Analysis Of Lesson Planning in Developing Teaching Modules in Primary Schools

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Article Info	Abstract
	This research is motivated by learning planning using teaching modules carried out by teachers in implementing the independent curriculum in elementary schools. The purpose of this study is to explain the planning that has been implemented by elementary school teachers in Sumedang Regency. This research uses qualitative research with data collection techniques using questionnaires given to grade 1,2 and grade 4,5 teachers with 300 teachers as respondents. The data analysis technique uses the Miles and Huberman model which consists of three stages, namely data reduction, data display and conclusion drawing. The results showed that elementary school teachers in Sumedang Regency had implemented lessons planning and used teaching modules in the classroom. Teachers who have implemented teaching modules that teacher have planned lesson using teaching modules that are tailored to the teaching module components. As well as, the overall results of analysis, it appears that the majority of teachers do not experience significant difficulties in certain aspects related to preparation of teaching modules and then are only a few teachers who experience difficulties. Thus, additional support and training is needed for teachers to improve their skills and provide a better learning experience for students.

INTRODUCTION

Education has an important role in human life, so that every individual in Indonesia has the right to education. These efforts are to advance the nation by implementing an education with the aim of humanizing humans or forming humans into whole people (Angga et al., 2022). However, education is carried out with a curriculum because it is an integrated part of the educational process. It can be said that the curriculum is a guide in implementing education (Setiyorini & Setiawan, 2023). The curriculum plays an important role in the Indonesian education system to determine the success of an educational process and one of the elements that contribute significantly to realizing the quality of students' potential.

The curriculum in Indonesia often undergoes updates in the form of considerable changes in several parts (Tampubolon et al., 2022). These updates affect the learning process because they are adjusted to learning processes, methods, and models that are increasingly more effective and efficient and for progress in improving the quality of education which makes Indonesia have advanced and quality education. Until now, the Merdeka Curriculum developed is stated to be a flexible curriculum, focused on essential material, then for character development, and competencies that must be possessed by students (Fifani et al., 2023). The main characteristics of the Merdeka Curriculum are project-based learning aimed at developing soft skills and character tailored to the profile of Pancasila learners, focusing on essential material so that there is enough time for learning to explore basic competencies such as literacy and numeracy (Barlian et al., 2022).

Teachers who implement the Merdeka Curriculum are required to be more creative in compiling teaching modules, learning objectives and the flow of learning objectives so that the preparation of teaching modules is carried out seriously (Suhandi & Robi'ah, 2022). Teaching modules are the development of what was previously a Learning Implementation Plan (RPP) which is made more detailed. The hope is that using the teaching module, the learning process is carried out more freely because it does not always depend on the contents of the textbook and the learning strategy can be adjusted to the needs of students, so that each student can be skill-oriented (Mukhlishina et al., 2023).

One of the learning tools, namely teaching modules that are arranged attractively, aims to help achieve learning objectives for students in accordance with competencies (Triana et al., 2023). Thus, teaching modules also play an important role, especially supporting teachers in implementing learning in the classroom. However, in order for the learning process to run systematically, teachers must also have pedagogical skills in the preparation of teaching modules. Then, in preparing teaching modules, it is necessary to apply appropriate development strategies, such as meeting predetermined criteria, learning activities that are adjusted to the principles of learning and assessment. The preparation of teaching modules has several criteria which include essential, interesting, relevant, contextual, meaningful, challenging, and sustainable (Ariesanti et al., 2023).

The preparation of teaching modules involves certain steps including analyzing the conditions and needs required by teachers, students, and education units, then identifying the dimensions of the Pancasila learner profile, determining the flow of learning objectives that will become teaching modules, then starting to compile teaching modules based on components, learning activities, there is evaluation and follow-up of teaching modules (Salsabilla et al., 2023). In line with the research that has been conducted, namely the analysis of learning planning using teaching modules can help ensure that the teaching modules provided must be with the characteristics and principles of the independent curriculum and can provide a more meaningful learning experience for students (Pramiswari et al., 2023). As well as, to further analyze the independent curriculum learning planning with a focus on preparing teaching modules at the elementary school level (Ariesanti et al., 2023).

The importance of conducting research on the analysis of teaching module planning in implementing an independent curriculum is to ensure that learning is in accordance with the curriculum, the characteristics of students and learning needs. Thus, this research aims to find out how the analysis of learning planning using teaching modules in optimizing the implementation of the independent curriculum and realizing meaningful learning experiences for students in elementary schools.

METHOD

This research uses a qualitative method with a study approach to present rich and in-depth results, opening new insights related to the phenomenon being studied. The choice of a qualitative approach was carried out because this research aims to gain an understanding and explanation of complex and diverse phenomena from the point of view of the subjects involved (Sugiyono, 2022). This research was conducted in several elementary school equivalent schools that use Merdeka Curriculum in Sumedang Regency. This research was conducted on grade 1,2 and grade 4,5 teachers who are already using the Merdeka Curriculum.

The data collection technique of this study was by giving questionnaires to teachers. The questionnaire was used to obtain the views, perceptions, and direct experiences of the respondents involved in the study (Sugiyono, 2022). Respondents were selected based on certain criteria, such as teaching experience in grades 1, 2, 4, or 5, and having at least one year of experience in using Merdeka Curriculum. This technique is used to ensure that respondents have knowledge relevant to the research focus. Meanwhile, the data analysis technique follows the stages of the Miles and Huberman interactive analysis model, which consists of three steps, data reduction, data display, and conclusion (Sugiyono, 2022).
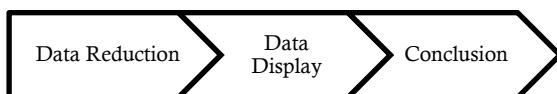

Figure 1. The stages of the Miles and Huberman interactive analysis model

Data analysis techniques based on the Miles and Huberman model presented in Figure 1 include three stages, data reduction, data display, conclusion. Data reduction is carried out on the data obtained, then the selection of data needed includes what are the findings in preparing teaching modules faced by teachers and each item of the statement submitted to the teacher in the questionnaire that has been distributed. Furthermore, the data is presented in tabular form so that it is easy to understand. The last stage is conclusions based on the data obtained to be able to answer the formulation of the problem that has been set.

The following questionnaire instruments used in the study are shown in Table 1.

Table 1. Questionnaire Instruments

Statement
I find it difficult to understand CP to develop teaching modules.
I find it difficult to determine learning objectives
I find it difficult to analyze the condition and needs of students.
"I find it difficult to determine the dimensions of the Pancasila Student Profile.
I find it difficult to determine initial competencies.
I find it difficult to connect the material with the subtheme.
I find it difficult to present the material according to the specified time allocation.
I find it difficult to present the material according to the specified time allocation.
I find it difficult to determine the learning model in accordance with the characteristics of students.
I find it difficult to determine learning resources/media in accordance with the objectives, material, and characteristics of students.
I find it difficult to describe the learning steps at each stage of learning

I find it difficult to be creative and innovative in developing learning according to the needs of students.

I find it difficult to carry out assessment techniques in accordance with learning objectives.

I find it difficult to evaluate learning and follow-up of teaching modules.

Description of rating scale:
5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree

RESULTS AND DISCUSSION

This research was conducted in elementary schools in Sumedang Regency. This research provides questionnaires to elementary school class teachers who have compiled teaching modules. Then, the number of teachers who have implemented the independent curriculum is presented in Table 2.

Table 2. Number of Teacher Respondents

Teacher	Percentage	Total
Class 1	27.3 %	82
Class 2	20 %	60
Class 4	24.3 %	73
Class 5	28.3 %	85
Total number of teachers		300

Based on the research data that has been obtained, basically the average teacher in Sumedang Regency has used teaching modules well. However, in the preparation of the teaching module, teachers still experience difficulties in the components contained in the teaching module. Based on the results of filling out the questionnaire, there are several findings in preparing teaching modules faced by teachers as follows.

Analysis of Teaching Module Development

Use of Teaching Modules as the Main Guideline in Teaching

Based on the results of the questionnaire, teachers stated that they had used teaching modules as guidelines in carrying out learning in the classroom. Teaching modules are used as a guide by teachers in planning and implementing learning, helping to develop learning scenarios that are in accordance with the characteristics of the subject, students, learning outcomes, and learning objectives that have been previously determined. Teaching modules also help in delivering material in a structured manner, facilitate the teaching-learning process, increase the effectiveness and efficiency of learning, and provide a framework that describes learning activities (Fitriana et al., 2024).

Steps Usually Used in Developing Teaching Modules

Based on the questionnaire results, the steps that are often taken in developing teaching modules include in-depth analysis of the needs of teachers, learners, and schools, identification of learner profile dimensions, determination of clear learning objectives, preparation of appropriate teaching materials, implementation of learning using modules as a guide, evaluation of the learning process and results, and follow-up for future improvements. By paying attention to these aspects, teaching modules can be designed more purposefully and effectively, according to the needs and characteristics of students and the conditions of the school concerned.

Determining the ATP (Flow of Learning Objectives)

Based on the questionnaire results, to develop the Flow of Learning Objectives (ATP) into a teaching module, several important steps need to be followed. First, teachers must understand and analyze the learning outcomes (CPs) that include the knowledge, skills, and attitude competencies expected from the curriculum. Next, teachers identify the end-of-phase competencies and prior competencies required to achieve the learning objectives. After that, teachers analyze each element of the Pancasila Learner Profile (P5) that corresponds to the subject and Learning Outcomes of the phase.

Then, learning objectives are formulated by considering the competencies to be achieved. Furthermore, learning objectives are arranged linearly as the sequence of learning activities carried out from day to day. Also determine the scope of material and the main material of each learning objective. Finally, based on the formulation of the learning objectives, determine the number of lesson hours required. In addition, the ATP must be prepared within one year, not cut off midway, and adjusted to the characteristics and competencies developed in each subject (Rindayati et al., 2022).

Principles Used in Developing Teaching Modules

Based on the questionnaire results, various principles that teachers have identified to ensure the effectiveness and relevance of learning. In conclusion, teaching modules should be relevant to the curriculum and learners' needs, actively involve learners in the learning process, and be adapted to the local context and learners' experiences to ensure maximum understanding (Rosmana et al., 2024). In addition, modules should be designed on an ongoing and continuous basis, allowing for flexible adaptation to the needs and characteristics of diverse learners. The principle of differentiation is also important, where modules should take into account differences in learners' levels of understanding and accommodate individual needs and interests. By being learner-centered and prioritizing relevant and sustainable future-oriented learning, teaching modules can be an effective tool in supporting holistic learner development.

Analyzing Learners' Conditions and Needs

Based on the results of the questionnaire, in analyzing the conditions and needs of learners, the approach used by teachers includes a comprehensive series of steps. First, through observation, teachers observe learners' behavior to understand their learning patterns and interactions in the learning environment. Next, identification of prior knowledge is done to determine the level of understanding and skills of learners before starting new learning. This can be done through diagnostic tests, analysis of previous test results, and discussions with previous teachers. Effective communication with the learners' teachers and parents is also important to get a more complete view of the learners' needs and characteristics.

Cognitive and non-cognitive diagnostic assessments are conducted to determine learners' learning styles, interests and motivations. Data obtained from various sources, including classroom observations, ability tests, questionnaires, and individual interactions with learners, are used to design lessons that are appropriate and support learners' holistic development. Collaboration with previous teachers also helps in mapping learners' educational needs. In addition, analyzing learners' conditions and needs also involves understanding the factors that influence the learning process, such as educational needs, physical development and health, and learners' psychological and emotional needs. Thus, this approach enables teachers to identify learners' individual needs and design learning that is relevant, fits the curriculum and the context of the learners' environment, and facilitates learners' overall development (Gunawan et al., 2020).

Identifying and Determining P5 for Learners

Based on the questionnaire results, in identifying and determining P5 for learners, the steps involve several important aspects. The first is building a supportive education unit culture, creating an environment that facilitates learning and character development. Second, understanding the roles of learners, educators and the environment of the education unit, so that P5 can be designed according to the needs and potential. The third is to encourage strengthening the capacity of educators, so that they can become effective facilitators in implementing P5. In determining P5, it is also important to refer to the school's vision and mission, as well as to local wisdom and learners' characteristics (Maruti et al., 2023). This process includes identifying themes, dimensions, objectives and learning steps that are holistic, contextual and learner-centered. Thus, P5 can be an effective tool in shaping

character, developing potential, and preparing students to face future challenges.

Structure of the Teaching Module

In developing the teaching module, there are several steps that need to be considered to ensure effective and structured learning. The step begins with analyzing the needs of teachers, students, and schools to be the main foundation in determining the focus and approach of learning. Identifying the dimensions of the Pancasila learner profile to be developed and determining the flow of learning objectives become the basis in designing specific and measurable learning objectives. Assessment at the beginning and end of learning is important to evaluate the achievement of learning objectives. Varied learning media and in accordance with the characteristics of the material and students also need to be considered, compiling teaching materials, implementing teaching materials, and finally evaluating and following up on the implementation of learning (Purniawan et al., 2022).

Learning Design for Learner Development

In designing learning, it is very important for a teacher to pay attention to the developmental stages and achievement levels of learners. This is done by considering students' current learning needs and abilities, and reflecting their diverse characteristics and development to make learning meaningful and enjoyable. The first step is to identify the profile of the students in the class, including their age range, stage of cognitive development, background knowledge and skills. Teachers can use various methods such as questionnaires, surveys, discussions or diagnostic tests to understand their readiness to learn and previous achievements. The results of this analysis can be used to design and select learning approaches, methods and materials that are appropriate to the learning needs and developmental levels of the students. In addition, teachers also need to reflect and evaluate regularly, and pay attention to feedback from students to make adjustments and improvements in the learning process (Iswanto et al., 2021). Thus, learning can be designed and implemented to build students' capacity as lifelong learners,

supporting the holistic development of students' competence, character and potential.

Evaluation or Follow-up

Based on the results of the questionnaire, evaluation and follow-up by teachers on the effectiveness of the teaching module is an important step in improving the quality of learning. This evaluation process involves data collection, analysis of results, reflection, and follow-up improvements (Anjaya et al., 2019). Effective approaches include soliciting feedback from students, using various forms of assessment and involving collaboration with peers. Follow-up can include enrichment for students who achieve learning standards, remedial for those who need additional guidance, and revision of teaching modules to improve their effectiveness. With a continuous evaluation cycle, teachers can ensure that the teaching modules used are able to achieve learning objectives and support the optimal development of students.

Obstacles/Difficulties in Developing Teaching Modules

Based on the questionnaire results, developing teaching modules based on the Merdeka Curriculum can be a complex challenge for educators. One of the main obstacles that is often faced is limited resources, both in the form of student books for each subject and limited technology. The lack of learning supports such as textbooks and access to technology can hinder the process of preparing modules that are in accordance with the demands of the new curriculum. In addition, adapting teaching modules to the diverse needs of students is also a challenge. Each learner has a different pace and learning style, so it requires a variety of approaches in the preparation of learning materials.

Regarding teachers' experience in developing teaching modules based on the Merdeka Curriculum, a lack of understanding of the new curriculum concept is often an obstacle. The Merdeka Curriculum emphasizes flexibility and differentiation, which may differ from traditional approaches, thus requiring an in-depth understanding of its principles. In addition, difficulties in determining learning and

assessment models also often arise because the learner-centered learning approach requires different learning strategies according to individual needs.

Teachers' limited references to learning models and their initial knowledge and mastery of the material also become obstacles in developing teaching modules. Effective module development requires a deep understanding of the subject matter as well as the ability to adapt the material to the appropriate learning context (Nadlir et al., 2024). In addition, lack of experience with the concept of learning independence can also hinder the process of developing optimal teaching modules. In addition to internal constraints, there are still many external constraints faced in the process of developing teaching modules. The lack of readiness of the education government in launching the new curriculum, the lack of seminars or training on designing teaching modules based on the Merdeka Curriculum, and the lack of learning support facilities and resources also complicate the process.

Analysis of Teachers' Difficulties in Preparing Teaching Modules

Teachers as respondents were asked to provide an assessment of the statement "I find it difficult to understand CP to develop teaching modules" with a scale that includes options from "Strongly Agree" to "Strongly Disagree." The data obtained from 300 respondents provides an overview of the extent to which teachers face obstacles in understanding CP, which is a crucial aspect in preparing teaching modules that are effective and in accordance with the Merdeka Curriculum. The results of the analysis regarding the level of difficulty experienced by teachers in understanding the Learning Outcomes (CP) to develop teaching modules are shown in Table 3.

Table 3. 1st Statement

Statement	SS	S	N	TS	STS
I find it difficult to understand CP to develop teaching modules.	6	70	77	91	56

Based on the analysis of the statement "I find it difficult to understand the Learning Outcomes (CP) to develop teaching modules," it can be seen that the majority of teachers face significant challenges in terms of understanding the concept of CP needed to develop teaching modules. Out of a total of 300 respondents, 6 teachers (2%) stated "Strongly Agree" that they had great difficulty and with an "Agree" level as many as 70 teachers (23.3%) stated that they had difficulty. This indicates that there are still teachers facing obstacles in understanding CP as a basis for designing teaching modules that are in accordance with the Merdeka Curriculum. However, there were some who gave the opposite response. A total of 91 teachers (30.3%) stated that they did not find it difficult to "Disagree" and 56 teachers (18.7%) even stated that they really did not find it difficult "Strongly Disagree". This shows that there are variations in teachers' understanding and experience related to the concept of CP in the context of developing teaching modules.

In addition, there were also some teachers who were neutral towards the statement. A total of 77 teachers (25.7%) gave a "Neutral" response, indicating that they were not completely sure or not sure at all regarding the difficulty in understanding CP for teaching module development. This may be due to various factors, such as teachers' level of experience, educational background, or school policies related to training and support for curriculum development. From the results of this analysis, it can be concluded that understanding the learning outcomes (CPs) is one of the main focal points in efforts to improve the quality of teaching and learning. Further actions are needed to provide support, training and resources to teachers so that they can better understand the concept of CP and apply it in the development of effective and relevant teaching modules.

Teachers were asked to rate the statement "I find it difficult to set learning objectives". In setting effective learning objectives, which is an important component in lesson planning. The results of the analysis regarding the level of

difficulty experienced by teachers in determining learning objectives are shown in Table 4.

Table 4. 2nd Statement

Statement		S		S	TS
I find it difficult to determine learning objectives		8	00	04	5

Based on the analysis of the statement "I find it difficult to determine learning objectives," it is evident that the majority of teachers do not struggle with setting learning objectives. A total of 104 teachers (34.7%) "Disagree," indicating that they do not find it difficult, followed by 45 teachers (15%) who "Strongly Disagree," expressing that they do not experience any difficulty at all. Additionally, 100 teachers (33.3%) responded "Neutral" to the statement. Meanwhile, 48 teachers (16%) agreed that they experience some difficulty ("Agree"), and only 3 teachers (1%) reported finding it very challenging ("Strongly Agree"). This indicates a variation in teachers' abilities to determine learning objectives, although the majority do not face significant difficulties.

However, the fact that some teachers feel challenged or very challenged in setting learning objectives suggests that this remains an area that requires attention and improvement in the context of curriculum development and instruction. A more systematic approach and appropriate support are needed to help teachers develop skills in establishing clear, measurable learning objectives that align with students' needs. This is crucial to ensuring that effective and meaningful learning occurs in classrooms.

Teachers rated the statement "I find it difficult to analyze learners' conditions and needs" to describe the level of ability in identifying learners' conditions and needs, which is an important step in designing appropriate learning. The results of the analysis regarding the difficulties experienced by teachers in analyzing

the conditions and needs of students can be seen in Table 5.

Table 5. 3rd Statement

Statement	SS	S	N	TS	STS
I find it difficult to analyze the condition and needs of students.	4	44	108	99	45

Based on the analysis of the statement "I find it difficult to analyze the condition and needs of students," it is evident that the majority of teachers do not struggle with analyzing student conditions and needs. A total of 108 teachers (36%) responded "Neutral" to the statement, while 99 teachers (33%) indicated that they do not find it difficult ("Disagree"), and 45 teachers (15%) expressed that they do not face significant difficulty ("Strongly Disagree"). This shows that most teachers feel confident in analyzing student conditions and needs. However, there is still a small portion of teachers who face challenges in this area, with 44 teachers (14.7%) agreeing that they experience difficulty ("Agree"), and only 4 teachers (1.3%) reporting that they find it very challenging ("Strongly Agree").

Challenges in understanding and applying the dimensions of the Pancasila learner profile remain. The majority of teachers feel quite capable in determining this dimension, with more than half of respondents expressing "Disagree" or "Strongly Disagree" to the existence of difficulties. Teachers' responses to the statement "I find it difficult to determine the dimensions of the Pancasila Learner profile." are shown in Table 6.

Table 6. 4th Statement

Statement	SS	S	N	TS	STS
"I find it difficult to determine the dimensions of the Pancasila Student Profile.	6	48	96	103	47

Based on the analysis of the statement "I find it difficult to determine the dimensions of the

Pancasila Student Profile," it is evident that the majority of teachers feel confident in determining these dimensions. A total of 103 teachers (34.3%) "Disagree," indicating that they do not find it difficult, while 47 teachers (15.7%) "Strongly Disagree," expressing strong confidence that they do not experience any difficulty. This suggests that most teachers are quite confident in their ability to determine the dimensions of the Pancasila Student Profile. However, 48 teachers (16%) "Agree," indicating that they do face some difficulty, and 6 teachers (2%) "Strongly Agree," feeling that it is very challenging. Although this proportion is small compared to the number of teachers who feel confident, it still indicates that a few challenges are faced by a small group of teachers in determining the dimensions of the Pancasila Student Profile.

Additionally, 96 teachers (32%) responded "Neutral" to the statement. This could imply that while most teachers do not experience significant difficulty or feel fairly confident in determining these dimensions, some may not fully understand or have yet to consider the level of difficulty they encounter in this process.

Teachers also responded to the statement "I find it difficult to determine the initial competencies." The majority of teachers tend not to experience difficulties in determining initial competencies, with more than half of the respondents stating "Disagree" or "Strongly Disagree." The results of this statement are presented in Table 7.

Table 7. 5th Statement

Statement	SS	S	N	TS	STS
I find it difficult to determine initial competencies.	4	42	92	119	43

Based on the analysis of the statement "I find it difficult to determine initial competencies," it is evident that the majority of teachers tend not to struggle with identifying initial competencies. A total of 119 teachers (39.7%) "Disagree," indicating that they do not find it difficult to determine initial competencies, followed by 43 teachers (14.3%) who "Strongly Disagree,"

expressing that they do not face any difficulty at all. Additionally, 92 teachers (30.7%) responded "Neutral" to the statement, indicating that they are uncertain about their ability to determine initial competencies. Meanwhile, 42 teachers (14%) "Agree" that they face challenges in identifying initial competencies, and 4 teachers (1.3%) "Strongly Agree" that they find it very difficult. This suggests that while the majority of teachers are confident in their ability to determine initial competencies, a small portion of teachers may require additional support in this area.

This is to reveal the extent to which teachers feel capable or experience difficulties in aligning learning materials with the specified subthemes. This information is important to understand the challenges teachers face in lesson planning and implementation. The results of the analysis regarding teachers' difficulties in connecting materials with subthemes are presented in Table 8.

Table 8. 6th Statement

Statement	SS	S	N	TS	STS
I find it difficult to connect the material with the subtheme.	2	38	87	118	55

Based on the analysis of the statement "I find it difficult to connect the material with the subtheme," it is evident that the majority of teachers do not struggle with this task. A total of 118 teachers (39.3%) "Disagree," indicating that they do not find it difficult to connect the material with the subtheme, and 55 teachers (18.3%) "Strongly Disagree," expressing that they do not experience any difficulty at all. However, 38 teachers (12.7%) "Agree," stating that they do face challenges in this area, while only 2 teachers (0.7%) "Strongly Agree," indicating that they find it very difficult. Additionally, 87 teachers (29%) responded "Neutral" to the statement, making it unclear whether they find this task challenging or not.

Next, an overview of how challenging it is for teachers to organize and present learning materials in a structured way. This is important

for evaluating the effectiveness of classroom delivery and identifying additional support needs The results of the analysis regarding the difficulties faced by teachers in presenting material coherently and systematically are presented in Table 9.

Table 9. 7th Statement

Statement	SS	S	N	TS	STS
I find it difficult to present the material coherently and systematically	5	28	91	127	49

Based on the analysis of the statement "I find it difficult to present the material coherently and systematically," it can be seen that more teachers do not find it difficult to present the material coherently and systematically, with 127 teachers (42.3%) "Disagree" stating that they do not find it difficult and 49 teachers (14.3%) "Strongly Disagree" feeling very uncomfortable. However, 28 teachers (9.3%) "Agree" stated that they had difficulties, while 5 teachers "Strongly Agree" felt very difficult, and there were still teachers in the "Neutral" category on the statement as many as 91 teachers (30.3%) were undecided whether or not they had difficulties in presenting the material.

In addition, it is necessary to analyze what teachers feel in managing the time to deliver the material to illustrate their level of readiness in meeting the time limits that have been set. The results of the analysis regarding the difficulties faced by teachers in presenting the material according to the specified time allocation are shown in Table 10.

Table 10. 8th Statement

Statement	SS	S	N	TS	STS
I find it difficult to present the material according to the specified time allocation.	4	31	90	124	51

Based on the results of the analysis of the statement "I find it difficult to present the material according to the specified time allocation," 124 teachers (41.3%) "Disagree" stated that they did not find it difficult and 51 teachers (17%) "Strongly Disagree" felt very little difficulty in presenting the material according to the time allocation. Meanwhile, 31 teachers (10.3%) "Agree" stated that they had difficulties and only 4 teachers (1.3%) "Strongly Agree" felt very difficult in presenting material in accordance with the time provisions. As well as, 90 teachers (30%) "Neutral" who may not fully understand or consider the level of difficulty they face.

In choosing the right learning model for the needs of students in accordance with their characteristics, the analysis of statements regarding the difficulties experienced by teachers in determining learning models can be seen in Table 11.

Table 11. 9th Statement

Statement	SS	S	N	TS	STS
I find it difficult to determine the learning model in accordance with the characteristics of students.	4	35	94	127	40

Based on the results of the analysis of the statement "I find it difficult to determine the learning model in accordance with the characteristics of students," it can be seen that the majority of teachers (tend not to experience difficulties in determining the learning model in accordance with the characteristics of students as described by 127 teachers (42.3%) "Disagree" stated that they did not feel difficulties and 40 teachers (13.3%) "Strongly Disagree" felt very little difficulty. Then, only a small number of teachers faced difficulties in determining the learning model according to the characteristics of the learners, namely 35 teachers (11.7%) "Agree" stated that they had difficulties and only 4 teachers (1.3%) "Strongly Agree" felt very difficult. In fact, 94 teachers (31.3%) "Neutral" stated that they were unsure whether or not they

had difficulties in determining the learning model.

Not only that, the difficulties experienced by teachers in determining learning resources or media that are in accordance with the objectives, materials, and characteristics of students also need to be analyzed. The results are shown in Table 12.

Table 12. 10th Statement

Statement	S		S	TS	S
I find it difficult to determine learning resources/media in accordance with the objectives, material, and characteristics of students.	0	4	26	7	

Based on the results of the analysis of the statement "I find it difficult to determine learning resources/media in accordance with the objectives, material, and characteristics of students", it can be concluded that as many as 126 teachers (42%) "Disagree" stated that they did not find it difficult and 47 teachers (15.5%) felt very little difficulty when determining the learning resources or media to be used. Meanwhile, 30 teachers (10%) "Agree" stated that they had difficulties and only 3 teachers (1%) "Strongly Agree" felt very difficult. And, 94 teachers (31.3%) "Neutral" means that they do not have a strong tendency or firm opinion regarding the difficulties expressed in the statement.

The steps of learning include the process of planning, implementing, and evaluating learning that must be done systematically to ensure the success of teaching. The following are the results of the analysis regarding teachers' difficulties in describing the learning steps at each stage which can be seen in Table 13.

Table 13. 11th Statement

Statement	SS	S	N	TS	STS
I find it difficult to describe the learning steps at each stage of learning.	3	39	98	116	44

Based on the results of the analysis of the statement "I find it difficult to describe the learning steps at each stage of learning", there are 3 teachers (1%) "Strongly Agree" stating that they find it very difficult to describe the learning steps at each stage of learning. Then, 39 teachers (13%) "Agree" that they have difficulties. In contrast, 44 teachers (14.7%) "Strongly Disagree" that they find it very difficult and 116 teachers (38.7%) "Disagree" that they have difficulty. Also, 98 teachers (32.7%) stated "Neutral" to the statement indicating that there may be some teachers who feel quite capable in outlining the learning steps at each stage, while others may feel the need to improve their understanding or skills.

In determining learning steps, it is necessary to pay attention to creation and innovation in the classroom which should include developing creative, adaptive and relevant learning methods and materials to increase student engagement and learning effectiveness. The following are the results of the analysis regarding teachers' difficulties in creating and innovating when developing learning that suits the needs of students presented in Table 14.

Table 14. 12th Statement

Statement	SS	S	N	TS	STS

Statement					
I find it difficult to be creative and innovative in developing learning according to the needs of students.	3	36	100	120	41

Based on the results of the analysis of the statement "I find it difficult to be creative and innovative in developing learning according to the needs of students", it can be seen that 3 teachers (1%) "Strongly Agree" that they find it very difficult to be creative and innovative in developing learning according to the needs of students and as many as 36 teachers (12%) "Agree" that they have difficulty. On the other hand, 41 teachers (13.7%) "Strongly Disagree" that they find it very difficult and 120 teachers (40%) "Disagree" that they experience difficulties. This shows that most of the teachers are quite capable in creating learning experiences that suit the needs of their learners. However, it is worth noting that 100 teachers (33.3%) expressed "Neutral" to the statement, suggesting that some teachers feel that they have sufficient expertise while others may feel that they need more support or training to improve teachers' creative and innovative abilities.

Another important thing for teachers to do is to apply assessment techniques that are appropriate and relevant to the objectives that have been set. Effective assessment techniques must be able to measure the achievement of learning objectives and provide useful feedback for learning improvement. The following analysis results regarding teachers' difficulties in implementing assessment techniques in accordance with learning objectives are presented in Table 15.

Table 15. 13th Statement

Statement	SS	S	N	TS	STS
I find it difficult to carry out assessment techniques in	2	27	106	118	47

accordance with learning objectives.

Based on the analysis of the statement "I find it difficult to carry out assessment techniques in accordance with learning objectives", it can be seen that a small number of teachers, namely only 2 teachers (0.7%) feel "Strongly Agree" that they have great difficulty in carrying out assessment techniques in accordance with learning objectives. Furthermore, 27 teachers (9%) "Agree" that they also have difficulties. In contrast, the majority of teachers, 118 teachers (39.3%) "Disagree" that they have difficulty in implementing assessment techniques in accordance with learning objectives. Meanwhile, 47 teachers (15.7%) "Strongly Disagree" that they have great difficulty. However, it should be noted that quite a lot of 106 teachers (35.3%) stated "Neutral", meaning that it shows that some teachers feel adequate in conducting assessments, while others may feel that they still have difficulty in conducting assessment techniques.

The last step in developing a teaching module is to conduct evaluation and follow-up. Effective learning evaluation involves assessing the success of the learning process and outcomes, as well as planning follow-up for improvement. The following presents an analysis of teacher difficulties in evaluating learning and conducting follow-up on the teaching module which can be seen in Table 16.

Table 16. 14th Statement

Statement	SS	S	N	TS	STS
I find it difficult to evaluate learning and follow-up of teaching modules.	5	32	99	119	45

Based on the results of the analysis of the statement "I find it difficult to evaluate learning and follow-up of teaching modules", there are 5 teachers (1.7%) "Strongly Agree" that they find it very difficult to evaluate learning and follow-up of teaching modules. In addition, 32 teachers (10.7%) also "Agree" that they have difficulty. In

contrast, 119 teachers (39.7%) "Disagree" that they have difficulty in evaluating learning and follow-up of teaching modules and 45 teachers (15%) "Strongly Disagree" that they have great difficulty. Then, as many as 99 teachers (33%) "Neutral" towards the statement, meaning that there are still some teachers who doubt that they have been able to evaluate or otherwise.Solutions to Overcoming Difficulties in Developing Teaching Modules

Various solutions that can be done to overcome the difficulties in preparing teaching modules are divided based on three main aspects: schools, teachers, and the government. These solutions are designed to improve and support the teaching module development process to be more effective, in accordance with Merdeka Curriculum, and meet the needs of all related parties with steps that can be taken by each party to support and improve the learning process in schools. The following solutions in overcoming teachers' difficulties in preparing teaching modules are presented in Table 17.

Table 17. Solutions to Overcoming Difficulties in Preparing Teaching Modules

No.	Aspect	Solution
1.	School	Schools maximize the use of funding assistance from BOS or BOSDA (Hidayati et al., 2022)..
		Schools work with parents and local agencies to support the implementation of projects and all learning based on the Merdeka Curriculum (Rahayu et al., 2022).
		Schools overcome difficulties by meeting the needs of teachers and students in providing adequate infrastructure. As well as, trying to facilitate special training activities for teachers so that they can understand the independent curriculum in depth (Prihatien et al., 2023).
2.	Teacher	Teachers are encouraged to attend workshops and training held by educational institutions and the private sector (Fitriyah & Wardani, 2022).
		Teachers discuss in teacher working groups (KKG). Before there was special training on the independent curriculum, through KKG teachers could exchange ideas with other teachers and discuss problems faced in teaching (Prihatien et al., 2023).
		Forming a learning committee and participating in workshops, combining examples of teaching modules on the Merdeka Mengajar Platform with the conditions of the school environment, studying the e-Raport of the driving school and making a report card of the Pancasila student profile strengthening project independently (Sumarsih et al., 2022).
		Teachers as teachers must prepare themselves to learn independently before teaching and understand the independent curriculum (Prihatien et al., 2023).
3.	Government	Organize mid-semester assessment (PTS), end-of-semester assessment (PAS), and end-of-year assessment (PAT) at the school level, i.e., questions and policies are all from the school (Hidayati et al., 2022).
		Providing longer, intensive training time, not only for representative teachers, but also for all teachers (Rahayu et al., 2022)..
		Providing a variety of training topics on the Merdeka Curriculum to various teaching tool references (Guidelines, Learning Outcomes and Flow of Learning Objectives) and other learning resources that can be accessed independently or in groups anytime and anywhere (Nasution et al., 2023).

CONCLUSION

Based on the results of the study, it can be concluded that primary school teachers in Sumedang Regency have implemented lesson planning and used teaching modules in the classroom. The preparation of teaching modules is aimed at meaningful, relevant, and challenging learning, so that innovative teaching modules are continuously updated according to the characteristics and needs of students. Teaching modules in the independent curriculum consist of 3 important component parts including general information, core and attachment components. The focus that is the basis for making teaching modules is to analyze the needs and conditions of students, teachers and schools. Teaching modules are developed according to the conditions and needs of students, teachers and schools. Based on the results of the overall analysis, it appears that the majority of teachers do not experience significant difficulties in certain aspects related to the preparation of teaching modules. Nonetheless, there are some components where a minority of teachers find it difficult. Therefore, it is important to provide additional support and training to teachers in order to improve their skills and provide better learning experiences for learners.

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