meaning of another curriculum, so S. Hamid Hasan stated that the concept of curriculum can be viewed in four dimensions: a. Curriculum as an idea, which is produced through theory and research. b. The curriculum as a written plan is an embodiment of the curriculum as an idea. c. Curriculum as an activity, which is the implementation of a written curriculum. d. Curriculum as a result is a consequence of achieving curriculum objectives as an activity, in the form of curriculum achievement, namely achieving changes in behavior or certain abilities of students.

2.2 The Function of Curriculum

There are four curriculum functions according to McNeil (1990), namely:

- a. The function of general education (common and general education), namely the function of the curriculum to provide life experiences, such as preparing students so that they become responsible members of society as good citizens.

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- b. Supplementation, namely the function of the curriculum has an educational tool that can provide services to each student according to differences in abilities, interest and talents.
- c. Exploration, means that the curriculum must be able to discover and develop the interest and talents if each students. Through the exploration function, students are expected to be able to learn according to their interest and talents, so that they will learn without coercion.
- d. Skills (specialization), the curriculum also functions to develop childrens abilities according to skills based on student interest and talents. Therefore, the curriculum must provide a choice of various areas of expertise, for example trade, agriculture, industry of academic discipline.

Based on the four functions above, it is clear that the curriculum functions for every person or institution that is related, either directly or indirectly to the provision of education.

On the other hands, From Anggi (2021) curriculum leads to various fields:

- a. As content, namely learning outcomes. In the last 40 years the curriculum has been more focused on learning outcomes. The curriculum is not only considered a design, but is more focused on the results of implementing the design in learning. The curriculum

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is said to be learning which shows a shift in emphasis from the curriculum which is defined as a unified tool. The commitment of a curriculum is learning activities, methods, materials and evaluation.

- b. As cultural reproduction because culture can produce ways of thinking and behaving and can make humans a social activity. One of the most important things in culture is life skills that can be passed on to new generations as provisions for life for children after they become adults. With the existing culture, the younger generation is able to inherit, maintain and discover the cultural and cultural values of their ancestors that will not be lost over time. The implication for the function of schools is how the curriculum in society is a reflection of culture in society where schools function as implementers of the reproduction of generations of knowledge and values that exist in society in the future.
- c. As a learning experience, this definition is broader than the previous curriculum definition which only limited the curriculum to the plan or only taught subjects which were referred to as subject matter. Curriculum is said to be a teaching experience which includes that the curriculum is not only a written design to carry out the learning process for students, but includes an implementation of that design which is carried out in the classroom, at school and in the community. As education experts

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say, the curriculum does not only refer to a set of subjects or subjects, but is much more perfect in that the curriculum can provide constructive experiences for students through all the activities and learning environments planned and produced by the school. This shows that it is related to the dynamics of the curriculum as the written design develops into the result of implementing the curriculum design in the form of educational experience.

- d. As a reproductive system, the curriculum is said to be a set of tasks that produce education. The final goal in the form of behavior such as learning a skill, task, or learning a good behavior.
- e. As a field of study, curriculum is important knowledge in each subject in developing appropriate activities to achieve curriculum goals.

2.3 History of Curriculum in Indonesia

Since Indonesia's independence until the present, the curriculum policy timeline presented policies in effect at the time, the main points of the national education goals and implementation strategies contain distinct elements. Here depicts the evolution of Indonesia's curriculum and the underlying government policies. This data can be used as a resource and practical asset in curriculum analysis, evaluation, and forecasting activities. The curriculum in Indonesia was also developed in response to the

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conditions of society, nation, and state, but all have the same foundation: Pancasila and the Constitution of 1945. (Siswoyo, 2013). According to the policies in effect at the time, the main points of the national education goals and implementation strategies contain distinct elements.

The implications of the differences in the meaning of curriculum when viewed from several definitions are very significant. According to Sutarto (2015) the main reference for school programs is the curriculum. Naturally, according to the demands of the times, the curriculum needs to be reviewed periodically to accommodate customer demands. The curriculum has undergone updates following developments in the increasingly modern world of education and of course due to changing times. Changes and developments in the curriculum must have a clear vision and mission. All national curricula are developed referring to Pancasila and the 1945 Constitution.

The first curriculum used in Indonesia occurred in 1947 which became known as the 1947 curriculum or better known as the 1947 lesson plan. (Sadewa, 2022). The established educational principle is Pancasila (Masyhud, 2014). Because it was still in turmoil due to the revolutionary war, the 1947 Lesson Plan was only implemented in 1950. Therefore the 1947 Lesson Plan is often also called the 1950 curriculum. The 1947 Lesson Plan was very

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simple, only containing two main things, namely a list of subjects and hours of teaching, as well as the outline of the lesson. The 1947 Lesson Plan prioritized character education, awareness of the state and society, rather than education of the mind. At that time, students were more directed on how to socialize with the community (Machali, 1970). The subject matter is related to everyday events. Natural Sciences teaches how to process everyday events, how to use various simple tools (pumps, scales), and investigates various daily events, for example why locomotives are filled with water and wood, why fishermen go out to sea at night, and how to connect electric cables (Kadenun, 2015). The outlines of teaching at that time emphasized the teacher's teaching strategy and the way students learned the material being taught. For example, in language lessons teach how to communicate, read, and write.

Historically the 1952 curriculum was the result of refinement of the previous curriculum which was named the 1952 Unraveled Lesson Plan. The birth of the 1952 curriculum was inseparable from the history of the birth of the 1947 curriculum. It could even be said that the 1952 curriculum was a renewal of the 1947 curriculum. It was said that because when the 1947 curriculum was in force there was no education law that applied as its operational basis. This happened until 1949. It was only after

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1950 that the education law, known as Law no. 4 of 1950 can be completed. Furthermore, the law was passed in 1954 as Law no. 12 of 1954. It was from there that the first education law was known, namely No. 4 of 1950 and No. 12 of 1954. However, this law does not enforce the implementation of the 1947 curriculum (Santika, 2021). Along with the enactment of Education Law No. 4 of 1950 which was only implemented in 1954, the applicable curriculum was no longer the 1947 curriculum, but the 1952 curriculum. In other words, the 1952 curriculum was the first curriculum to have an operational legal basis. The juridical basis of the 1952 curriculum was not much different from the 1947 curriculum. The ideal basis was Pancasila which was listed in the Preamble of the 1945 Constitution, while the constitutional basis was the 1945 Constitution. The operational basis of the 1952 curriculum was Law no. 4 of 1950. The law was drafted before 1950 (Santika, 2022). This curriculum has led to a national education system. Even though this curriculum does not yet have coverage in all regions of Indonesia, because the new curriculum pattern leads to a national system. The most prominent and at the same time characteristic of the 1952 curriculum is that each lesson plan must pay attention to the content of lessons related to everyday life. So that the focus of the curriculum is more towards the needs of life in

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its time and is not oriented towards the vision of the future (Santika et al., 2018).

After 1952, before 1964, the government again perfected the curriculum system in Indonesia. This time it was named the Education Plan 1964. The main ideas of the 1964 curriculum which were characteristic of this curriculum were that the government wanted the people to receive academic knowledge for provision at the elementary level, so that learning was centered on the Pancawardhana program, namely moral, intelligence, emotional/ artistic, skilled, and physical (Sari, 2022).

The birth of the 1968 Curriculum was political: it replaced the 1964 Education Plan which was imaged as a product of the Old Order. In terms of educational objectives, the 1968 Curriculum aims that education is emphasized in efforts to form a true, strong, and physically healthy Pancasila man, enhancing intelligence and physical skills, morals, character, and religious beliefs (Mawaddah, 2019). The content of education is directed at activities that enhance intelligence and skills, as well as develop a healthy and strong physique. The 1968 curriculum as a round curriculum.

The curriculum renewal that gave birth to the 1975 Curriculum was motivated by national development. This curriculum is centralized and schools only have to implement the form of the curriculum prepared by the central government. The

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1975 curriculum leads to an effective and efficient education. Methods and teaching materials are detailed in the Instructional System Development Procedure (PPSI) or known as lesson units. This is what later gave rise to a number of criticisms from implementers in the field. Methods, materials, and teaching objectives are detailed in the Instructional System Development Procedure (PPSI), known as "lesson units", namely lesson plans for each subject unit. Each unit of study is broken down into: general instructional objectives (TIU), specific instructional objectives (ICT), subject matter, learning tools, teaching and learning activities, and evaluation (Raharjo, 2020).

The 1975 curriculum until 1983 was considered no longer relevant in meeting the needs of society and the demands of science and technology. In the 1983 Broad Outlines of the Nation's Direction the results of the 1983 People's Consultative Assembly general session implied a political decision that required a change in curriculum, namely from the 1975 curriculum to the 1984 curriculum. (Wardhana, 2021). The 1984 curriculum was heavily influenced by the Humanistic school, which views students as individuals who can and want to actively search for themselves, explore and research their environment.

The 1994 curriculum was basically created as a refinement of the 1984 curriculum and was implemented in accordance with

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Act no. 2 of 1989 concerning the National Education System. Based on Act no. 2 of 1989 concerning national education and the needs of that era which was the trigger for the birth of the 1994 curriculum. The characteristics of the 1994 curriculum were as follows (a) the nature of the curriculum was Objective Based Curriculum, (b) the names of vocational junior high and junior high schools were changed to SLTP (junior high school), (c) National Struggle History Education subjects and skills were abolished, elementary school teaching programs and SLTP is structured into 13 subjects, the name of SMA is changed to SMU (General High School, (d) teaching programs in SMA are arranged into 10 subjects, (e) Science, Social Studies and Language majors, (g) SMK introduces Dual System Education program (PSG) (Abdullah, 2007).

The 1994 curriculum that has been in effect so far is considered to be less appropriate to meet the demands of the times. The 1994 curriculum, which has been implemented for more than five years in the world of Indonesian education, in reality has not had an impact on progress (Swarniti, 2019). Even though the concept of the 1994 Curriculum based on Active Student Learning Methods (CBSA) is a stepping stone formulation towards a more modern and democratic learning. However, the reality on the ground in this case educational institutions (schools), school

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principals and teachers have not been able to maximize learning according to the concept of Active Student Learning Methods (CBSA). (Suryawan & Romadi, 2018). This curriculum is structured more complexly as the previous curriculum development goals directed at the cognitive, affective, and psychomotor aspects of students. Development is in the teacher and the school. All processes are standardized starting from the learning process to student learning outcomes.

In 2006, KBK has not been in effect for too long and has not been fully implemented in schools, especially in inland, border and coastal areas, there are even schools that have not had the opportunity to carry out socialization on KBK, then the Government replaces it again with the Education Unit Level Curriculum (Ritonga, 2018). KTSP is an Education Unit Level Curriculum that is developed according to the educational unit, school/regional potential, school/regional characteristics, socio-cultural local community and student characteristics. Schools and school or madrasah committees and madrasah committees develop the Education Unit Level Curriculum (KTSP) and Syllabus based on the basic curriculum framework and graduate competency standards (Swarniti, 2021).

The 2006 curriculum, or what is more commonly called the KTSP (Educational Unit Level Curriculum), does not fully

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describe the standards of national education goals. Almost 7 (seven) years since the 2013 Curriculum has become the education curriculum in Indonesia (Effendi et al., 2021). The 2013 curriculum is an integrated competency and character-based curriculum which is a refinement of the Education Unit Level Curriculum (KTSP) (Rahmawati, 2018). In other words, the implementation of the 2013 curriculum is part of continuing the development of the Competency-Based Curriculum (KBK) which includes attitudes, knowledge and skills competencies. (Ramdhani, 2018). The 2013 curriculum is a character-based curriculum with the aim of improving the quality of educational processes and outcomes that are directed at the character and noble character of students in accordance with Graduate Competency Standards (SKL) in educational units. Through the 2013 curriculum, the government expects students to be able to increase knowledge, apply ethical values and noble character, so that they can be realized in everyday life (Yati & Sustianingsih, 2021).

The last is Merdeka Curriculum. Viewed at a glance based on the rules set, it can be concluded temporarily that the Merdeka Curriculum has several advantages compared to the 2013 Curriculum. These include providing wider space for teachers and students to be creative and decide on learning priorities (essential material); education units and teachers have the authority to carry

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out curriculum development and its completeness according to the needs and context of the school at this stage enabling schools to develop curriculum according to the potential of the surrounding environment so that links and matches for graduates will emerge; and administratively there is no coercion in its implementation so the education unit can decide to apply or not in accordance with the capabilities and readiness they have. The implementation stages are categorized into three, namely independent learning, independent change, and independent sharing (Ayundasari, 2022).

Since 2001, the administration of education in Indonesia has transformed from previously very centralized one towards decentralized system (Kristiansen & Pratikno, 2006). Responsibilities in management and financial aspects of public education in early childhood, primary and secondary levels have been moved from central to local government. This change of policy was introduced as well by many governments in other countries, believing such strategies would benefited the improvement of education services delivery. In Indonesia, the central part of decentralized decision making in education is the School-Based Management (SBM) policy, where the empowerment of principals, teachers, also the involvement of parents and community are expected to have positive effects for

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autonomy and accountability in education delivery, and in the end produced better learning outcomes (Rahman, 2019).

On the other hand, curriculum reforms were part of the undergoing changes in Indonesian education, and it has strong relation with the dynamics of national level students' assessment in the country, as can be seen in Table 1. Curriculum reform is also a main part of the decentralization policy instrument, where in 2006, the school-based curriculum was introduced (Qoyyimah, 2018; Rahman, 2019). In 2006 School-based Curriculum, teachers are given more freedoms to plan the teaching and learning that is based on the condition of students also the school condition and environment (Wahyuni, 2015). In 2013, the Characterbased Curriculum was introduced to further complement the 2006 School-based Curriculum with emphasis on students' competence that should be accompanied with the strong character as well critical thinking, however the implementation of curriculum in schools level are still in development process.

In its journey, Indonesia has changed the curriculum several times. Curriculum changes that occur in Indonesia are learning designs that have a very strategic position in all learning activities that will determine the process and results of an education carried out. (Iramdan & Manurung, 2019). The importance of changing the curriculum cannot be separated from the history of its journey.

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Considering that Indonesia is already more than seven decades old. So that the applicable curriculum is of course different, because it has undergone several changes. Of course the curriculum changes implemented have become part of history which this nation should make as a guide in navigating life in the future (Santika & Sudiana, 2021).

Indonesia always strives to improve the quality of its education, one of which is by changing the curriculum. In Indonesia, various curriculum changes have often been made. The 2006 KTSP (education unit-level curriculum) then the 2013 curriculum and is now replaced with the Merdeka Curriculum. The reason for changing the curriculum is one way to overcome educational problems. For this reason, as a way of effort to overcome educational problems, the curriculum must also have management called curriculum administration. Many need to be made aware that the success of education depends only on the teacher or the facilities and infrastructure. In addition to the objectives, a curriculum administration regulates the implementation of these activities.

In managing the curriculum, experts in their fields are also needed. Otherwise, all activities in the education unit will not run well and are directed by educational goals. The curriculum changes implemented have become part of history which this nation should

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make as a guide in navigating life in the future (Santika & Sudiana, 2021). The curriculum history is a journey of past curriculum implementation that can be used as an experience and lesson in thinking about the development and preparation of current and future curriculum. To avoid misunderstandings in its implementation, for example, the strategy of socializing curriculum design to teachers and educational institutions is effective and efficient (Persky et al., 2019).

The history of the curriculum is essential for the implementation and development of the curriculum, particularly for those currently being implemented. Understanding the past requires factual and sufficient information. The presentation of a lengthy and descriptive history frequently causes comprehension difficulties and boredom. Using a timeline, historical events can be presented more concisely and practically alongside pertinent facts. A timeline or timeline is a sequential representation of an event in a long line that enables readers with Chronological Thinking Skills to see and understand these events quickly (Mulyawan, 2020; Ofianto et al., 2022). Along with the development of science and technology, an infographic can depict a timeline or timeline. Combining images and text to convey information makes the presentation more appealing and aesthetic (Fragou & Papadopoulou, 2020).

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2.4 Types of Curriculum

a. Formal Curriculum

According to Owaduge (2020) formal curriculum is a prepackaged document given to teachers to follow in teaching. The document serves as guideline or framework in the form of syllabus. The guidelines usually contain the objectives, the subject matter, learning experiences, teaching techniques, assessment suggestion, and reading materials.

In formal curriculum, teacher plans to meet the state guidelines in the curriculum so that all pertinent knowledge is dispensed to the students. The teacher breaks curriculum into lesson or topic and lesson into sections or sub-topic. This allows him to speed up or slow down in case the time allotted for the lesson is too much or small. Teacher plans his teaching to ensure the learning goals set in formal curriculum for learners are met in the time allotted.

The formal curriculum is a well sequenced, ambitious curriculum, which builds on knowledge and skills acquired in the developmental curriculum. It continues to incorporate multidisciplinary programs. The formal curriculum is based on the primary National Curriculum aims and programmes of study however pupils are working below their chronological age and this is determined using the assessment system. All

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pupils working at year 1 level and above, once the developmental curriculum is securely embedded and pupils have the knowledge and skills needed to access the formal curriculum.

According to Wilson (2005) the formal curriculum is simply that which is written as part of formal instruction of schooling experience. It may refer to a curriculum document, text, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school. Thus, the overt curriculum is usually confined to those written understanding and directions formally designated and reviewed by administrators, curriculum directors and teacher, often collectively. The formal curriculum on the other hand refers to the learning experience adopted from other agencies outside the formal setting such as parents, media and community.

b. Informal Curriculum

This curriculum represents the unrecognized and unofficial aspects of designing or delivering the curriculum. For example, in design, the informal curriculum would represent the “values” at work in selecting curriculum content that is only tangentially “public.” Such a value base is always at work when it comes to selecting the content to be included in schools. The informal

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curriculum may be the one in delivery that is epitomized in various “tracking plans” that group children by ability and then differentiate among them by delivering a very different curriculum. The informal curriculum also involves the subtle but important personality variables of the teacher and the way these interact with students positively or negatively to encourage improved pupil learning.

On the other hand, Owaduge (2020) states Informal Curriculum refers to the learning experience in form of co-curricular or extracurricular activities outside the formal setting. Unlike the formal curriculum, informal curriculum are non-academic activities but helps in enhancing the content of formal curriculum.

The informal curriculum also includes learning how to take tests and coming to understand what tests mean to engaging in judgments about students and their potential success in schools. The student becomes increasingly aware that the judgment made about him or her by a teacher represents one that is total and often socially deterministic. Many come to accept the teacher’s definition of their potential as that of society. If the students represent a group at odds with the more dominant group in society that teachers represent, they may come to feel of “less value” as persons (see Bernstein, 1990, p. 171).

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c. Hidden Curriculum

Hidden curriculum is the kinds of learning children derive from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers administrators (Longstreet an Shane, 1993). According to Owaduge (2020) hidden curriculum is not written, not openly intended but are learnt through unconscious values, beliefs, norms, behavior and assumpyon. It comes together with the formal and informal curriculum that happens in the school which has much impact on student`s learning and their behavior. This curriculum is the one rarely discussed in schools. It is not even recognized by many educators who work in them. The hidden curriculum is the one that is taught without formal recognition. For example, American children are taught to be “neat and clean,” “on time,” and “respectful” to teachers. These “lessons” are rarely contained within formal curricula. But they are powerful conventions and norms that are at work in schools nonetheless.

The hidden curriculum contains “structured silences” (Aronowitz & Giroux, 1985) that embody expectations and presuppositions about social conduct that often place disadvantaged students “at risk” in schools and work against them by being ignorant of the inherent cultural biases that are

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embedded in school rules. For example, a teacher of Native Americans complained about the lack of respect Indians seem to have for her because they would not look her in the eye. Indians were “shifty” and deceitful in her view, and this was an observable behavior that manifested this trait. This teacher was culturally unaware that in Indian life, one does not look directly at a person respected as being in authority, for to do so would be a sure sign of disrespect. This same characteristic is present in a variety of Asian cultures as well.

Other examples of the hidden curriculum that are distinctly cultural are learning the “correct” speaking distance in relationship to how loudly one talks and how closely one stands to another person in verbal discourse (see Hall, 1977). These “lessons” are all taught in school without being in any “curriculum guide” or textbook. Bourdieu (1977) has called this aspect of curriculum a habitus. A habitus is a “system of transposable dispositions,” and it governs how one engages in “bodily comportment, say, to act or to hold oneself or to gesture in a certain way,” and such bodily dispositions “encodes a certain cultural understanding” (see Taylor, 1999, p. 42). As children enter the school, many from different cultures who have learned how to comport themselves in a different habitus are immediately at odds with that embraced by the school in

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which the formal curriculum is structured. In this sense, a habitus represents the rules, and these “rules” undergird the development of curriculum, how we think about what is in and what is out of it. Bernstein (1990) has called these types of learning “tacit,” meaning that their acquisition is part of the culture but not taught directly, and they form part of a coding system in use in schools that he has called “pedagogic grammars”.

2.5 Merdeka Curriculum

According to Moh. Surya learning is an effort that seeks to change each individual to obtain the overall change received from the experience process and the response from interaction to the environment to each individual. While the word learning has a literal meaning that puts forward changes in mental processes resulting from stimulation of environmental interactions. In general, it has been stated that learning is a change in an individual that occurs through experience and not because of the growth or development of his body or characteristics of a person since birth. Therefore, independent learning is freedom in determining how to behave, process, think, and apply creatively for each individual's selfdevelopment by deciding his destiny.

The National Education System (commonly referred to as SISDIKNAS) is an acronym that cannot ignore the development of

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the world of education in Indonesia. That is because the interests of learning at the Elementary, Middle and Upper-Vocational education levels are accommodated by the enactment of Law no. 20 of 2003 concerning the National Education System. The phrase system implies that national education in Indonesia has interwoven in a standard, measurable and stable working mechanism. Furthermore, the dynamics of learning policies in Indonesia have been accommodated in Article 35 paragraph (1) of Law no. 20 of 2003 that "National standards of education consist of standards of content, process, competency of graduates, education staff, facilities and infrastructure, management, financing, and assessment of education which must improve in a planned and periodic manner". The same principle has also been implemented by several developed countries globally, including Finland through the Journal of Teacher Education for Sustainability. Jyrki Reunamo and Liisa Suomela revealed that the fundamental basis for implementing educational development from time to time had been the vision of the United Nations World Commission on Environment and Development. They formulated the concept of sustainable development in 1992 in Rio De Janeiro. Meanwhile, the meeting in Johannesburg in 2002 concluded that the agreement in Rio did not go as expected. "Ten years after Rio, the UN meeting in Johannesburg (UN, 2002) had to admit that the aims of

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Rio had not been successful", thus encouraging the UN to declare a decade on Education for Sustainable Development from 2004 to 2015. Based on the declaration, "every nation should set out the principles of sustainable development in all national curriculums (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005)", which means that every country must determine the principle of sustainable development in all national curricula, especially in the education sector.

The Ministry of Education and Culture released the Merdeka Belajar policy to innovate higher education learning in Indonesia. Its policy aimed to bridge the gap between business, industry and higher education. So that higher education institutions can produce greater human resources to earn competitive advantage. According to Puspendik Kemdikbud (2021), the Merdeka curriculum positively affects the teaching and learning process and focuses on essential materials for learning objectives. The new paradigm of the learning system is oriented toward the "Pancasila Student Profile". It has a role as a compass to guide all the policies and innovations of the system, including learning activities and assessments that are linked to a sustainable future, lifelong learning, and making connections to the environment and the students' cultures. Besides, Wiguna & Tristaningrat (2022) uttered that the Merdeka Curriculum emphasizes essential

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materials, character development, and competence in students' interests and talents. This substantial implication encourages the acceleration of innovative learning patterns in the teaching and learning process. Yamin & Syahrir (2020) said that the aims of the Merdeka Curriculum actualize the concept of innovative and creative critical thinking, followed by the ability to collaborate and communicate.

Merdeka Belajar is part of a new policy established by the Ministry of Education and Culture of the Republic of Indonesia. According to Nadiem, curriculum policies related to independent learning must be made an initial breakthrough to educators before this is conveyed or applied to students (Marisa, 2021). The Merdeka curriculum is one of the curriculum concepts that demands independence for students. Independence in the sense that each learner is given the freedom to access knowledge obtained from formal and non-formal education. In this curriculum, it does not limit the concept of learning that takes place at school or outside of school and also requires the creativity of teachers and students (Manalu et al., 2022). Viewed at a glance based on the rules set, it can be concluded temporarily that the Merdeka Curriculum has several advantages compared to the 2013 Curriculum. These include providing wider space for teachers and students to be creative and decide on learning priorities (essential

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material); education units and teachers have the authority to carry out curriculum development and its completeness according to the needs and context of the school at this stage enabling schools to develop curriculum according to the potential of the surrounding environment so that links and matches for graduates will emerge; and administratively there is no coercion in its implementation so the education unit can decide to apply or not in accordance with the capabilities and readiness they have. The implementation stages are categorized into three, namely independent learning, independent change, and independent sharing (Ayundasari, 2022).

Furthermore, because education is linked to social aspects, Indarta et al. (2022) asserted that the Merdeka Curriculum is relevant to the demands of 21st-century skills needs and society, in which students are expected to quickly adapt to a dynamically changing world. Therefore, considering the changes in the 21st century, learning must build knowledge high order 4C skills (creativity, critical thinking, communication, and collaboration), character, and life time learning habits, and prepare students for multiple careers (Calacar, 2020). Moreover, the Organization of Economic Cooperation and Development (OECD) (2020) has set a learning framework for 2030. It must be considered for students' well-being in terms of broadening skills. They include cognitive and meta-cognitive (creative and critical thinking, learning to learn,

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self-regulation), social and emotional (empathy, self-efficacy, and teamwork), and practical and physical skills (optimizing new information and communication technology devices). Through his speech on February 12th, 2022, Nadiem Anwar Makarim, as Mendikbudristek, said that the Merdeka Curriculum is much more concise, simpler, and more flexible, with a principle to bring a new paradigm concept of “freedom” for both teachers and students.

Freedom to learn can be interpreted as providing more space for students with the opportunity to study comfortably, calmly and freely without any pressure, taking into account the natural talents of each student. According Nadiem Makarim as a Minister to the Ministry of Education and Culture states freedom of learning is freedom of thought, freedom of thought is determined by the teacher. The concept of free learning assumed to be no longer an idea but rather a policy to be implemented. Freedom to learn independence is a word that is often interpreted and described with freedom in its truest sense. According to Sukabumi (2020) states the concept of independent learning is an offer in reconstructing the national education system by rearranging the education system to meet the progress of change and improvement of the nation that adapts to changing times.

Consequently, the freedom of learning needs to bring about independence, flexibility, and improvisation in teaching and

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learning (Angga & Iskandar, 2022). Students must feel that learning is fun and meaningful and, in the end, makes them feel free to learn continuously. The freedom in the Merdeka Curriculum, defined by Indarta et al. (2022), is the ability to think freely. Mardhiyana & Sejati (2016) added that freedom of thought could have long-lasting benefits. To realize their well-being and freedom, for instance, it must provide pressure-free learning so that students are influenced to acquire knowledge and optimize their experience in the learning process (Zahro & Lutfi, 2021). The Merdeka curriculum will likely become student-centered learning as the focus shifts to students and their needs. This learning technique makes students active participants, while teachers are facilitators, guides, and controllers; they are not the sole sources (Pertiwi et al., 2022).

The Merdeka Curriculum contains excellent progressive development goals expected to impact the upcoming era significantly. Regarding its implementation, several studies have recently been undertaken in various scopes. The research formulated to measure the feasibility of the Merdeka curriculum has been conducted by Sutaris (2022). He has found that implementing the Merdeka curriculum can be declared a proper one. It reached as much as 74.79% of the education system's future, and the socialization level reached 99.1% of the implementation of

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the Merdeka curriculum's feasibility level. Besides, 74% of teachers are committed to it, 84.51% of the learning system has feasibility, and 48% of the support of principals, education units, and facilities and infrastructure. However, a variety of factors can influence the success of a program.

Pratikno et al., (2022) claimed the Merdeka curriculum is easy to design, excellent, and relevant. Yet in practice, it requires a more in-depth study since the success of its implementation is dependent on the area, problems, and educational parties' role. In other cases, the inability of lecturers as education parties to integrate ICT into teaching materials, media, and internet-based learning resources is deemed by Restu et al. (2022) to impede the technical implementation of the Merdeka Curriculum at Medan State University. On the other hand, Zainuri (2022) found that the similar principle between the Pancasila Students Profile in the Merdeka curriculum and the school's principles of monotheism and moral education (e.g., global diversity, cooperation, and independent attitude) enables successful implementation.

a. Concept of Merdeka Belajar Curriculum

Freedom to learn has a critical, creative, innovative, transformative, relevant, effective and efficient characteristic in the learning process. In this case, Ministry of Education and Culture present this Merdeka Belajar

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Curriculum concept in the word of education in Indonesia. They are emphasizing independent learning and driving teachers. This means that students have the freedom to get an education, and teachers become the driving force to achieve an independent learning process. The learning process carried out in fun way allows students to remember more and longer material. In other words, the retention rate is more substantial.

The ministry of Education and Culture emphasized that this free learning breakthrough was characterized by the start of return of USBN to school, the abolition of the National Examination and then being replaced with a minimum competency assessment process and character survey. In this case, the Ministry of Education and Culture wishes no value pressure on students so that students are not fixated on numerical values.

The birth of Merdeka Belajar program is due to the many complaints in education system. One of the complaints is the number of students target with specific values. It is hoped that students and teachers can be free and innovative in learning with this merdeka belajar program. Freedom to learn is freedom in thinking, this

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freedom of thought must be in teacher first. Students will not independent unless the teacher is independent first.

b. Four Principles Of Merdeka Belajar Policy

On National Teacher's Day, the Minister of Education and Culture, Nadiem Makarim, explained a policy regarding the freedom of learning which consists of four points predicted to bring significant changes and impacts in education. Nadiem Makarim straightforwardly explained the privilege of learning with four main topics first: USBN, UN, RPP, and PPDB.

According to Kompas Cyber Media (2020), In the concept of independent learning, four main educational policy program are used as a focal point for improving the quality of human resources.

1. A comprehensive USBN assessment process, namely the implementation of the USBN (National-Based School Examination), will be carried out with an exam organized by the school. In the assessment process, the school can conduct written or oral exams or use writing papers or portfolio collection to formulate and have the author according to policies that support children's knowledge.

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2. The National Examination (UN) will be changed to a minimum Competency Assessment and Character Survey consisting of the ability to reason using language (literacy), the ability of maintain using mathematics (numbering), and strengthening character education. The examination process will be carried out in the middle of the education level.
3. Simplification of the Learning Implementation Plan (RPP), in preparing the RPP, the Ministry of Education and Culture cut several Components. Therefore, teachers are free to choose, create, use, and develop lesson plans in this policy. The three core components of lesson plans consist of learning objectives, learning activities, and assessments.
4. New Student Admission (PPDB), there is a change in the composition of PPDB, the zoning path can accept a minimum of 50% students, the affirmation path is at least 15%, and the transfer path is a maximum of 5%. Then on achievement path or the remaining 0-30%, it is adjusted to conditions each city area. Each region has policy autonomy to determine the final composition of the zoning so that equity and the quality of students and teachers are balanced.

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Through the concept of Merdeka Curriculum, the learning process focuses on deeper learning in a more real community environment. This approach is expected not only to produce graduates who are knowledgeable but also have a new mindset that can respond to life's challenges, increase creativity, and innovate in various aspect of life.

c. Implementation of Merdeka Curriculum

Implementation of an integrated curriculum is based on an integrated curriculum document. The implementation of the integrated curriculum is manifested in learning units. Each of the units is supported by several subjects or fields of study. The learning process is also carried out in an integrated manner, both methods, strategies, sources, media, and simple exhibition and research practices done in the field. Integrated curriculum evaluation is carried out based on the planning and implementation. These can be carried out through test and non-test evaluation models. The models consist of written and oral forms, performance observations, attitude measurements, assessment of work results in assignments, projects, and/or products, use of portfolios, and self-assessment.

The implementation prospect is based on the obstacles and challenges in each region so that the design of educational life in the curriculum can be carried out in harmony and educational goals can be met. The curriculum is dynamic because it is always evolving in

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response to the changing conditions in society. Curriculum development is a responsive step in life that is still evolving regarding science and technology, sociocultural issues, and government politics (Sujarwoto, 2012). Therefore some curricula become obsolete and are replaced by new curricula that have been perfected (Arifin, 2020). The national curriculum's implementation was bolstered by a legal foundation in the form of government policies at the time. As a result, curriculum policies are constantly shifting from the past to the present. The curriculum's frequent changes in a short period have prompted complaints from educational institutions and teachers (Gulikers et al., 2018). After completing one curriculum and implementing it, a new curriculum is published and must be studied again. This must be analysed as an experience and a lesson in curriculum policy development.

The term prototype curriculum was replaced with an independent curriculum following the launch of the independent curriculum in 2022. The Merdeka Mengajar platform has also been integrated into the implementation of the independent curriculum to make it easier for teachers to teach according to students' abilities, provide training to improve competence and work to inspire colleagues (Jufriadi et al., 2022). An independent curriculum is available to schools willing and ready to make and implement changes. As a result, time is given to all educational units to

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autonomously select a curriculum appropriate for their respective educational units. Of course, the implementation of an independent curriculum must consider the following factors (Bashori & Nurzakiah, 2021; Little et al., 2007; Suharno et al., 2020):

- (1) School readiness for curriculum changes.
- (2) If you have decided to implement an independent curriculum, the school has complete control over the curriculum structure.
- (3) To effect change, principals and teachers must collaborate.
- (4) Principals and teachers must be more innovative.
- (5) Teachers are expected to have a high level of independent learning, which means they are expected to be more creative. Principals and teachers must be more transformative in using learning media via an independent teaching platform.
- (6) Learning substance based on local wisdom (adjusting to the needs of the local area).
- (7) Learning helps Pancasila students maintain their character.

So, based on some of the preceding considerations, that must be the primary readiness to make changes. Essentially, each school is free to develop its curriculum until 2024, when the national curriculum for education in Indonesia will be established. However, when referring to current changes in educational transformation, the independent curriculum is one of the curriculum options that can

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optimize learning based on the characteristics or abilities of the school.

Implementing of the Merdeka Curriculum is commonly referred to as the new learning paradigm. It ensures that the learning practices are learner-centered (Sopiansyah & Masruroh, 2021). Through this new paradigm, learning is a cycle that begins with mapping competency standards, planning the learning process, and implementing assessments to improve learning so that students can achieve the expected competencies. According to Nastiti (2022) in this stage, the teacher has a very important role because the teacher is the one who coordinates the situation in the classroom. The teacher will deliver lessons based on a well defined curriculum made. If the teacher is not professional, then it will also be a problem and become one of the causes of the program not running well in education. In this new paradigm of learning, teachers have all the freedom in a learning process (Faiz et al., 2022), especially in formulating learning designs and assessments tailored to the students' characteristics and needs. Also, in the new paradigm of learning, the Pancasila student profile acts as a guide to all policies and reforms in the national education system, including learning and assessment.

In the Merdeka curriculum, the form of the lesson plan (RPP) has changed into a teaching Module. Unlike the RPP, this teaching

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module only requires one paper for one meeting. Several components are listed as indicators in the teaching module as the Ministry of Education, Culture, Technology, and Research standards. These parts are: general information (e.g., the identity of the module author, initial competence, the Pancasila Student Profile, facilities and infrastructure, target learners, and the learning model); core parts (e.g., learning objectives, assessment, meaningful understanding, trigger questions, learning activities, and reflection by both students and teachers); attachments (e.g., student worksheets, enrichment, and remedial materials, reading materials for teachers, a glossary, and a reference).

However, the teacher can change the components' order based on the needs as long as those components are included. Furthermore, six elements of Pancasila Students Profile characters must become the focus: Faith and Fear Of God Almighty, Global Diversity, Independence, Creativity, Mutual Cooperation, and Critical Reasoning (Puspendik Kemdikbud, 2021). According to Laila et al. (2022), Pancasila Students Profile aims to help students build a positive attitude, become acquainted with the culture, and adapt as students following the noble values of Pancasila. The development of this character in Indonesia is required to make Pancasila more than just a symbol but lived as an identity and personality in individuals. Since Pancasila Students Profile becomes

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the primary focus in integrating learning activities, no specific elements must be the target in each meeting. However, the teacher asserted, as their responsibility and commitment, it is free to select the aspect that best meets the learning achievement.

The implementation of the curriculum is realized in the teaching and learning process. It follows the principles and demands of the curriculum developed for a level of education or school (Richards, 2002). According to Richards (2002), teaching and learning process activities are closely related to assignments a teacher. These activities include (a) compiling program/unit implementation plan, (b) drawing up implementation schedule activities and lesson schedules, (c) filling in the progress assessment list for learning and student development, and (d) filling out the report book student personality. In an integrated curriculum implementation approach, participant students are decision-makers and problem solvers. The process is seen as central to explaining behavior. Learners are different from each other. Meanwhile, the problem is the key to where the process begins. This is because problem-solving differs from each other. No two ways are the same. The students are not only developed as rounded personalities but are also prepared as individuals who can play a role in society. In addition, this approach allows collaboration between schools and society. (Oemar Hamalik, 2008: 60-62).

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In implementing this curriculum, teachers are required to have the ability to implement various teaching and learning strategies that are under the characteristics of the curriculum. Learning that may be widely used, such as problem-solving, project methods, unit teaching, inquiry, discovery, and thematic approaches, are carried out in group and individual learning. Thematic learning is also one of the models in integrated learning which is a learning system that allows students, individually and in groups, to be active. Khalid Rahman - Integrated Curriculum Development in Schools, explores and discovers scientific concepts and principles in a holistic, meaningful, and authentic way. The integrated learning approach emphasizes the application of the concept of learning by doing something. Students will understand the concepts they learn through direct experience and relate them to others they have understood. (Rusman, 2009).

According to Rahmadayanti & Hartoyo (2022), Sufyadi. et al., (2021) the Merdeka Curriculum is implemented with the principles of New Paradigm learning. Five principles that need to be pursued in learning the New Paradigm of the Merdeka Curriculum, including learning by considering the stages of development and level of achievement of students, learning is carried out to build the capacity of students to become lifelong learners. The learning process supports the development of competence and character of students

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holistically. Relevant learning, namely learning that is designed according to the context, environment and culture of students, and involves parents and the community as partners, and sustainable future-oriented learning.

The implementation of the new paradigm of the Merdeka Curriculum in Pancasila Education Learning that the implementation of the core activities carried out in class on the differentiated learning aspect is on a scale of two, discussion and collaboration on a scale of four, strengthening character on an average scale of three, learning projects with on a scale of three, use of ICT on a scale of four, and formative assessment on a scale of one. The core activities include grouping students and facilitating discussion activities, differentiation of student learning activities, strengthening the Pancasila character including mutual cooperation, nationalism, integrity and independence, implementing learning projects with parents and friends, using ICT in learning, and formative assessment. Differentiated learning activities have been carried out but are not yet optimal and formative assessment is an aspect that is still lacking in its implementation. Implementation of learning is done with closing activities. The closing activities carried out were carrying out summative assessments at the end of learning activities four, reflecting on the learning process, and following up on further activities.

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The implementation of the new paradigm of the Merdeka Curriculum in learning Pancasila Education is divided into four learning activities for each learning element. The new strategy in the Merdeka Curriculum fosters the development of a "freedom" mindset among students and teachers to alter the stale, outmoded education system and the lack of communication between students and teachers. All approaches and techniques for student-centered learning can work as intermediates to eliminate the frequent passivity among students. Pertiwi et al. (2022) explained that a student-centered learning strategy's implication necessitate active student participation, while the teacher's role is that of a facilitator. It will break down the barriers between students and teachers and alter the perception that the teacher is the only source of knowledge transmission.

Learning activities consist of three activity components including preliminary activities, core activities and closing activities. There are eight aspects found in the implementation of the new paradigm of the Merdeka Curriculum in learning Pancasila Education in schools, namely: a) Diagnostic assessment. Implementation The opening activity emphasizes carrying out a diagnostic assessment. b) Differentiated learning. Differentiated learning is carried out through the distribution of material according to the learning profiles c) Discussion and collaboration. Discussion

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and collaboration took place in the form of group learning activities to find out about the material elements of Pancasila and Diversity. d) Character strengthening. Character strengthening is carried out in activities of mutual respect for opinions in discussions, using Indonesian in conveying opinions, doing assignments in a timely manner, and working on formative and summative questions independently. e) Learning projects. The implementation of the learning project was carried out in the activity of finding out about symbols, symbol meanings, symbol relationships and the Pancasila precept. f) Technology-based information search. Technology-based information search is carried out in the activities of students finding out about the Pancasila Precepts and their application through videos obtained by teachers from YouTube. g) Formative assessment. Formative assessments are carried out in written test activities at the end of each learning activity. h) Summative assessment. The summative assessment is given by means of a written test at the time after completion of learning activities.

A teacher is mainly involved in learning this new paradigm of the Merdeka Curriculum . The quality of teachers is the main factor in students' learning and welfare (Yeni Lestari et al., 2022). Teachers play a pivotal role in the world of education. A teacher is a professional who carries out his or her duties professionally by upholding the mandate and moral responsibility attached to his or

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her role. A teacher must be creative, innovative and committed in continue learning, especially in the ever-evolving and increasingly advanced digital era. Teachers' quality is inseparable from their performance in the learning process.

Teachers' performance in teaching has a direct influence in the improvement of students' performance in achieving the desired goals. Husein (2017) suggested a way to find out the level of teachers' performance based on their practices in conducting the learning process, which starts from planning, preparing classroom activities, managing and controlling the students' attitudes and supervising the students in their learning. This is in line with Rusdiana (2015), who stated that teachers' performance during a learning process includes planning, implementing, and assessing learning.

The shift from the 2013 curriculum to the Merdeka Curriculum has resulted in many changes in planning, implementation and assessment stages of learning. One of them is the existence of teaching modules, diagnostic assessments, student reflection and teacher reflection, all of which aim to strengthen the competence of both students and teachers (Hardanie, 2022). This change indeed pushes the teachers to continue learning and adapt to implement the new learning paradigm of the Merdeka Curriculum effectively. Before the implementation of learning, a teacher first composes a

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lesson plan. Planning aims to create a framework of the design of the learning process and the actual needs of the students (Chizhik & Chizhik, 2018). However, in reality, some teachers still have not been able to properly compose lesson plans, and this fact has an adverse effect on the quality of the output (Idrus, 2020).

3. Teaching Module

The teaching module is designed to be adjustable with the learners. The teaching module gives opportunity to the learners to study at their own pace and styles. By providing adjustable time for students, it gives them time to deal with the learning environment. This also means for students to deal with their effort in learning. Those who give more effort in adjusting their time for studying will get more. Teaching modules can foster teamwork. The design of teaching modules consists of sets of activities to help students interact with their peers to enhance collaboration. By working together in pairs or groups while performing interactive activities can build students' bonds. The student collaboration will develop naturally. Remedial aims to provide adequate time for students to discover their weaknesses based on the task given. Students have to know their learning pace regarding the heterogeneous students' background and ability to complete the task. By giving the students time to discover their problems, it provides them a self-evaluation to improve their performance.

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Books and modules are the most common learning resource. The core of the teaching module emphasizes student independence (self-study for some periods). The module can be performed as a complete and stand-alone unit with sets of learning activities for helping students achieve the learning objectives. Modules are teaching materials that are systematically arranged based on a standardized curriculum and wrapped in each of the smallest learning units that allow the learners to be studied independently within a period. The goal is that learners can understand the competencies taught in learning activities as well as possible. Its function is as learning material used in student learning activities.

Meanwhile, module-based teaching is conducted when all of the teaching activities refer to the module. Teaching modules contains one or more units of teaching materials that empower students to study independently. A teaching module is a teaching unit structured with a specific purpose for learning purposes. One of the objectives of module-based teaching is to encourage learners to learn at their own pace. Module-based teaching also provides opportunities for students to know their learning abilities, which has been driven by several factors, such as learning techniques, problem-solving, learning habits, and heterogeneous background knowledge of the learners.

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Teaching modules is defined as a complete measuring tool (Sudjana, 2005). They have some functions, namely: 1) teaching modules can function as independent units, but they can also run altogether; 2) teaching modules are centralized learning activities that are proposed and designed to assist students in achieving their learning goals; and 3) teaching modules can work as integrated teaching programs consisting of learning objectives, teaching materials, teaching methods, instructional media, learning resources, and evaluation.

To determine the proper teaching module development, it is necessary to analyze any factors, one of which is formulating clear and specific learning objectives. The learning objectives have to be measurable for determining students' performance for achieving the learning objectives. The formulation of learning activities should consider some aspects such as the characteristics, backgrounds, and abilities of students. Therefore, teaching module development provides a solution to students' problems by adjusting the learning environment according to their needs. Before developing the material, it is necessary to conduct a diagnostic test to measure students' background knowledge as a prerequisite for developing a teaching model (entry behavior or entering behavior). This test aims to match the formulation of the test questions and the objectives of the module. The preparation of learning activities is grounded in

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helping and guiding students to achieve the competencies as formulated in the objectives. Learning activities carried out can be in the form of listening to audio materials, watching movies, and role plays. Alternative activities need to be considered to provide a varied and interactive learning experience for students. This is the essential part of the module and the most vital aspect of the module is the learning process.

Nowadays, teaching modules are often the subject of discussion by teachers at all levels, both elementary, middle and high levels. Basically, teaching modules are learning materials that are arranged extensively and systematically with reference to learning principles that are applied by teachers to students. Systematic can be interpreted sequentially starting from the opening, content of the material, and closing, making it easier for students to learn and making it easier for teachers to deliver material. In addition, according to Sungkono (2012) the teaching module is unique and specific, which means that it is aimed at certain targets in the learning process that is in accordance with its goals. While specific can be interpreted that the teaching module is designed optimally to achieve indicators of success.

Teaching modules are very important in the learning process for teachers and students. Indeed, teachers will have difficulty upgrading teaching effectiveness if they are not paired with a complete teaching

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module. This applies to students, because what is delivered by the teacher is not systematic. The possibility of delivering material is not in accordance with the curriculum that should be applied, therefore the teaching module is the main medium to improve the quality of learning which plays a good role for teachers, students and the learning process.

Before preparing the teaching module, the teacher knows the strategy for developing the teaching module and must meet two minimum requirements, namely meeting the existing criteria and learning activities in the teaching module in accordance with the principles of learning and assessment. The criteria for the independent curriculum teaching module are as follows; (1) Essential, that is, each subject has a concept through learning experiences and across disciplines, (2) Interesting, meaningful, and challenging, namely the teacher can foster interest in students and involve students actively in learning, related to their cognitive and experience so that they do not too complex and not too easy for his age, (3) Relevant and contextual, namely relating to the cognitive elements and experiences that have been previously owned and according to the conditions of the time and place the students are in, and (4) Continuous, namely learning activities must have relevance according to the learning phase students (phase 1, phase 2, phase 3).

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Meanwhile, the core components of the teaching module according to Rosmana et al., (2024) include learning objectives, assessments, meaningful understanding, trigger questions, learning activities, and student and teacher reflection.

1) Learning Objectives

Learning objectives should reflect important points in learning and can be tested by various types of assessments as a form of student understanding. The learning objectives consist of the content flow of learning outcomes and the flow of learning objectives. This is done to determine the learning activities, the resources to be used, the suitability of the various students, and the assessment techniques used. The forms of learning objectives also vary, ranging from the cognitive field which includes facts and information, procedural, conceptual understanding, art of critical thinking and reasoning skills, and steps to communicate.

2) Meaningful Understanding

Meaningful understanding to describe the learning process is not only memorizing concepts or phenomena, but it is necessary to apply activities to connect these concepts to form a good understanding so that the concepts that have been designed by the teacher can shape student behavior.

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3) Trigger Questions

The teacher can make questions to students which are outlined in the teaching module learning design to arouse speaking intelligence, curiosity, start discussions between friends or teachers, and start observations. Focus on making questions in the form of open-ended questions, such as; what, how, why.

4) Learning Activities

This activity contains learning scenarios in the classroom or outside the classroom. This activity has a systematic sequence that can be included with alternative learning options or learning according to student learning needs, but still within the planned time duration corridor. The stages of learning activities are introduction, core, and closing based on active learning methods.

5) Assessment

As it is known that the independent learning curriculum designs assessments into three categories, namely diagnostic assessments, formative assessments, and summative assessments. This is to measure learning achievement at the end of learning activities. Diagnostic assessments must be carried out before learning by categorizing students' conditions from a psychological and cognitive perspective. Formative assessment is carried out during the learning process. While

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the summative assessment is carried out at the end of the learning process. The various forms of assessment include; (1) attitude, this assessment can be in the form of observation, self-assessment, peer assessment and anecdotal, (2) performance, this assessment is in the form of student skills/psychomotor results in the form of presentations, dramas, market days, and so on, and (3) written This assessment is in the form of an objective written test, essay, multiple choice, is am, and others. Teachers can be creative in assessing students.

6) Remedial and Enrichment these two learning activities can be given to students with high achievement and students who need guidance to understand the material. Teachers can pay attention to the differentiation of worksheets for students who get enrichment and students who get remedial.

In the final stage, the attachment includes student worksheets, enrichment and remedial, teacher and student reading materials, glossary, and bibliography. Some of the components above do not need to be included in all of the teaching modules and are returned to the education unit which has the freedom to design and develop modules according to the conditions of the learning environment and student needs. Steps for Development of Independent Curriculum

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Teaching Modules There are steps to develop teaching modules in the independent curriculum, below there are 10 steps, including:

1) Analyze students, teachers, and education units regarding their conditions and needs. At this stage the teacher can identify problems that arise in learning, the teacher can analyze the conditions and needs of students in learning so that the teaching module designed is accurate with the problems that exist in learning.

2) Conducting diagnostic assessments on students regarding conditions and needs in learning. At this stage the teacher identifies the readiness of students before learning. The teacher conducts this assessment specifically to identify students' competencies, strengths, and weaknesses.

3) Identify and determine the entity profile of Pancasila students to be achieved. At this stage the teacher can identify the needs of students and refer to character education. The Pancasila student profile can essentially be achieved with a project, therefore the teacher must be able to design the time allocation and dimensions of the Pancasila student profile program.

4) Develop teaching modules that are sourced from the Learning Objectives Flow, the flow is based on the Learning Outcomes. The essence of this stage is the development of the material as well as developing the material in the lesson plan (RPP).

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5) Design the types, techniques, and assessment instruments. At this stage the teacher can determine the instruments that can be used for assessments that are based on three national assessment instruments, namely the minimum competency assessment, character survey, and learning environment survey.

6) Teaching modules are arranged based on the components that have been planned.

7) The teacher can determine several components that are essential in accordance with learning needs. Some of the existing components can be used according to the needs of students in learning.

8) Essential components can be elaborated in learning activities.

9) After the previous steps have been implemented, the module is ready to use. 10) Module evaluation. In its application there are many things that are still not mastered by the teacher.

B. Relevant Research

Previous research is relevant with this issue in context are presented in the following section:

1. Indra Maipita, Muhammad Bukhori Dalimunthe, Gaffar Hafiz Sagala (2020). Have a research with the title 'The Development Structure of the Merdeka Belajar Curriculum
2. in the Industrial Revolution Era'. This study aims to develop a curriculum structure that compatible with Merdeka Belajar at the Faculty of Economics, Universitas Negeri Medan. The object of

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research is updating and implementing the Merdeka Belajar curriculum. The research subjects involved lecturers, faculty functionaries, and practitioners. This study is prospective policy research that uses the Focus Group Discussion technique. Prospective studies are conducted to transform information before a policy action is initiated and implemented. The results of the research are in the form of a curriculum structure containing 1) interpretation of national policies; 2) interpretation of university policies; 3) conceptual basis; 4) study program curriculum structure; 5) course composition; and 6) reference for developing learning tools. This structure is generally used as a reference for other study programs to create Merdeka Belajar designs according to characteristics. For other researchers, this structure can be further developed and tested for its performance in creating a Merdeka Belajar curriculum and its implementation.

3. Reiga Wierna Aulia (2021). Teachers' Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan. This study uses qualitative study aims to know teachers' perception on it and collect their opinions toward the simplification of RPP/Lesson Plan using questionnaires as the instrument. The result showed that teachers agree that the 3 components are the most important components to be included in the lesson plan preparation. The result also showed that although few of them think additional attachments

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are still needed, while others think that it will be better to arrange and have such kind of lesson plan, which is simple but solid.

4. Aris Munandar (2021). The Differences in Learning Activities by Using “RPP Merdeka” and “RPP K-13” for Elementary School Teachers in Jakarta. This study aims to find out the learning activities carried out by elementary school teachers who use previous version of lesson plans (RPP) or called as RPP K 13 and new simpler one called as RPP Merdeka. The longer version was regulated by the Munistry of Education and Culture in 2016 consisting of 12 components compared to “RPP Merdeka” which takes only 3 components. The research subjects were elementary school teachers and students in Jakarta, both public and private schools that used “RPP Merdeka” (10 people) and “RPP K 13 (10 people). The use of RPP Merdeka belajar or the previous version of it does not effect the learning activities, in other words, learning activities are the same regardless the different type of those RPP.
5. Dasep Supriatna, Sitti Nadirah, et.al. (2023). Implementation of Merdeka Belajar Curriculum in Elementary Schools: How is Teachers' Perception? The purpose of this study was to describe teachers' perceptions of the implementation of an independent curriculum in elementary schools. This research is qualitative. Qualitative research explores and understands the meaning of several individuals or groups of people with social problems. The

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researchers construct reality and understand the meaning, so this research strongly focuses on processes, events, and authenticity. The respondents were elementary school teachers. Data were collected through interviews. The main instrument of this study was the researcher, supported by field notes. All data were collected and reviewed descriptively to obtain reliable and trustworthy findings. The results showed that: (1) teachers' perceptions are positive and good towards the implementation of the Merdeka curriculum in elementary schools, (2) teachers play an essential role in the process of curriculum development and implementation in elementary schools, and the success of curriculum implementation depends on the intensity with which teachers implement the curriculum in the classroom, (3) teachers can develop and implement curriculum and design classes to improve learning quality; (4) socialisation and special technical guidance related to the formation of the Pancasila learner profile have not been maximised; (5) not all elementary school teachers have adopted Merdeka curriculum; (6) not all teachers have information technology skills; and (7) the obstacle in implementing Merdeka curriculum is the lack of stable internet access, especially for remote schools that have geographically difficult internet access.

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6. Umami Inayati (2022). Concept and implementation of Merdeka Curriculum at 21 Century in the Elementary School. At this time the challenges of the times from the rapid currents of globalization and technology are increasingly challenging. Education has an important role to play in answering and preparing the current and next generations. Through curriculum development that continues to be carried out is one of the answers to meet the required competencies. The improvement of the curriculum from the 2013 curriculum to the Merdeka curriculum is a careful step in responding to this. The learning in Merdeka curriculum is specifically designed to give the right to learn independently. The purpose of this study is to describe the concept and implementation of an Merdeka curriculum in 21st century learning in elementary school. The research method used is library research or literature studies by studying various relevant literature. The results showed that the independent curriculum has the aim of optimizing the spread of education in Indonesia with divers intra curricular learning . The implementation of the Merdeka Curriculum at the SD /MI level prioritizes project - based learning in order to realize the Pancasila Student Profile. This i s also very relevant to 21st century learning which equips students with the 4C skills needed in responding to the challenges of the times. There are three choices in the application or implementation of the independent curriculum (IKM) at the SD / MI level, namely: the Independent

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Learning Category, the independent category changes and the independent category shares at the grade I and grade IV levels in elementary school starting from the 2022/2023 school year.

7. Saba Qadhi, Manal Hendawi, et.al, (2020). The Impact of a Teacher Preparation Programs on Professional Teaching Competencies – Female Novice Teachers’ Perspectives. This study explored early career teachers’ perspectives on their competencies in professional teaching in Qatar. Using a mixed method research design, this study drew on empirical data from ninety five survey respondents and ten individual interviews with teachers who were in their first four years of working in Qatari governmental schools. The findings of this study indicate that professional teaching competencies are strongly related to professional training through a teacher preparation program. This study identified a few of the specific challenges that novice teachers encounter and revealed a significant need to address these challenges to maintain their competencies. The study contributes to the literature by investigating novice teachers’ perspectives on their teaching competencies as supported by their teacher preparation program. More efforts to bridge the gaps between programs and schools are needed to prepare teachers in their early careers better.

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8. Ridania Ekawati, Dini Susanti. (2022). Analysis Of Teacher Preparation In Implementing An Independent Curriculum At SD IV Muhammadiyah Padang City. This research is motivated by the application of an independent learning curriculum for schools. The curriculum will be implemented for all schools in Indonesia, including elementary schools, so researchers are interested in researching the readiness of teachers to implement an independent curriculum learning system at SD IV Muhammadiyah Padang City. The purpose of this study was to determine Teacher Preparation in Implementing an Independent Curriculum Learning System in the School. The independent curriculum system is a new policy which of course has obstacles and obstacles to implement it. Especially for teachers who as an integral part in education and an important component in learning must have a series of problems that should be resolved. This type of research uses qualitative research using data collection techniques of observation, interviews and documentation. The subject of the research was the teacher of SD IV Muhammadiyah in Padang City. This research uses qualitative descriptive data analysis by Milles and Michael Huberman interactive model. Factors that become obstacles for teachers in implementing an independent curriculum are as follows: The quality of the human resources of the teachers is not adequate, the facilities and learning resources are minimal or the infrastructure is inadequate

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and the teachers are still stuttering in technology, are comfortable with the old standards and do not exist experience in learning using an independent curriculum.

9. Wahidah Wahyu Martyastuti, Hartono Hartono, Muhammad Jazuli. (2022). Implementation of The Merdeka Curriculum in The Dance Learning of Smp Negeri 4 Demak. The curriculum in Indonesia has undergone changes and improvements, it is the Merdeka curriculum. The Merdeka Curriculum focuses on freedom and creative thinking. In the Merdeka Curriculum on the material learning the Arts of Dance, students are not only formed to be intelligent. The purpose of this research is to analyze the implementation of the Merdeka curriculum in dance learning for SMP Negeri 4 students Demak. The Data collection techniques used observation techniques, interviews, and documentation. Technique the validity of the data used the credibility test, transferability test, dependability test, and confirm ability test. This type of research is descriptive qualitative research. The result of the research showed that implementation of the Merdeka Curriculum in Dance Learning for Students of SMP Negeri 4 Demak are the implementation of Merdeka curriculum based on the phases the achievements, it's namely in phase D. The learning steps can be started from the initial activities, core activities, and activities closing. In learning the art of dance students are invited to take advantage of the state of the school environment as dance

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motion exploration material, with the hope that students can get to know the environment better, and it can influence others to create art.

10. Kasman, Siti Khodijah Lubis (2022). Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum. This research aims to design an instrument for evaluating teachers' performance in the implementation of the new learning paradigm of the Merdeka Curriculum. This research employed a qualitative approach with a literature study method. This research data is secondary data collected through the exploration of sixty-four literary references from books and articles in nationally accredited and internationally reputable scientific journals. The results of this study indicated that the design of the teacher performance evaluation instrument in the new learning paradigm of the Merdeka Curriculum take into account teachers' planning, implementation and assessment of the learning. Lesson planning is evaluated based on the comprehensiveness of the components contained in the teaching modules composed by a teacher.
11. Fransiska Faberta Kencana Sari, Sukarno, Tri Murwaningsih, (2023). This research is motivated by the implementation of a new curriculum for elementary schools in Indonesia, namely the Merdeka Curriculum. The Merdeka Curriculum brings changes to educational

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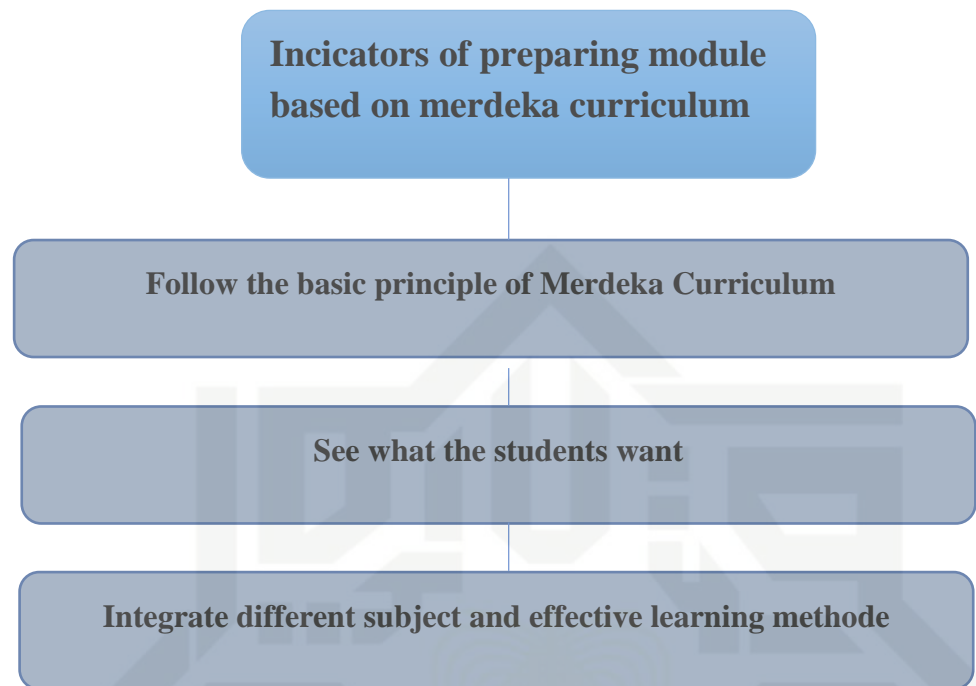
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standards in elementary schools. This study aims to analyses about the intervention process carried out by schools in terms of implementing Pancasila Education subjects with the Merdeka Curriculum. This research was conducted through a qualitative design with a case study approach. The subjects of this study were teachers of the first batch of schools that implemented the Merdeka Curriculum. The sample selection used the purposive sampling method. Data collection techniques using interviews, observation and documentation studies. The validity of the data was obtained through a source, technique and time triangulation. Data analysis was performed using the Creswell qualitative data analysis technique with the NVivo program. The implementation results cover eight aspects: diagnostic assessment, differentiated learning, discussion and collaboration, character building, learning projects, learning resources based on information and communication technology, formative and summative assessments. This study concludes that the implementation of Pancasila Education Subject has followed the standard process of the New Paradigm Merdeka Curriculum.

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C. Operational Concept



According to Rosmana et al (2024)



Core component of Teaching Module Based on Merdeka Curriculum

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Learning Objectives

- Facts and information
- Procedural
- Conceptual understanding
- Art of critical thinking and reasoning skills
- steps to communicate.

Profile of Pancasila students

- Faith and piety to God almighty
- Global diversity
- Working together
- Independent
- Critical reasoning
- Creative

Meaningful Understanding

Apply activities to connect these concepts to form a good understanding

Trigger Questions

Questions in the form of open-ended questions, such as; what, how, why.

Learning Activities

Introduction, Core, and closing based on active learning methods.

Assesment

- Diagnostic
- Assessments
- Formative assessments

Remedial and Enrichment

Worksheets for students who get enrichment and students who get remedial.

According to Rosmana et al (2024)

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The type of this research is qualitative research. This research is intended to describe and analyze phenomenon, condition, or other things in which the result is presented in the form of research report, Arikunto (2010). Creswell (2008) stated that qualitative research is analyzing the data for description and theme using text analysis and interpreting the larger meaning of the results. According to Creswell (2012), a center phenomenon is key concept, idea, or process studied in qualitative research. Case study design was conducted in this research. According to case study Yin (2011) are qualitative data in which researcher describing or explaining the events of the cases in its real world context, to school classroom experiences or activities. It is supported by Denzin & Lincoln (2005), case study is a process inquiry about the case and product that inquiry. Nuardi (2013) case studies tell about story, and are often very lively and colorful ways of presenting of research.

Then, Mackey and Gas (2012) says “Conducting case studies can be very practical because only a small number of individual or sites are normally involved, and thus participants may be easier to recruit and obtain permissions from than in a study

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with a different design for which hundreds of permission (from institution, parents, children, or others) might be required”. This research case means describing or explaining the events of the case(s), to explore the English Teacher`s preparation to implement the Merdeka Curriculum at SDIT Diniyah Pekanbaru.

B. Location and Time of the Research

This research was conducted at SDIT Diniyah Pekanbaru.

This research was carried out on September 2024.

C. Subject and Objective of the Research

The subject of this research is English teacher of SDIT Diniyah Pekanbaru. The object of this research is teaching module 1 (grade one) and module 2 (grade four) prepared by the English teacher based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru.

D. Participant of the Research

The participant of this research is English teachers in SDIT Diniyah Pekanbaru. There are 2 English teachers in SDIT Diniyah Pekanbaru. The researcher chooses only one of the English teacher. The technique of selecting the participants will use purposive sampling. According to Sugiono (2011), purposive sampling is a data sampling technique with certain considerations. Raco (2010) added that purposive sampling is defined as a data source sampling technique in accordance with the aims and objectives of the

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research. In purposive sampling, the researcher will select individuals and sites to understand the central phenomenon (Cresswel, 2008).

E. Technique of Data Collection

1. Interview

Interview is most often collected by researcher in qualitative descriptive research Dornyei (2007). Based on Cohen *et al* (2007) said that Interviewing is a valuable method for exploring the construction and negotiation of meaning in a natural setting. Berg (2007) asserted the interviewees are enables to speak in their own voice and express their own thoughts and feelings. And other advantages from interview are:

- a. Can be done face to face or over the phone.
- b. The researcher can ask further questions to gain more in-depth information.
- c. Interviewees can be given a sample of questions to prepare for the interview.
- d. Allows researcher to collect people's ideas, opinions, values and beliefs about a certain topic.

Furthermore, Interview was used as technique used when researcher wanted to do a background study to find problems. Besides that, interview was also used if researcher wants to

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know the in depth facts about responders (Sugiyono, 2017). In this research, the researcher applied the structured interview where the questions of the interview had been prepared beforehand and were asked to the subjects. The researcher used direct interview. The questions all about the teacher's preparation to prepared the module based on the merdeka curriculum. The researcher also interview to clarify if there is unclear data on the lesson plan. During the interview section, the researcher will record it and the result of the interview will transcribe by the researcher.

2. Document

Cresswell (2017:254) states that data collection procedures in qualitative research involve four types of strategies, namely: qualitative observation, qualitative interviews, archival or qualitative documents, and qualitative audio-visual material. Documents are records of written information. Reiner (1997:104) states as follows "The term document in three senses. First, in a broad sense, which includes all sources, both written and oral sources. Second in a narrow sense, which includes all written sources only. Third, in a specific sense, namely only covering official documents and state documents, such as letters of agreement, laws, concessions, grants and so on". Apart from interviews, information can also be obtained

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through facts that are stored in the form of letters, diary notes, photo archives, meeting results, souvenirs, activity journals and so on.

Data in the form of documents can be used by researchers to dig up information that occurred in the past. Researcher need to have theoretical sensitivity to interpret all these documents so that they are not just meaningless items. Researcher also used documentation as a tool to strengthen the data that researchers got from four English teachers. Documentation is an activity of collecting data in a visual form which is also very important. The document method is a data collection technique by collecting and analyzing documents, both written documents, images and electronics. In addition to using data sources in the form of words, actions and written sources, researchers also used data sources in the form of photos to document actions. Photos are increasingly being used as a tool for qualitative research purposes. In this study, researchers used documentation in the form of written documents of lesson plan documents of learning activities carried out by English teachers at SDIT Diniyah Pekanbaru.

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F. The Technique of Data Analysis

In qualitative research, the researcher will analyze the data by considering the six steps in analyzing and interpreting qualitative data. According to Creswell, there are six steps in analyzing and interpreting qualitative data, they are: prepare and organize the data, explore and code the database, describe the results, interpret the meaning of the results, and validation the accuracy of the results.

The researcher analyse the data collection from teachers' interview and document data. In analyzing the data of interview adopted from Creswell (2012), namely:

1. Preparing and Organizing the Data

Organize and prepare the data that was collected this is to be sorted depending on the information from the source. Typing notes, transcribing interviews and scanning materials are all also a part of this step (Creswell, 2014).

2. Exploring and Coding Data

The researcher begin to look at the data collected and see the tone, general ideas, and credibility, the most relevant aspect of this step is sorting out what may not be needed for the research study. Moreover, this step

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permits the researcher to reflect on the data's overall meaning.

3. Coding to Built Descriptions and Themes

This is about placing segments, pictures and text data in categories and then labeling them with a term. The description stage is about generating a description of the setting for the people places or events as well as categories for analysis (Creswell, 2014).

4. Representing and Reporting Qualitative Finding

Represented step goes over how to address the findings from the analysis (Creswell, 2014).

5. Interpreting the Findings

The interpretation of qualitative research conclusions and results. Here researcher will provide the research findings as well as the information gleaned from all of the research from reviews, personal experiences, history and literature (Creswell, 2014).

6. Validating the Accuracy of the Findings

Qualitative validity means that the researcher for the accuracy of the findings by employing certain procedures. Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate.

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7. Percentage Formula

To analyze the data researcher used descriptive kualitative technic with the percentage. The formula is:

$$P = \frac{F}{N} \times 100\%$$

The researcher will analyze the data interview for knowing the teachers preparation in prepared the teaching module. Then the researcher will analyze the teaching module by looking at the teaching module that recognize by the English teacher. The measurement is by looking at the percentage of core components in the independent curriculum module based on the following criteria:

Very good	: 81% - 100%
Good	: 61% - 80%
Average	: 41% - 60%
Bad	: 21% - 40%
Poor	: 0% - 20%

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions of the research which taken from the research findings and research discussion from the previous chapter concerning the teaching module prepared by the English teacher based on merdeka curriculum at SDIT Diniyah Pekanbaru. Hence, the following sub-chapters present the conclusions and suggestions.

A. CONCLUSION

After doing this research and analyzing the data, there are two conclusions of this research that can be concluded as follow:

1. The teacher has made very good preparations to prepare a teaching module based on the independent curriculum. The teacher did not burdened to attend the merdeka curriculum implementation workshop that held by the principle. Instead, they welcomed the opportunity which helped the teacher prepare the teaching module. The workshop enhanced their readiness to implement the merdeka curriculum.
2. The second conclusion is that teacher consistently analyze student needs when preparing modules based on merdeka curriculum. The teacher conduct simple mapping to identify grade one students` basic abilities at the beginning of the academic year. This is anable teacher to prepare the module based on the students` capabilities and students` need.

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3. The third conclusion in that teacher analyze textbook to prepare the teaching module. This analysis ensures alignment between learning objectives that defined by the government and textbook materials. This analysis also to allocating textbook material into first semester content or second semester content.
4. The teaching module made by the English teacher at SDIT Diniyah pekanbaru is very good designed. The teaching module made by following the several core component of teaching module based on merdeka curriculum standart that specified by the government.

B. Suggestion

In line with the above conclusions, some following suggestions are involved:

a. For English teacher

For English teacher, it is good for them to know and to learn more about teaching tools such as a module based on the merdeka curriculum and next future curriculum, because it is important part in teaching to prepare the learning activity and also indicates teacher as professional in teaching field.

b. For further researcher

In this current research, the researcher do not study about comparison between the teaching modul based on the K-13 curriculum and teaching module based on the merdeka curriculum. The further research which is interested in this study can find out the comparison of teaching modul based

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on the K-13 curriculum and teaching module based on the merdeka curriculum. Besides, the researcher do not study about the comparison between the effectiveness of using teaching modul based on the K-13 curriculum and teaching module based on the merdeka curriculum in the learning process.



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APPENDICES

APPENDIX 1

Interview Transcription

Researcher: Assalamualaikum Warahmatullahi wabarakatuh.

Mr. Henri: Waalaikum salam Warahmatullahi wabarakatuh.

Researcher: izin pak, disini saya akan menginterview bapak tentang persiapan guru dalam menyiapkan modul ajar kurikulum Merdeka, kemudian nanti saya izin akan meminta modul yang telah bapak buat dalam semester ini.

Mr. Henri: iya silahkan, boleh.

Researcher: oke pak, pertanyaan pertama, bagaimana tanggapan bapak mengenai implementasi kurikulum merdeka disekolah ini pada tahun pertama?

Mr. Henri: mmm untuk implementasi kurikulum Merdeka tahun pertama, sekolah kita menerapkan pada kelas 1 dan kelas 4 dulu. Tentunya dalam pelaksanaan tahun pertama, kita merasa masih awam dan masih banyak meraba tentang pengimplementasian ini.

Researcher: kemudian bagaimana cara bapak dalam mempersiapkan diri untuk mengajar dengan menggunakan kurikulum Merdeka?

Mr. Henri: tentu saya mempersiapkan diri dengan banyak mencari tahu tentang kurikulum merdeka di platform digital. Saya juga melihat banyak video edukasi yang menjelaskan tentang mengajar menggunakan kurikulum Merdeka.

Researcher: menurut bapak, sebagai guru, apakah bapak merasakan perbedaan yang signifikan dalam mempersiapkan bahan ajar dalam menggunakan kurikulum merdekaini?

Mr. Henri: tentu ada perbedaan, dulu kita taunya RPP sekarang ganti nama jadi modul. Dulu ada KI dan KD, sekarang berganti jadi CP. Kemudian hal lain seperti kegiatan P5 dan juga penguatan profil pelajar Pancasila harus dimuat kedalam modul.

Researcher: Bagaimana cara guru mempersiapkan modul ajar berlandaskan kurikulum Merdeka pak? Apa saja kira-kira yang guru persiapkan?

Mr. Henri: persiapan pertama kali yang kita laksanakan disini setelah mengetahui akan mengimplementasikan kurikulum Merdeka adalah mengikuti workshop yang disediakan oleh kepala sekolah.

Researcher: kapan workshopnya diadakan pak?



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Mr. Henri: biasanya worksop selalu diadakan sebelum memulai semester baru. Untuk persiapan guru-guru dalam memulai Pelajaran baru. Dalam workshop kita biasanya mendiskusikan pengimplementasian kurikulum Merdeka. Dimana kita mendiskusikan tentang bagaimana membuat dan mengembangkan modul, proses pembelajaran, P5 dan banyak hal lainnya.

Researcher: apakah semua guru mengikuti workshop?

Mr. Henri: iya benar. Semua guru diwajibkan untuk mengikuti workshop.

Researcher: apakah guru tidak merasa keberatan dalam menghadiri workshop?

Mr. Henri: sejauh ini tidak ada rasa keberatan dari para guru. Justru para guru menantikan momen workshop untuk mengupgrade pengetahuan dan skill guru. Sebelum mengikuti workshop, kami biasanya mencari informasi di internet. Biasanya informasi yang didapatkan belum tentu benar dan masih membingungkan. Mendengarkan penjelasan dari fasilitator selama workshop sangat berguna bagi guru.

Researcher: apakah saat workshop guru hanya mendengarkan penjelasan saja atau bagaimana pak?

Mr. Henri: sebelum mengikuti workshop, biasanya kita diberitahu untuk membawa laptop dan mencari tahu informasi sebanyak-banyaknya mengenai kurikulum Merdeka. Jadi pada saat workshop setelah mendengarkan penjelasan dari guru, kita juga mempraktikkan langsung. Contohnya dulu kami mengikuti workshop implementasi kurikulum Merdeka, setelah narasumber menjelaskan tentang pembuatan modul ajar, para guru diminta untuk membuat modul ajar masing-masing dengan menggunakan laptop yang telah dibawa.

Researcher: baik pak, setelah mengikuti seminar atau workshop, apa lagi yang guru lakukan dalam mempersiapkan modul ajar.

Mr. Henri: setelah belajar membuat modul ajar di workshop, selanjutnya hal yang penting bagi saya sebelum Menyusun modul adalah melihat latar belakang dan kemampuan siswa.

Researcher: mengapa hal itu penting untuk bapak lakukan?

Mr. Henri: hal itu saya lakukan untuk menyesuaikan modul dengan kebutuhan siswa. Karena kita menggunakan kurikulum Merdeka, yaitu kita juga harus menerapkan konsep Merdeka kepada siswa. Siswa berhak mendapatkan pengajaran sesuai apa yang mereka butuhkan.

Researcher: lalu bagaimana cara bapak untuk mengetahui latar belakang dan kemampuan siswa? Apalagi khususya untuk siswa kelas 1, karena kan bapak belum mengenal mereka.



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Mr. Henri: untuk siswa kelas satu, kami ada kegiatan observasi kepada siswa baru. Dimana dalam kegiatan itu kami mengelompokkan siswa berdasarkan kemampuan dasarnya, seperti membaca, menulis, serta mengucapkan angka dalam Bahasa Inggris. Dari pengelompokan tersebut, kami dapat mengetahui kemampuan siswa. Setelah itu sebelum masuk sekolah juga ada kegiatan masa pengenalan lingkungan sekolah (MPLS). Dari kegiatan tersebut kami kurang lebih dapat mengetahui karakter siswa dan latar belakang pengetahuannya.

Researcher: oh begitu, baik pak. Apakah ada lagi yang bapak lakukan dalam persiapan membuat modul?

Mr. Henri: dalam penyusunan modul kemarin, saya juga menganalisa buku panduan yang akan dipakai oleh siswa. Karena adanya peralihan dari kurikulum 13 menjadi kurikulum Merdeka, maka buku panduan yang dipakai oleh siswa juga mengalami perubahan. Setelah mengetahui CP, saya melihat buku panduan yang lama dan menyesuaikan materinya dengan capaian pembelajaran yang akan dicapai. Ternyata tidak ada kesesuaian CP dengan materi yang terdapat di textbook siswa yang lama. Maka, pihak sekolah memutuskan untuk mengganti textbook yang akan digunakan oleh siswa.

Researcher: hanya untuk menyesuaikan dengan CP saja pak Analisa bukunya?

Mr. Henri: selain untuk menyesuaikan CP dengan materi, saya juga menganalisa atau membedah buku untuk menyesuaikan materi ajar di dalam modul yang akan saya buat nanti. Jadi saya bisa membagi materi untuk modul semester satu dan modul semester dua. Lalu membagi jumlah pertemuan untuk tiap materi atau topik pembelajarannya.

Researcher: baik pak, apakah ada hal lainnya lagi?

Mr. Henri: saya rasa hanya itu saja hal penting yang saya lakukan sebelum mempersiapkan modul ajar selama kurikulum merdekaini.

Researcher: baik pak. Terima kasih banyak atas waktu dan penjelasannya. Setelah ini, saya izin minta modul yang telah bapak buat ya.

Mr. Henri: sama-sama. Senang bisa membantu. Boleh, nanti saya akan berikan modulnya.

Researcher: sekali lagi terima kasih pak, assalamualaikum warahmatullahi wabarakatuh.

Mr. Henri: sama-sama, waalaikum salam warahmatullahi wabarakatuh.

Appendix II

Teaching Module

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MODUL PEMBELAJARAN 1

INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	: Henri Partahanan Lubis, S.S
Instansi	: SDIT Diniyah Pekanbaru
Tahun Penyusunan	: 2024
Jenjang Sekolah	: SD
Mata Pelajaran	: Bahasa Inggris
Fase/Kelas	: A/1
Unit 1	: Introduction
Sub Unit	: Good Morning Student
Alokasi Waktu	: 2 JP (70 Menit)

B. KOMPETENSI AWAL

Peserta didik dapat menunjukkan kemampuan dalam menyebutkan nama lengkap dan nama panggilan serta mengeja nama mereka dengan huruf yang tepat dalam ejaan bahasa Inggris.

C. PROFIL PELAJAR PANCASILA

Bernalar Kritis

D. SARANA DAN PRASARANA

- **Alat dan bahan:** Speaker, kartu huruf, gambar pemandangan (pagi, siang, sore, dan malam) untuk materi greetings.
- **Sumber Belajar:** Textbook English for Elementary School grade 1, youtube.com
- **Persiapan:** guru melaksanakan assessment diagnostic dalam bentuk kuis sebelum pembelajaran. Guru menyiapkan sarana berupa audio lagu untuk mendukung materi introduction.

E. TARGET SISWA

- Siswa Reguler/tipikal umum: tidak ada kesulitan dalam memperkenalkan diri, mengeja nama, menanyakan nama dan umur seseorang serta memberi salam kepada teman dan guru.
- Siswa dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir tinggi (HOTS), dan memiliki keterampilan belajar.

F. PENDEKATAN PEMBELAJARAN

Discovery Learning, Cooperative Learning, Audiolingual, Total Physical Response

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

1. Peserta didik dapat mengidentifikasi diri sendiri.
2. Peserta didik dapat menggunakan gerakan tubuh untuk menyapa orang lain secara tepat.
3. Peserta didik dapat menggunakan gerakan tubuh untuk merespon salam sapaan orang lain secara tepat.
4. Peserta didik dapat memahami kosakata sederhana dalam instruksi dan meresponnya dengan gerakan tubuh secara tepat.
5. Peserta didik dapat menggunakan ungkapan-ungkapan untuk menyapa orang lain dalam Bahasa Inggris secara tepat dalam konteks kelas dan kehidupan sehari-hari.
6. Peserta didik dapat menggunakan ungkapan-ungkapan untuk merespon salam sapaan dari orang lain dalam Bahasa Inggris secara tepat dalam konteks kelas dan kehidupan sehari-hari.



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- Peserta didik dapat menggunakan ungkapan-ungkapan untuk mengucapkan selamat tinggal kepada orang lain dalam Bahasa Inggris secara tepat dalam konteks kelas dan kehidupan sehari-hari.
- Peserta didik dapat menangkap makna dari suatu bacaan yang memuat informasi mengenai salam sapaan dalam konteks kelas.
- Peserta didik dapat menuliskan kosakata sederhana mengenai salam sapaan dan respon salam sapaan dalam Bahasa Inggris secara tepat.

B. PEMAHAMAN BERMAKNA

- Meningkatkan kemampuan siswa dalam memperkenalkan diri menggunakan bahasa Inggris yang tepat.
- Meningkatkan kemampuan siswa dalam mengeja nama menggunakan alphabet dengan pelafalan bahasa Inggris yang tepat.
- Meningkatkan kemampuan siswa dalam menanyakan nama dan umur orang lain menggunakan bahasa Inggris yang tepat.
- Meningkatkan kemampuan siswa dalam menggunakan salam/greetings yang tepat.

C. PERTANYAAN PEMANTIK

- Do you know how to introduce yourself?
- Do you know your friend's name beside you?
- Have you ever greeted someone? How do you greet them?

D. KEGIATAN PEMBELAJARAN

Pertemuan ke-1

Kegiatan Pendahuluan

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait mengenali diri sendiri
 - Do you know your name? Yes? (nodding)
 - Do you know how to introduce yourself? No? (shaking head)
- Menyampaikan topik dan agenda pembelajaran.

Kegiatan Inti

- Mendengarkan lagu tentang introducing your self, mengajak siswa untuk bernyanyi bersama.
- Mengajak siswa untuk membuka textbook halaman 2, menjelaskan kepada siswa percakapan yang ada didalamnya.
- Meminta siswa untuk menulis cara memperkenalkan diri dalam bahasa inggris di buku tulis siswa. Eg: hallo.. my name is.... You can call me... I am .. years old. etc
- Meminta siswa untuk mengikuti pelafalan cara memperkenalkan diri dalam bahasa inggris dengan tepat.
- Memberikan kesempatan kepada siswa untuk memperkenalkan diri mereka masing-masing secara serentak.



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- Meminta siswa untuk memperkenalkan diri ke teman yang berada disampingnya, lalu temannya tersebut memperkenalkan diri keteman yang berada disampingnya lagi, begitu terus secara parallel dan di perhatikan oleh seluruh siswa.
- Memberikan tanggapan terhadap seluruh siswa (*good, nice, very good, excellent, etc*).

Kegiatan Penutup

Melakukan refleksi pembelajaran.

- Memberi tugas untuk menghafal cara memperkenalkan diri dalam bahasa inggris.
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

Pertemuan ke-2

Kegiatan awal (10)

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait salam sapaan dan cara meresponnya.
 - can you spell your name correctly? How did you do?
 - Do you know alphabet song?
- Menyampaikan topik dan agenda pembelajaran.

Kegiatan Inti (50)

- Memutar Audio Alphabet song.
- Mengajak siswa bernyanyi alphabet dalam bahasa Indonesia lalu dilanjutkan dengan bernyanyi dalam bahasa Inggris.
- Meminta siswa untuk menulis dan menghafalkan alphabet dalam bahasa Inggris.
- Meminta siswa untuk maju kedepan lalu mengambil kartu huruf secara acak lalu menyebutkan bahasa Inggrisnya.
- Meminta siswa untuk menuliskan nama panggilan masing-masing lalu menuliskan spelling yang benar dalam bahasa inggris. Eg: B-U-D-I = *bi-yu-di-ai*
- Membagi siswa menjadi 2 kelompok, kelompok perempuan dan kelompok laki-laki. Siswa diminta untuk menyanyikan bersama lagu alphabet dalam bahasa Inggris.
- Memberikan kesempatan kepada siswa untuk bertanya mengenai ungkapan salam sapaan.

Kegiatan Penutup (10)

- Melakukan refleksi pembelajaran.
- Memberi tugas untuk mengeja nama teman yang disebutkan oleh guru
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

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<p>Pertemuan ke-3</p> <p>Kegiatan awal (10)</p> <ul style="list-style-type: none"> • Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait cara menanyakan nama dan umur orang lain. <ul style="list-style-type: none"> - Do you know what is your friend's name? How to asking someone's name? - Do you know how old is your friend? How to asking someone's age? • Menyampaikan topik dan agenda pembelajaran. <p>Kegiatan Inti (50)</p> <ul style="list-style-type: none"> • Membacakan teks pada halaman 9 dan meminta siswa untuk mengulangi ungkapan yang telah dibacakan. • Meminta siswa untuk membaca teks tersebut dengan mengganti nama gurunya dengan nama guru siswa. • Meminta siswa untuk menulis ungkapan-ungkapan cara menanyakan nama dan umur seseorang di buku tulis siswa. • Meminta siswa untuk mengikuti ungkapan-ungkapan cara menanyakan nama dan umur seseorang. • Siswa secara berpasangan, mempraktikkan ungkapan perpisahan secara singkat dan tepat. <p>Kegiatan Penutup (10)</p> <ul style="list-style-type: none"> • Melakukan refleksi pembelajaran. • Memberi tugas untuk menanyakan nama teman di depan dan belakang siswa. • Menyampaikan agenda pertemuan berikutnya. • Melakukan penutupan dengan salam penutup.
<p>Pertemuan ke-4</p> <p>Kegiatan awal (10)</p> <ul style="list-style-type: none"> • Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar. • Memberikan Pertanyaan Pemantik terkait ucapan berpisah/selamat tinggal. <ul style="list-style-type: none"> - Have you ever said good morning? When did you say it? • Menyampaikan topik dan agenda pembelajaran.



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Kegiatan Inti (50)

- Memperlihatkan kepada siswa gambar pemandangan (pagi, siang, sore, malam) sambil bertanya kepada siswa jika bertemu teman pada suasana gambar yang ditunjukkan bagaimana salam dan sapaan yang diberikan.
- Meminta siswa untuk menulis macam-macam greetings di buku tulis siswa (*good morning, good afternoon, good evening, good night*).
- Meminta siswa mengulangi ungkapan yang telah dibacakan dan cara meresponnya.
- Mendengarkan lagu greetings yang dipandu oleh guru.
- Menghafal macam-macam greetings bersama-sama melalui lagu.
- Bermain games, bersama-sama menyanyikan lagu greetings dengan ketentuan sebagai berikut: jika ada lirik *good morning*: tepuk tangan satu kali, *good afternoon*: tepuk tangan dua kali, *good evening*: tepuk tangan tiga kali, *good night*: tidak boleh ada suara. Siswa yang salah melakukan tepukan tangan akan mendapatkan hukuman mengeja nama guru/teman dengan penyebutan huruf dalam bahasa inggris.

Kegiatan Penutup (10)

- Melakukan refleksi pembelajaran.
- Memberi tugas untuk memberikan salam pada guru sesuai dengan situasi saat itu.
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

Rencana Asesmen

Pertemuan ke-1

-contoh penulisan dipapan tulis-

How to introduce yourself: cara memperkenalkan diri

Hallo: halo

My name is Yolanda: Nama ku adalah Yolanda

You can call me Ola: kamu bisa memanggilku Ola

I am seven years old: umur ku tujuh tahun

Nice to meet you : senang berjumpa dengan mu

Setelah mengikuti cara pelafalan yang benar saat memperkenalkan diri, siswa diminta untuk mengganti biodata dipapan tulis dengan biodata mereka sendiri.



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<ul style="list-style-type: none"> ➤ Can you spell your nick name? ➤ What do you say to asking someone's name and age? ➤ What do you say to greet someone? ➤ What do you say to respond a greeting?
Refleksi Guru <ul style="list-style-type: none"> ➤ Do the teaching and learning process run as planned? ➤ Do the students participate in class activities? ➤ Do students have any difficulties in understanding some parts of the materials?
Lampiran
Lembar Kerja Peserta Didik (LKPD)
<p style="text-align: center;">LKPD 1</p> <p>Name:.....</p> <p>Class:.....</p> <p>Complete this text according to the information in the picture!</p> <p><i>Lengkapi teks berikut berdasarkan informasi dalam gambar!</i></p> <p>Hi.. My name is..... you can call me</p> <p>..... I am Years old. My hobby is singing.</p> <p>Nice to meet you everybody.</p> <div style="text-align: right;"> </div>

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LKPD 2

Name:

Class:

Please spell these things using English alphabet pronunciation!

Silahkan eja benda-benda berikut menggunakan ejaan Bahasa Inggris!

-  D-o-l-l =
-  R-o-b-o-t =
-  C-a-k-e-s =
-  U-m-b-r-e-l-l-a =
-  J-u-i-c-e =

LKPD 3

Name:

Class:

Make a line to connect the correct questions and answers!

Buatlah garis untuk menghubungkan pertanyaan dan jawaban yang benar!

- How old are you?
- Nice to meet you
- What is your name?
- What is your nick name?

- My nick name is Arkan
- My name is Fajrin Arkandi
- I am seven years old
- Nice to meet you too



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LKPD 4

Please complete the text with the option answer!

Silahkan lengkapi teks dengan pilihan jawaban yang telah disediakan!

Good Morning	Good Evening	Morning	Afternoon	Good Night
--------------	--------------	---------	-----------	------------

I wake up at 05.00 o'clock in the then I see my mom and say Mom.

I do Zuhur Prayer in the at 07.00 I and my family go to the restaurant for dinner and I meet my teacher, so I say Miss. At 08.30 we arrive at home. I clean my body and go to sleep. Before sleep I kiss my mom and say Mom.

Bahan Bacaan Guru dan Peserta Didik

Buku English for Elementary School Student.

Daftar Pustaka.

Widiati Utami, roosalina. 2021. English for Elementary School Students. Bogor:Yudhistira



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APPENDIX 3

MODUL AJAR 1 BAHASA INGGRIS SDIT DINIYAH FASE B

A. Informasi Umum

Penyusun	Henri Partahanan Lubis S.S
Instansi	SDIT Diniyah Pekanbaru
Tahun Penyusunan	2024
Kelas/Fase Capaian	IV/Fase B
Elemen/Topik	Menyimak – berbicara, membaca – memirsa, menulis – mempresentasikan/A New Friend
Alokasi Waktu	70 menit X 4 (4 jam pelajaran)
Pertemuan Ke-	1–4
Profil Pelajar Pancasila	Berkebinekaan global
Sarana Prasarana	LCD, Proyektor, Papan Tulis
Target Peserta Didik	Reguler/tipikal
Model Pembelajaran	Genre-based Approach
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi alphabet dalam Bahasa Inggris.
2. Peserta didik dapat mengucapkan alphabet dalam Bahasa Inggris dengan benar.
3. Peserta didik dapat mengikuti instruksi sederhana.
4. Peserta didik dapat menirukan *chant*/lagu/dialog yang didengar tentang ejaan, pengenalan nama, salam dalam Bahasa Inggris.
5. Peserta didik dapat mengambil informasi dari audio yang didengar.
6. Peserta didik dapat mengidentifikasi kata-kata yang tepat untuk melengkapi dialog sederhana dalam konteks sapaan sehari-hari.
7. Peserta didik dapat mengidentifikasi jenis sapaan berdasarkan waktu dalam Bahasa Inggris dengan bantuan gambar.

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8. Peserta didik dapat merespons pertanyaan lisan terkait video lagu/percakapan yang dilihat.
9. Peserta didik dapat melengkapi dialog rumpang tentang salam dalam Bahasa Inggris.
10. Peserta didik dapat membaca nyaring teks pendek.
11. Peserta didik dapat menanyakan dan memberitahu nama.
12. Peserta didik dapat menyapa orang lain menggunakan ungkapan bahasa Inggris sederhana.
13. Peserta didik dapat mengucapkan salam perpisahan.
14. Peserta didik dapat menuliskan benda-benda di sekitarnya.
15. Peserta didik dapat menunjukkan huruf yang disusun hingga membentuk kata-kata yang diucapkan oleh guru dan atau teman

Pertanyaan Pemantik

1. Good morning/afternoon, students. How are you? (The teacher greets the students.)
2. What do you say when you first meet your friends?
3. Can you spell my name? (The teacher writes his/her name on the board.)
4. Do you know their names? (The teacher points characters on the book "Meet Us".)

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi "How Do You Spell Blue?"

Materi Pembelajaran

1. Common expressions for greeting (Grow with English 4 pages 11, 12, 15)
2. Common expressions for leave-taking (Grow with English page 15)
3. English alphabet (Grow with English page 3)

Langkah Pembelajaran

Pertemuan Pertama

Kegiatan Awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik.
- Menyampaikan topik dan agenda pembelajaran

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Kegiatan Inti

- Peserta didik mengidentifikasi informasi berdasarkan ilustrasi gambar (Grow with English [GWE] 4 page 2).
- Peserta didik mengucapkan alphabet dalam Bahasa Inggris dengan benar (GWE 4 page 3).
- Peserta didik mewarnai bentuk sesuai dengan instruksi guru (GWE 4 page 4).
- Peserta didik menggambar buah favoritnya dan menunjukkannya kepada teman-teman sambil mengeja nama buah tersebut. (GWE 4 page 5).
- Peserta didik mengklasifikasi bentuk dan warna (GWE 4 pages 6–7).
- Peserta didik menirukan *chant* kemudian mengganti liriknya sesuai dengan ilustrasi gambar (GWE 4 page 8).

Kegiatan Refleksi

- Melakukan refleksi pembelajaran.
- Memberi tugas mencari ungkapan perkenalan.
- Menyampaikan agenda pertemuan berikutnya.

Pertemuan Kedua

Kegiatan Awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik.
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Peserta didik mengikuti instruksi sederhana berdasarkan audio (Grow with English [GWE] 4 page 9).
- Peserta didik mengidentifikasi nama-nama yang didengar berdasarkan audio (GWE 4 page 10).
- Peserta didik mendengarkan percakapan mengenai perkenalan (GWE 4 page 11).
- Peserta didik bertanya kepada teman-temannya mengenai nama mereka dengan menggunakan ungkapan yang dipelajari pada kegiatan sebelumnya (GWE 4 page 11).

Kegiatan Penutup

- Melakukan refleksi pembelajaran.
- Memberi tugas mencari ungkapan *greetings*.
- Menyampaikan agenda pertemuan berikutnya.

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Pertemuan Ketiga

Kegiatan Awal

- o Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- o Memberikan Pertanyaan Pemantik.
- o Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- o Peserta didik menirukan ungkapan *greetings* berdasarkan audio (Grow with English [GWE] 4 page 12).
- o Peserta didik mencocokkan ungkapan *greetings* yang tepat sesuai ilustrasi gambar (GWE 4 page 13).
- o Peserta didik menyimak percakapan kemudian menjawab pertanyaan berdasarkan informasi yang mereka dengar (GWE 4 page 14).
- o Peserta didik menyimak percakapan yang ada di audio kemudian secara berpasangan menirukan percakapan tersebut (GWE 4 page 15).
- o Setelah menyimak, guru menempelkan kartu yang bertuliskan nama pada baju peserta didik.
- o Peserta didik berkeliling untuk menyapa teman-temannya (GWE 4 page 15).

Kegiatan Penutup

- o Melakukan refleksi pembelajaran.
- o Memberi tugas membawa gunting.
- o Menyampaikan agenda pertemuan berikutnya.

Pertemuan Keempat

Kegiatan Awal

- o Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- o Memberikan Pertanyaan Pemantik.
- o Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- o Peserta didik menonton video kemudian menjawab pertanyaan guru terkait video tersebut (Grow with English [GWE] 4 page 16).
- o Peserta didik melengkapi dialog rumpang dengan ungkapan yang tepat (GWE 4 page 17–18).
- o Peserta didik membaca nyaring teks pendek (GWE 4 page 19).
- o Peserta didik bermain susun huruf hingga membentuk kata (GWE 4 page 20).

Kegiatan Penutup

- o Melakukan refleksi pembelajaran.



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- o Menyampaikan agenda pertemuan berikutnya.

Review

Peserta didik mengerjakan tugas terstruktur, yaitu **Review 1** dari Buku Grow with English Kelas IV dari PT Penerbit Erlangga halaman 78.

Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR di halaman 168. Soal dikerjakan secara digital di aplikasi Grow With English kelas IV dari PT Penerbit Erlangga.

Refleksi Peserta Didik

- What will you say to greet someone in the morning, afternoon, evening, and at night?
- What do you say to end a conversation?
- What do you say to introduce yourself to others?
- How do you spell your name?
- Can you identify kind of shapes and colors?

Refleksi Guru

- Do the teaching and learning process run as planned?
- Do the students participate in class activities?
- Do students have any difficulties in understanding some parts of the materials?

C. Lampiran

Lembar Aktivitas

- **Cutting Page** dari Buku Grow with English Kelas IV dari PT Penerbit Erlangga halaman 169.
- Kegiatan C, D, E, H, K, L, O, Q dari buku Grow with English 4.

Bahan Bacaan Guru dan Peserta Didik

Buku Grow with English Kelas IV dari PT Penerbit Erlangga halaman 3, 8, 11, 12, 15, dan 19.

Rubrik Berbicara

Score	Description
1 Poor	<ul style="list-style-type: none"> o Using a few words, expressions, or language functions or the target language. o Making many mistakes.



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	<ul style="list-style-type: none"> ○ Giving unclear responses or responding inappropriately.
2 Fair	<ul style="list-style-type: none"> ○ Using a fair amount of words, expressions, or language. ○ Sometimes making mistakes. ○ Sometimes giving clear responses or responding appropriately.
3 Good	<ul style="list-style-type: none"> ○ Using most of the words, expressions, or language functions of the target language. ○ Making a few mistakes. ○ Responding clearly and appropriately.



Mukarto dkk. 2022. *Grow with English IV*. Jakarta: PT Penerbit Erlangga.



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Appendix IV

Recommendation Letter

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Nomor : S-1135/Un.04/Ps/PP.00.9/03/2024
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Pekanbaru, 26 Maret 2024

Kepada Yth.

1. Dr. Promadi. Ph. D (Pembimbing Utama)
2. Dr. Bukhori. S. Pd. I. M. Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Nurmaisarah
NIM : 22190124327
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : VI (Enam)
Judul Tesis : The Teaching Moduls Prepared By English Teacher Based on
The Merdeka Curriculum At SDIT Diniah Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

Tembusan :
1. Sdr. Nurmaisarah
2. Arsip



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Lamp. : -
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 04 Juli 2024

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Nurmaisarah
NIM	: 22190124327
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VI (Enam) / 2024
Judul Tesis/Disertasi	: The Teaching Moduls Prepared by the English Teacher Based on the Merdeka Curriculum at SDIT DINIYAH PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SDIT DINIYAH PEKANBARU

Waktu Penelitian: 3 Bulan (04 Juli 2024 s.d 04 Oktober 2024)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

UIN SUSKA RIAU



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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/67393
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-2312/Un.04/Ps/HM.01/07/2024** Tanggal 4 Juli 2024, dengan ini memberikan rekomendasi kepada:

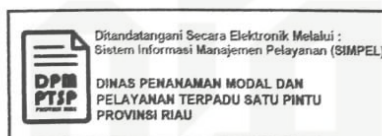
- | | | |
|----------------------|---|---|
| 1. Nama | : | NURMAISAROH |
| 2. NIM / KTP | : | 22190124327 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE TEACHING MODULES PREPARED BY THE ENGLISH TEACHER BASED ON THE MERDEKA CURRICULUM AT SDIT DINIYAH PEKANBARU |
| 7. Lokasi Penelitian | : | SDIT DINIYAH PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 8 Juli 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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SDIT DINIYAH PEKANBARU

المدرسة الابتدائية الدينية

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Nomor : 197/SB/SDIT-YDP/VII/2024 Pekanbaru, 10 Juli 2024
 Hal : Balasan
 Lampiran : -

Kepada Yth.
**Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu**
 di _____
 Tempat

السلام عليكم ورحمة الله وبركاته

Teriring salam dan do'a kehadiran Allah SWT, atas limpahan rahmat dan hidayah-Nya kepada kita semua. Sholawat dan salam kepada Nabi Muhammad SAW. Semoga Bapak/Ibu dalam keadaan sehat wal'afiat dan selalu sukses dalam menjalankan aktivitas sehari-hari. Aamiin.

Merujuk surat masuk pada kami dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor: 503/DPMPSTP/NON IZIN-RISET/6739 perihal Rekomendasi Permohonan Riset di SDIT Diniyah Pekanbaru. Maka dengan ini kami sampaikan permohonan saudara/i pada prinsipnya kami **setujui**, untuk Mahasiswa/i atas nama sebagai berikut:

No.	Nama	NIM	Judul Tesis
1.	Nurmaisaroh	22190124327	The Teaching Modules Prepared By The English Teacher Based On The Curriculum Merdeka At SDIT Diniyah Pekanbaru

Demikian disampaikan untuk diproses lebih lanjut. Atas perhatian dan kerjasamanya kami ucapkan terimakasih.

وَسَلَامٌ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ



Kepala SDIT Diniyah Pekanbaru

Ahmad Wawan Romario, S.Pd
 NIK: 19950416.20190107.06.182



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Nomor Surat : 4355 / DR / Didaktik / I / 2025

Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Didaktik : Jurnal Ilmiah FKIP Universitas Mandiri, menyatakan dengan sesungguhnya bahwa artikel dengan judul : **The Teaching Module Prepared by the English Teacher based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru** dan identitas penulis sebagai berikut.

Nama Penulis:	: Nurmaisarah, Drs. H. Promadi, MA, PhD, Dr. Bukhori, M.Pd
Asal Institusi	: UIN SUSKA RIAU
Penerbitan	: Volume 11 No. 1, Maret 2025

Artikel yang bersangkutan akan diterbitkan pada jurnal Didaktik : Jurnal Ilmiah FKIP Universitas Mandiri paling lambat **Maret 2025**.
Demikian agar yang berkepentingan maklum. Terima kasih.

Subang, 17 Januari 2025

Ketua Dewan Redaksi Didaktik : Jurnal Ilmiah FKIP Universitas Mandiri




Dr. Asep Priatna, M.Pd.
NIDN. 0422126301

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Nama : Nurmaisarah
 NIM : 22190124327
 Judul : The Teaching Module Prepared By The English Teacher Based On The Merdeka Curriculum At SDIT Diniyah Pekanbaru

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Certificate Number: 32/GLC/EPT/II/2024

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This is to certify that

Name : Nurmaisaroh
ID Number : 1405017005990001
Test Date : 30-01-2024
Expired Date : 30-01-2026

achieved the following scores:

Listening Comprehension : 54
Structure and Written Expression : 51
Reading Comprehension : 52
Total : 523



Linati Marta Kalisah, M. Pd
Global Languages Course Director



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يشهد العلق بأن :
سيد / :
Nurmaisaroh :
رقم الهوية : 1405017005990005
تاريخ الاختبار : 31-01-2024
الصلاح : 31-01-2026

قد حصل /ت على الد. اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 45
القواعد : 46
القراءة : 45
المجموع : 453

التقييم التعريفي

No 31/GLC/APT/II/2024



تم التحقق من



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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	7 Agustus 2025	Konsep Operasional untuk CO nptk Refensi Blom: itx aning. Det infas		
2.	6/11/2025	Presentation of Data should be based on Kekas Quesito		
3.	9/2025	Use PREC for Presentation of Data. Data should be followed by discussion.		
4.	13/2025	Data Recapitulasi. Final Cocokan		
5.	14/2025	Cole Deskripsi dan Tabel.		
6.	15/2025	Acc. untuk Ujian (UIN VOCE).		

Catatan:

*Coret yang tidak perlu

Pekanbaru, 13/01/2025

Pembimbing I / Promotor *

Dr. H. Ronal, M. Pd

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	15 Agustus 2024	Fixed the operational concept and technor collecting data		
2.	5/09/2024	Lost questions of interview.		
3.	19/10/2024	Describe findings clearly. Make it into table.		
4.	15/01/2025	Partice the discussion. Final conclusion. Acc.		
5.				
6.				

Catatan:

*Coret yang tidak perlu

Pekanbaru, 15/01/2025

Pembimbing II / Co Promotor *

Dr. D. Dethon, S. Pd, M. Pd



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Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NURMAISAROH
NIM : 22190124327
PRODI : Pendidikan Agama Islam
KONSENTRASI : Bahasa Inggris

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1.	Sabtu 4-3-2023	Problematisa nikah siri/Analisis UUD No.1 tahun 1979	Hendri Ierando	
2.	Jumat 7-7-2023	Exploring the implementation of Autonomous learning through the use of ICT learning English of srnk Peraja	Alfi Hasanah	
3.	Jumat 7-7-2023	Student digitalifact and their motivation to read Narrative text at Islamic Junior High school	Ratimaya	
4.	Jumat 7-7-2023	The effect of teaching techniques and speaking ability on student speaking ability.	Nadra Prima	
5.	Jumat 7-7-2023	Students perception on using google classroom in learning English a case study at srnk RENEGAT	Rulita Septami	
6.	Selasa 31-12-2024	Dampak Judi online terhadap keharmonisan keluarga di kota Pekanbaru: Analisis Perilaku suami yg bermain slot	Yuna Kartika	
7.	Selasa 31-12-2024	Dampak nikah sesuku terhadap kehidupan keluarga di kengerian kampar	Alwi. R	
8.	Selasa 31-12-2024	Keadilan Habibi dalam Pembagian waris Islam Perspektif KUPI (kongres Ulama persmpuan Indonesia).	Ista-A	
9.	Kamis 9-1-2024	Urgensi rekomendasi Unit Pelaksana teknis daerah Pertindungan perempuan dan anak kepulauan kampar dalam pemberian dispensasi nikah	Ugman	
10.	Kamis 9-1-2024	Puangsoom sebagai fondasi preventif eksekusi putusan hadanah dalam reglement op De	Susi.E	
		Rechtsvordering (rv)		

Pekanbaru,
Direktur,

202'

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi
3. Sebagai syarat ujian Proposal, tesis dan Disertasi



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Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

LembaranPengesahan

Nama : Nurmaisaroh
NomorIndukMahasiswa : 22190124327
GelaraAkademik : M.Pd.(MagisterPendidikan)
Judul : The Teaching Module Prepared By The English Teacher
Based On The Merdeka Curriculum At SDIT Diniyah
Pekanbaru

TimPenguji:

Dr. Hj. Zulhidah, M.Pd
Penguji I/Ketua

Dr. Dodi Settiawan, M.Pd
Penguji II/Sekretaris

Dr. Sutarmo, MA.
Penguji III

Dr. Kalayo Hasibuan, M.Ed -TESOL
Penguji IV

Tanggal Ujian/Pengesahan: 22 Januari 2025



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SURAT KETERANGAN BEBAS PUSTAKA

Nomor : B-363/Un.04/Ps/PP.00.9/01/2025

Direktur Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau menerangkan bahwa
terhitung sejak tanggal 22 Januari 2025 nama yang tersebut di bawah ini:

N a m a	: Nurmaisaroh
Nim	: 22190124327
Program Studi	: Pendidikan Agama Islam S2
Judul	: The Teaching Module Prepared by the English Teacher Based on the Merdeka Curriculum at SDIT Diniyah Pekanbaru

telah bebas dari semua kewajiban yang terkait dengan Perpustakaan Pascasarjana UIN Suska
Riau, dan telah menyumbangkan buku sebagai hadiah ke Perpustakaan Pascasarjana UIN Suska
Riau.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang
bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 22 Januari 2025
a.n. Direktur,
Pustakawan,

Nilam Badriyah, SIP
NIP. 198003222009012010

UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau

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Appendix V

Documentation of Interview

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Preliminary Interview with Principal of SDIT Diniyah Pekanbaru

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Interview with the English teacher of SDIT Diniyah Pekanbaru