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STRENGTHENING SKILLS FOR PREPARING MERDEKA CURRICULUM TEACHING MODULES PHASE F FOR MPLB TEACHERS IN SEMARANG CITY

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ABSTRAK

Guru diharapkan dapat melaksanakan pembelajaran yang sesuai dengan kurikulum merdeka, termasuk penggunaan modul ajar sesuai ketentuan kurikulum tersebut. Idealnya, guru dapat merancang modul ajar secara optimal. Namun, kenyataannya, banyak guru yang belum mampu membuat modul ajar secara mandiri sesuai kebutuhan dan situasi di lingkungan belajar mereka. Beberapa guru menyatakan memerlukan tambahan waktu, biaya, dan tenaga untuk menyusun modul ajar secara komprehensif, yang menjadi hambatan dalam penyusunan modul ajar secara mandiri. Program Keahlian Manajemen Perkantoran dan Layanan Bisnis (MPLB) di Fase F tidak termasuk dalam program SMK Pusat Keunggulan (PK), bagian dari program merdeka belajar. Tujuan kegiatan pengabdian ini adalah memperkuat keterampilan mitra dalam menyusun modul ajar kurikulum merdeka melalui beberapa tahap: sosialisasi, pelatihan, pendampingan, dan evaluasi. Kegiatan pengabdian ini dilaksanakan selama satu minggu pada 26 Juni hingga 3 Juli 2024 secara luring dengan peserta 25 guru di SMK Negeri 2 Kota Semarang. Hasil evaluasi menunjukkan peningkatan kemampuan dan keterampilan peserta dalam menyusun modul ajar Fase F sesuai lingkungan belajar yang ada.

ABSTRACT

Teachers are expected to be able to carry out learning in accordance with the merdeka curriculum, including the use of teaching modules in accordance with the provisions of the curriculum. Ideally, teachers can design teaching modules optimally. However, in reality, many teachers are not yet able to create teaching modules merdekaly according to the needs and situations in their learning environment. Several teachers stated that it required additional time, money and energy to compose teaching modules comprehensively, which became an obstacle in preparing teaching modules merdekaly. The Office Management and Business Services Skills Program (MPLB) in Phase F is not included in the Center of Excellence (PK) Vocational School program, part of the merdeka learning program. The aim of this service activity is to strengthen partners' skills in compiling merdeka curriculum teaching modules through several stages: socialization, training, mentoring and evaluation. This devotion was carried out for one week from June 26 to July 3, 2024 offline with 25 teacher participants at State Vocational School 2, Semarang City. The evaluation results show an increase in participants' abilities and skills in compiling Phase F teaching modules according to the existing learning environment.

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INTRODUCTION

The increasing gap in learning processes and outcomes between regions and socio-economic groups has become a problem in educational units during the COVID-19 pandemic (Budi et al., 2021; Hanafiah et al., 2022; Rhamdan et al., 2021). The step taken by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) to overcome the current learning crisis is to give educational units the freedom to choose the curriculum to be implemented. These options include using the 2013 curriculum in whole or simplified form, as well as the option to adopt an merdeka curriculum. The essence of this effort is that there is a more flexible curriculum structure focused on basic material, and it gives teachers the freedom to use teaching tools according to students' needs (Kusumawardhana et al., 2022).

The Merdeka Curriculum has changed three principles that guide the new policy, namely: 1) The National Standard School b Examination (USBN) has been replaced with an assessment test that aims to evaluate student competence through written tests or comprehensive assessments such as assignments; 2) The National Examination (UN) was changed to a minimum competency assessment and character survey to encourage improvements in the quality of learning in schools. The student selection test for the next level is no longer the main reference. The minimum competency assessment focuses on literacy, numeracy, and character; and 3) The Learning Implementation Plan (RPP) gives teachers the freedom to choose, create, use, and develop the RPP format according to their needs. The three core components in making a lesson plan are learning objectives, learning activities, and assessment. Currently, lesson plans are better known as teaching modules (Kusumantoro et al., 2024; Maulinda, 2022).

Teaching modules are one of the learning planning tools based on learning outcomes (CP) and the flow of learning objectives (ATP) to achieve predetermined competency standards. This module is equipped with a detailed guide, student activity sheets, and assessments to measure the achievement of learning objectives (Hardianti et al., 2021; Mukhlishina et al., 2022). Teaching modules can increase flexibility in the learning process because they are not tied to the contents of textbooks. Learning speed and strategies can be adjusted to the needs of each student so that each student is expected to achieve the desired minimum competency (Tri et al., 2024).

The primary role of teaching modules is to help teachers plan learning (Dini et al., 2020). eachers play a crucial role in preparing learning tools, where they need to hone critical thinking skills and innovate in creating teaching modules. Therefore, the ability to develop teaching modules is a pedagogical competency that teachers need to improve. The aim is to make teaching methods in the classroom more effective and efficient by the achievement indicators that have been set.

Ideally, teachers can organize teaching modules optimally (Tanti & Damariswara, 2023). However, in reality, many teachers need to understand the techniques for adequately preparing and developing teaching modules, especially in the context of the Merdeka Learning Curriculum. If the learning process adequately prepares teaching modules, teaching content to students will be unsystematic, causing an imbalance in the interaction between teachers and students (Suprihatin & Manik, 2020). This results in only one party being actively involved, and as a

result, learning may feel less attractive due to the teacher's lack of preparation of teaching modules (Maulinda, 2022; Widodo et al., 2024).

In reality, implementing teaching modules as part of the Merdeka Curriculum is challenging for teachers. The Merdeka Curriculum is the latest policy issued by the government, and teachers are expected to be able to carry out learning based on this curriculum, including using learning tools such as teaching modules. However, based on the results of an interview with one of the MPLB classes, It is known that the teacher needs to have adequate knowledge about learning the Merdeka Curriculum, including how to apply teaching tools such as teaching modules developed in this curriculum.

MPLB is a relatively new skills program implemented by Vocational High Schools (SMK) as part of the implementation of the Merdeka Curriculum. Previously, this skills program was known as Office Management Automation (OTKP). This change is not only in the name, but also in the curriculum structure. This is a challenge for teachers in developing appropriate teaching modules to achieve the learning outcomes specified in the Merdeka Curriculum.

Only teacher's books are available in the teaching tools menu for MPLB phase E (Class 10) subjects. However, in phase F (Grades 11-12), there are no teaching tools for MPLB subjects. Seeing the availability of teaching tools on the Merdeka Belajar platform, especially for MPLB subjects, MPLB teachers in Semarang City still understand the teaching tools in the Merdeka Curriculum. This situation causes MPLB teachers in Semarang City to experience difficulties in effectively carrying out teaching and learning activities based on the competencies expected in the Merdeka Curriculum.

This phenomenon significantly reduces the readiness of MPLB teachers in Semarang City to implement learning in the context of the Merdeka Curriculum. Teachers' lack of understanding and readiness in compiling teaching tools and setting learning objectives has the potential to hurt student learning outcomes. Apart from that, the Merdeka Belajar platform introduced by the Kemdikbudristek only partially supports the Merdeka Curriculum, especially in terms of providing teaching tools.

Based on the partners' problems regarding the low skills of teachers in developing learning tools based on the Merdeka Curriculum, the service team will provide skills strengthening to Semarang City MPLB Teachers who are members of the MPLB Teacher MGMP forum in compiling Phase F teaching modules. This activity is based on teachers' fundamental problems, namely implementing the Merdeka Curriculum in the learning process, including preparing learning tools. Student Center Learning (SCL) can run well and effectively if teaching modules are available in the learning process (Rahayuningsih & Rijanto, 2022; Werdiningsih et al., 2022). Providing intensive training and assistance to teachers in compiling teaching modules is an effective solution so that teachers have the skills to compile teaching modules. Apart from providing benefits to teachers, the results of this activity will also positively impact schools, increasing the attractiveness of the teaching and learning process by implementing learning modules (Kesumawati et al., 2021). This program is essential in strengthening teacher competencies, including

pedagogical, personal, professional, and social competencies. With this program, lecturers can help schools implement quality learning according to the principles of the Merdeka Curriculum.

METHOD

The approach method used in solving fundamental problems in preparing Phase F teaching modules for MPLB teachers as an effort to implement an independent curriculum, the service team designed the following method:
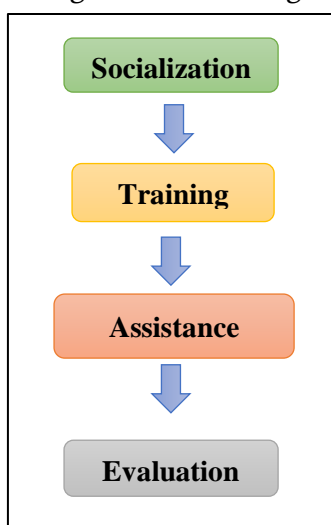

Figure 1. Flow of Devotion Implementation Methods

Regarding the devotion approach method, it can be detailed as follows.

a. Socialization

At this stage, the service team will deliver material related to implementing the independent curriculum in the MPLB skills program and dissect the independent curriculum, applied explicitly in one element of the MPLB, namely Office Management, using lecture, discussion, and program evaluation methods.

b. Training

At this stage, the service team will deliver training material on formulating learning outcomes and the ATP, which are then presented in teaching modules using lecture, discussion, and program evaluation methods.

c. Assistance

At this stage, the service team will accompany partners in compiling Phase F teaching modules until the product is finished. The mentoring stage will be carried out periodically during the service period using the Forum Group Discussion (FGD) method, practice and program evaluation.

d. Evaluation

At this stage, the aspect evaluated is evaluating the abilities and progress of service partners after implementing service activities. This evaluation activity aims to obtain feedback related to the implementation of the service that has been carried out.

RESULTS AND DISCUSSIONS

Devotion activities were offline on Wednesday, 26 June 2024, at SMK Negeri 2 Semarang City. Participants in this activity were teachers associated with the Semarang City MPLB Subject Teachers' Conference (MGMP), totaling 25 participants. This activity was carried out for eight hours, from 09.00 to 17.00.

Teguh Hardi Raharjo, M.Pd delivered socialization and training material. UNNES academic and team leader for service activities. The material presented by him included: (1) Concepts, objectives, strategies, criteria, components and procedures for developing teaching modules; (2) Modifying existing teaching modules to suit school characteristics and needs; (3) Determine the appropriate assessment of the modified teaching module; and (4) Develop relevant teaching materials and adjust student

achievement levels to support learning in the modified teaching module.

Figure 2. Socialization and Training of Phase F Teaching Module Materials

After the socialization and training activities have been completed, the next stage is for the service team to assist the participants in modifying the available teaching modules to adapt them to each school's characteristics and needs. The modified teaching module structure consists of:

a. General Information

This part includes module identity, initial competencies, Pancasila student profile, facilities and infrastructure, target students, and learning models.

b. Core Component

This part includes learning objectives, assessments, meaningful understanding, trigger questions, learning activities, as well as reflections of students and educators.

c. Attachment

This part includes Student Worksheets (LKPD), enrichment and remedial materials, teacher and student reading materials, a glossary, and a bibliography..

Figure 3. Assistance Activities for Preparation of Phase F Teaching Modules

The output of this assistance activity is that the teacher succeeded in compiling or modifying the Phase F teaching module as a flipbook with a complete structure and adapted to the characteristics and needs of the school. Based on the results of the assistance provided, it is known that most participants have succeeded in compiling teaching modules well. However, there are difficulties when describing learning activities appropriate to the chosen learning model. One of the results of the teaching module created by the participants can be seen in Figure 4 below.
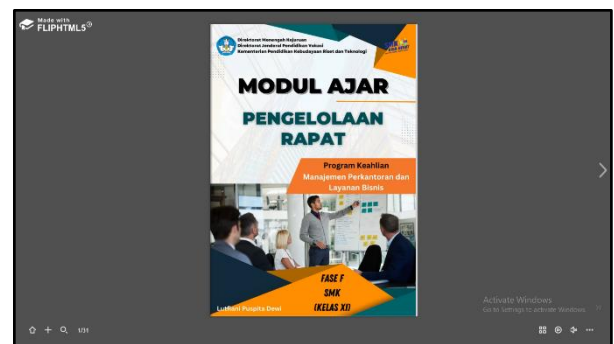

Figure 4. Participant Teaching Module Product

The final stage is to conduct formative and summative evaluations of the series of community devotion activities that have been carried out from start to finish for the participants. The main focus at the evaluation stage is to determine the effectiveness of devotion activities and identify participant

feedback so that it can be used as a reference for future improvement and development of service activities. The evaluation technique consists of several steps, such as using evaluation tools that include criteria for the success and effectiveness of service activities. Apart from that, participants also receive feedback sessions, both formal and informal, to understand their views on socialization and training materials, mentoring methods, and their participation in service activities. (Muhammad Yahya et al., 2023; Urbancová et al., 2021).

The evaluation results show that participants are delighted with the service material, its relevance to their needs, and the skills acquired in developing teaching modules. However, the evaluation also found several areas that needed improvement, such as increased practical support after training and a deeper understanding of the preparation of differentiated teaching modules according to student learning characteristics. Teachers must be able to integrate the models, approaches, and methods needed in designing the material, which is very important to increase motivation and the impact of learning for students. This is based on harmonious interpersonal relationships between students and teachers so that students become more enthusiastic about learning (Ndiung et al., 2023).

CONCLUSION

Training and mentoring in the preparation of Phase F teaching modules is very important to equip MPLB teachers with the knowledge and skills to design relevant and innovative teaching modules. This community devotion activity shows that the training of Phase F teaching modules in the context of the Independent Curriculum is very beneficial for MPLB teachers. The teachers gained a deeper understanding of integrating this curriculum into MPLB learning and developing teaching modules derived from CP and ATP. The enthusiasm of the participants and the positive results of the evaluation questionnaire showed that this training succeeded in meeting the needs of the teachers..

However, the evaluation succeeded in identifying several areas that needed improvement, such as expanding practical support after training and increasing understanding of the integration of Merdeka Curriculum values in teaching modules. Feedback from participants highlighted the desire for continuity of mentoring, increased interactivity in training sessions, more relevant case studies, and the need for training activities to prepare differentiated teaching modules.

Feedback from participants emphasized the importance of an interactive approach in training sessions, the value of case studies, and the desire for ongoing support after training is completed. This evaluation and feedback provide recommendations for improving the design of the devotion program to make it more effective and relevant in the future, as well as strengthening its impact on the development of teaching modules among Semarang City MPLB teachers.

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