



CASE METHOD: STRATEGY FOR IMPROVING THE CAPABILITY OF DEVELOPING TEACHING MODULES TOWARDS DIFFERENTIATION LEARNING

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ABSTRAK

Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia terus berupaya dalam melakukan pembaharuan dan adaptasi termasuk dalam bidang pendidikan. Salah satu caranya adalah dengan Implementasi Kurikulum Merdeka (IKM). IKM merupakan upaya dalam mengejar ketertinggalan pembelajaran (*loss learning*) akibat pandemi Covid-19, dengan cara mengembalikan otoritas sekolah dan pemerintah daerah untuk mengelola sendiri pendidikan yang sesuai dengan kondisi di daerahnya. Meskipun demikian, masih banyak ditemui kendala maupun kebingungan khususnya bagi para guru dalam mempersiapkan proses pembelajaran salah satunya di wilayah satuan pendidikan Kabupaten Semarang. Guru masih belum secara optimal mengetahui Capaian Pembelajaran (CP), perumusan Tujuan Pembelajaran (TP), penyusunan Alur Tujuan Pembelajaran (ATP) dari Tujuan Pembelajaran (TP) dan rancangan Modul Ajar. Pengabdian ini berfokus pada penyusunan modul ajar yang berdiferensiasi sebagai bentuk akselerasi IKM. Metode yang dilakukan adalah dengan melakukan workshop penyusunan modul ajar berdiferensiasi berbasis case method, dilanjutkan pendampingan pada pra dan pasca kegiatan dan monitoring evaluasi program. Program ini menyasar mitra yaitu para guru mata pelajaran ekonomi yang tergabung dalam Musyawarah Guru Mata Pelajaran (MGMP) Ekonomi Se Kabupaten Semarang. Hasil kegiatan ini bahwa guru sangat tertarik dan mampu meningkatkan keterampilan serta pemahaman guru dalam menyusun modul ajar berdiferensiasi. Saran kegiatan ini agar pihak dinas terkait selalu memberikan pelatihan dalam penyusunan modul ajar berdiferensiasi sampai semua guru mengikuti, dan kedepannya diharapkan pihak terkait dan banyak perguruan tinggi yang melakukan pelatihan evaluasi dalam kurikulum merdeka.

ABSTRACT

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia continues to strive for renewal and adaptation, including in the field of education. One way is by implementing the Independent Curriculum (IKM). The IKM is an effort to catch up on learning losses due to the COVID-19 pandemic by returning school and local government authorities to manage their own education in accordance with conditions in their area. Even so, there are still many obstacles and confusion, especially for teachers in preparing for the learning process, one of which is in the education unit area of Semarang Regency. Teachers still do not optimally know the Learning Outcomes (CP), the formulation of Learning Objectives (TP), the preparation of Learning Objectives Flow (ATP) from Learning Objectives (TP), and the design of Teaching Modules. This service focuses on preparing differentiated teaching modules as a form of IKM acceleration. The method used is to conduct a workshop on preparing differentiated teaching modules based on the case method, followed by assistance in pre- and post-activity and program evaluation monitoring. This program targets partners, namely economics teachers, who are members of the Economics Subject Teacher Consultation (MGMP) throughout Semarang Regency. The results of this activity showed that teachers were very interested and able to improve the skills and understanding of teachers in preparing differentiated modules. The suggestion for this activity is that the relevant agencies always provide training in preparing differentiated teaching modules until all teachers follow, and in the future, it is hoped that the relevant parties and many universities will carry out evaluation training in the independent curriculum.

INTRODUCTION

The curriculum becomes a tool in the important learning process. Curriculum development must be carried out continuously and continuously following current developments, dynamically and capable of being evaluated innovatively (Barlian & Solekah, 2022). Apart from that, the curriculum also plays a very important role in measuring the success and achievement of education in a country (Lince, 2022). The curriculum must always undergo continuous and integrated renewal in order to create students who become the nation's superior Human Resources (HR).

Since Indonesia's independence 17 in August 1945, there have been various changes, including policies regarding curriculum changes. Some examples of curriculum models that have been implemented include the 2006 Education Unit Level Curriculum (KTSP), the 2013 Curriculum (Wildan, 2017) and currently what is being promoted at various levels of education units is the Merdeka Curriculum. The history of the implementation of the Independent Curriculum (IKM) in Indonesia cannot be separated from the Covid-19 outbreak, which became a pandemic at that time.

In the pre-pandemic period, the government through the Ministry of Education, Culture, Research and Technology issued a policy on the use of the 2013 Curriculum. Then, the curriculum was simplified into an emergency curriculum which made it easier for educational units to manage learning with essential material. This development up to now is the implementation of the Independent Curriculum (IKM).

The implementation of the Merdeka Curriculum which will start in mid-2022 is an effort

to catch up with learning lags caused by the Covid-19 pandemic by returning school authorities and regional governments to manage education themselves in accordance with conditions in their regions, as well as accelerating the achievement of national education goals in preparing for the global challenges of the industrial revolution era. 4.0. The implementation of this independent curriculum causes changes in various things, both in terms of planning, learning tools, learning implementation and assessment.

The Merdeka Curriculum is a reference, guideline and policy direction in the field of education which is designed to be more flexible, dynamic, factual, comprehensive, focusing on essential material as well as developing the character and competencies of students. There are several characteristics that differentiate the Merdeka Curriculum from others, including: 1) Project based learning for developing soft skills, hard skills and student character in accordance with the Pancasila Student Profile (P3), 2) Focusing on essential material so that there are sufficient time for in-depth learning of basic competencies such as literacy and numeracy.

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies (Indrawati, 2020). Educators have the freedom to choose various teaching tools in the learning process according to the needs and conditions of the students. However, it is still often found in the field that educators have not fully mastered the implementation of the Independent Curriculum (IKM) (Ihsan, 2022). In fact, in IKM educators have a big role or roles, namely as facilitators and mediators in learning (Nurcahyono

& Putra, 2022; Purba, 2021; Mulyasa, 2019; Usman, 2006; Sagala, 2013; Zulaiha et al., 2023; Rahayu et al., 2021). Therefore, educators must truly understand how to design learning that is complex, interesting, meaningful, and in accordance with applicable standards.

In general, the flow of designing learning starts from understanding the Learning Outcomes (CP) that will be achieved by each student. Then, proceed with formulating Learning Objectives (TP). Apart from that, the next step is to develop a Learning Objectives Flow (ATP) from Learning Objectives (TP), which ends with creating a teaching module. Various studies state that the majority of educators in educational units are still constrained by the preparation of differentiated teaching modules for students (Dewi & Astuti, 2022; Rindayati et al., 2022; Jannah et al., 2021; Nesri & Kristanto, 2020; Maarif, 2022). This includes educators in education units in Semarang Regency, Central Java Province.

The need for training, intensive and continuous mentoring is really needed by educators in order to accelerate IKM in educational units including in Semarang Regency, Central Java Province. The results of interviews with the Economics Subject Teachers' Conference (MGMP) throughout Semarang Regency also agree with this. Educators in Semarang City do not fully understand the learning tools in the Independent Curriculum optimally, including designing differentiated teaching modules for students. Therefore, it is very important to provide intensive assistance, one of which is through workshops initiated by the Community Service Team, Faculty of Economics and Business, UNNES.

METHODS

This community service program is carried out through several stages, namely as follows:

1. Increase knowledge and skills in creating differentiated teaching modules.

At this stage, what is done in detail is to carry out a workshop with resource persons who are experts/professionals in the field of education and the Implementation of the Independent Curriculum (IKM). The workshop carried out was based on the cased method.

At this stage, the service team will provide detailed knowledge regarding the differentiated teaching modules created by educators in the independent curriculum. Service staff with a team that is very competent in creating teaching modules will provide material systematically in simple language and a pleasant atmosphere so that it is hoped that teachers will understand better and increase their knowledge about differentiated teaching modules in the independent curriculum.

Apart from that, during the workshop, skills were also given in creating correct and easy differentiated teaching modules as required in the independent curriculum with applicable, simple and detailed examples. At the end of the workshop, workshop participants were given cases according to the class they teach and assessed the level of success in creating correct differentiated teaching modules, so that it could be seen whether there was an increase in skills in creating differentiated teaching modules as a determination of the follow-up to this service program.

1. Assistance

This assistance is carried out two (2) times, namely when the workshop is in progress and when it is finished. Mentoring during the workshop is provided during training sessions

using the cased method. This means that when participants are given case training to create teaching modules, they use the characteristics of each student at the place where the teacher teaches to create their teaching module. Participants are also accompanied by a team to work on the case in order to produce correct and applicable teaching modules as required by the Independent Curriculum. This assistance is carried out by a team that is competent and equipped with reliable knowledge and skills.

Mentoring after the workshop is finished is carried out at other times outside the activity. This is done by monitoring the skills of workshop participants through social media groups or visiting school locations or MGMP locations when there are activities. This step was taken to monitor participants' skills in creating differentiated teaching modules in the Independent Curriculum. Apart from that, if any participant experiences difficulties, the Service Team provides services through social media groups or visits to the participant's location. If the school location is far away, the service can be provided at the Semarang Regency MGMP center which is at SMA N 2 Ungaran, in between the implementation of the Economic MGMP.

2. Monitoring and evaluation

Monitoring was carried out via social media groups for workshop participants to obtain information on whether participants had problems that were not yet understood regarding the creation of teaching modules in the Independent Curriculum or not.

RESULTS AND DISCUSSION

The activity carried out was with the theme "Workshop on Preparing Teaching Modules Based on the Cased Method to Improve Skills in Preparing Differentiated Teaching Modules for Economics Teachers throughout Semarang Regency". Teaching modules that are applicable, interesting, right on target, comprehensive and meaningful are an integral part of the implementation of the Independent Curriculum. The learning design through this teaching module determines what kind of activities students will carry out or direct.

The collaboration partner is the Economics Subject Teachers' Conference (MGMP) throughout Semarang Regency. This partner was chosen because of several considerations. Apart from being an MGMP in one of the areas that is densely populated or can be said to be more likely to progress among other rural areas, the background needs of educators has also become a separate consideration. The educators at MGMP said there was a lack of intensive and comprehensive assistance related to IKM, including the preparation of teaching modules.

Several trainings, workshops or similar activities are often carried out with excess time of up to 12 hours a day. This condition, which tends to be forced, is suspected to be the cause of the lack of intensity and comprehensiveness of the material presented. Most economic educators in Semarang Regency and even in all remote areas still experience difficulties in implementing the independent curriculum, including creating differentiated teaching modules. This is because there is still little training and assistance provided by the relevant agencies.



Figure 1. Presentation of resource persons regarding the Implementation of the Independent Curriculum (IKM) in SMA/SMK education units

This service activity also invited resource persons who are education practitioners and have made several achievements in the IKM acceleration program. The resource person is Suspeni, S.Pd, a teacher at SMA N 14 Semarang. Some of these achievements include being a Practical Teacher for Class 4 of Semarang City, a Facilitator for Class 8 of Aceh, a Curriculum Instructor, and many more.

It is hoped that the competency, capability and practical knowledge and technical abilities of the resource persons will be able to provide motivation, direction and practice to educators who are members of the Semarang Regency Economic MGMP regarding the acceleration of SMEs. Not only focusing on learning tasks but also paying full attention to understanding Learning Achievements (CP), formulating Learning Objectives (TP), compiling a Learning Objective Flow (ATP) from Learning Objectives and designing a Teaching Module that differentiates products, processes or content.



Figure 2. Training atmosphere for preparing differentiated teaching modules based on the Cased Method

The cascading method was chosen because this basis focuses on problems that exist in concrete situations or examples, so as to reduce the gap between theory and practice (Andayani, 2022). The advantage of the cased method is also that it trains problem analysis skills, and wants to apply the knowledge gained in situations that are close to real, using inclusive and thorough or comprehensive practices. This is because cased methods are one of the best training methods (Rahardjo & Gudnanto, 2022).

The implementation of case study-based learning on skills shows that 96.2% of students who take part in case study-based learning experience an increase in their skills (Andayani, 2022). For this reason, the workshop and assistance in preparing differentiation teaching modules will be held using a cased method so that it is effective in bringing practice in the field closer to the workshop material.

Apart from that, the workshop was also structured systematically by starting with providing knowledge on preparing differentiated teaching modules according to the Merdeka Curriculum, then continuing with providing

training with applicable and comprehensive cases. So that the training can measure success in improving teachers' skills in preparing differentiated teaching modules, at the end of the workshop it ends with an evaluation of educators' skills, which is carried out by providing a teaching module worksheet form that must be filled in by activity participants. This kind of training is very beneficial for participants and is able to improve participants' skills (Kusumantoro et al., 2023; Pramusinto et al., 2023; Sumaryati et al., 2022; Mudrikah et al., 2021; Purwaningsih et al., 2024).



Figure 3. The excitement of the practice of preparing differentiated teaching modules based on Cased Methods

CONCLUSION

The Merdeka Curriculum is an innovation in the Indonesian education sector. This program is to achieve quality education which was lagging behind and experienced a decline (learning loss) during the Covid-19 pandemic. During the pandemic, students were constrained by distance, the material provided, unstable network conditions and so on which could trigger learning loss. In the Merdeka Curriculum, students are given the opportunity to explore, develop themselves and get to know the world more widely in the current era of digital transformation.

However, the implementation of the Independent Curriculum (IKM) in the field in educational units at various levels has reaped several obstacles. The problem that often occurs is the lack of understanding by educators in compiling CP, TP, ATP from TP to creating teaching modules. It can be said that the competence and capability of educators must continue to be improved through mentoring or some kind of integrated, intensive, comprehensive and continuous workshop.

The workshop activity for preparing differentiated teaching modules based on the case method by the FEB UNNES Community Service Team targets educators, in this case those who are members of the Economic MGMP throughout Semarang Regency. The hope is that the participants can absorb knowledge, know-how and skills that can be disseminated to other educators in each educational institution. This is certainly one of the efforts to support the acceleration of the government's IKM program.

The conclusion of this activity was that economics teachers were very interested and stated that this activity was very useful and able to improve the skills and understanding of high school economics teachers in preparing differentiated teaching modules.

The suggestion for this activity is that the relevant agencies always provide training in preparing differentiated teaching modules until all teachers follow, and in the future it is hoped that the relevant parties and many universities will carry out evaluation training in the independent curriculum. This is because there are still many teachers who have not mastered the creation of differentiated modules and evaluation in the independent curriculum.

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