

Development of P5 Interactive Module Based on Sumbawa Local Wisdom in the Implementation of Merdeka Curriculum

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Abstract

This study aims to develop an interactive printed module based on Sumbawa local wisdom in order to support the implementation of the Merdeka Curriculum, especially in the Pancasila student profile strengthening project (P5) as an alternative teaching material for social studies teachers in remote areas of Batulante. Sumbawa local wisdom was chosen to provide culturally and contextually relevant content, thereby improving students' understanding of the teaching material. The research method used is research and development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This study only uses three stages. The first stage is an analysis of the needs for teaching materials in remote areas. The second stage is the design and development of the module

involving education experts and practitioners in the field. The implementation of the module was carried out in several schools in Batulante by involving social studies teachers as trial subjects. Data were collected through observation, interviews, and teacher and student satisfaction questionnaires on the module used. The results of the study indicate that this P5 interactive printed module is suitable for use by teachers in the learning process and strengthens their understanding of social studies concepts associated with local wisdom values. The results of the validation of the Material expert with a score of 89.32% in the very valid category. Furthermore, the results of the validation of the Media expert with a score of the Valid Category and the last is the validation result by the Social Studies teacher with an average score of 84.68% in the Very Valid Category. The trial by the teacher obtained an average of 95% with a very good category and the student response obtained an average of 78% with a good category. The results of the study on the description of the descriptions of the Teachers who use this module feel more helped in delivering material in accordance with the Merdeka Curriculum, especially in the context of remote areas. This module is also considered effective in bridging the limitations of technological infrastructure in the Batulante area.

Keywords

Interactive Module, Sumbawa Local Wisdom, Merdeka Curriculum, Pancasila Student Profile Strengthening Project (P5)

Introduction

Curriculum as an educational design has a very central position in a learning activity. Curriculum greatly influences the success of the learning process and outcomes. Therefore, the curriculum should be developed in

accordance with the student's environment, job demands, current and future life developments (Tusyana, 2020).

The curriculum implemented in current learning is the independent curriculum. This curriculum refers to national education standards. The implementation of the independent curriculum aims to prepare humans to have productive, creative and innovative personalities (Lince, 2022). One of the main characteristics of this curriculum is that project-based classroom learning to strengthen the achievement of the Pancasila student profile is developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content.

Pancasila Student Profile and creating a pleasant learning environment for students, thus producing graduates with high character values (Sudarto, 2021). The Pancasila student profile is designed with a competency formulation that complements the focus on achieving graduate competency standards at each level of education in terms of character building in accordance with Pancasila values, namely students who have noble character, are independent, think critically, are creative, work together and are globally diverse.

The results of the initial needs analysis of teachers and students through observation and interviews with the P5 coordinator at SMP Negeri 1 Batulante showed that the Merdeka Curriculum had been implemented in learning activities. However, there were several problems in its implementation, for example 1) teachers had difficulty in designing project modules, for example confusion in finding project themes that were in accordance with student interests and the learning materials being studied. Teachers also had difficulty designing P5 program activities with structure and planning because teachers did not understand what components were contained in the P5 module they wanted to develop.

The implementation of P5 applied in schools today is not a gem of a lesson but an educational unit so that there are no special characteristics of the subject; 2) the results of the analysis of teaching materials show a lack of teaching materials used by teachers in classroom learning. The existing teaching materials are only in the form of textbooks from the government. Teachers. Teachers have never developed their own P5 teaching modules, teachers only use teaching module references from the internet that are downloaded by the teacher themselves, even though the module is not necessarily suitable for implementation, teachers can utilize local regional wisdom in implementing P5 in schools; 3) in the implementation process, teachers have difficulty in utilizing facilities and infrastructure to support P5 activities because the facilities and infrastructure in schools are inadequate; 4) the erosion of Sumbawa's local wisdom values due to the era of globalization due to the lack of the next generation who have an interest in learning and inheriting their own culture.

One of the themes of P5 is the theme of local wisdom, which is defined as knowledge of local culture, local skills, local intelligence, local cultural potential, local community social processes, community values and norms as well as customs and traditions (Daniah: 2016).

Then, the aspects that are described as meaning local wisdom can be oriented towards cultural literacy skills which are defined as social processes that include dialogical practices based on learning and acquiring knowledge through empathetic, tolerant and inclusive interactions in local culture (Lahdesmaki, et al: 2022).

Instilling education through the Pancasila student profile project integrated with local wisdom in the form of teaching modules is the right step because in addition to instilling character, it also instills the cultural values of the surrounding environment (Sutrisno: 2023). An integrated education program for learning local wisdom values such as

P5 is an effective step to increase students' knowledge and awareness of the sustainability of Sumbawa's cultural heritage (Pratikno., et al: 2022).

Method

This type of research uses Research and Development (R&D), a method used to produce certain media products and then test their effectiveness. The development model applied in this study is the ADDIE development model. This ADDIE model is arranged in a programmed manner with a systematic sequence of activities in an effort to solve learning problems related to learning materials that are in accordance with the needs and characteristics of students.

To facilitate researchers in conducting research, it is necessary to formulate and arrange the stages that will be passed in the implementation of the research. The stage model applied in this study consists of three stages, namely analysis, design, development or production.

Result and Discussion

Result

One of the main characteristics of the independent curriculum that supports the recovery of learning due to Covid-19 is that project-based classroom learning to develop the character of the Pancasila Student Profile and create a fun learning environment for students, so as to produce graduates with high character values (1). The Pancasila student profile is designed with a competency formulation that complements the focus on achieving graduate competency standards at each level of education in terms of character building in accordance with Pancasila values, namely students who are noble, independent, critical thinkers, creative, collaborative and globally diverse

(2). This research and development creates a product by going through the process and description of each stage of its development. Based on the research conducted, data was obtained regarding the process of Developing the P5 Interactive Print Module based on Sumbawa Local Wisdom in the implementation of the Independent Curriculum as an alternative teaching material for remote social studies teachers in Batulante. The researcher created this module by referring to the ADDIE development model according to Robert Marible Branch.

1. Analysis

The analysis stage is the earliest stage carried out. This analysis stage is the initial stage for researchers to find and find problems that have a match in the research. In the analysis activity, researchers conducted interviews with several teachers of SMP Negeri 1 Batulante. This analysis aims to find out about the initial needs of teachers and students in implementing the implementation of the independent curriculum. Some things that need to be analyzed are as follows:

a. Curriculum Analysis

The curriculum used at SMP Negeri 1 Batulante is the Merdeka Curriculum for grades VII and VIII. The Merdeka Curriculum provides breadth and makes it easier for educators to implement learning, which is more in-depth, according to the needs of students, and focuses on strengthening character. Learning is centered on the content needed to develop students' character competencies so that educators have sufficient time to carry out in-depth and meaningful learning. (Regulation of the Minister of Education, Culture, Research and Technology No. 12 of 2024).

b. P5 Analysis

The results of the P5 analysis show that there are still many problems faced in implementing the P5 independent curriculum, such as 1) teachers' and students' understanding of the implementation of P5 in the independent curriculum is still low; 2) the facilitator team at SMP Negeri 1 Batulante has been formed, but the roles and responsibilities in P5 have not yet been implemented; 3) analysis of the mapping of P5 implementation related to the readiness of educational units shows that at SMP Negeri 1 Batulante it is still at the development stage; 4) analysis of school facilities and infrastructure shows that there is still a lack of supporting facilities and infrastructure for the implementation of P5.

c. Analysis of Teaching Materials

Analysis of teaching materials or needs by conducting interviews at SMP Negeri 1 Batulante. These results are the reference in developing learning media in the form of Modules. The results of interviews with teachers to obtain data related to teaching materials used by teachers, especially social studies teachers, are textbooks provided by the Government. Teachers have never developed their own teaching modules that are in accordance with the characteristics of the subjects.

2. Design

At the design or planning stage, the researcher compiled the Draft of the P5 interactive printed module in the implementation of the Merdeka Curriculum. At this stage is the stage that forms a product framework. The module components consist of three chapters, namely chapter 1 local wisdom, chapter 2 local wisdom Sumbawa and chapter 3 Implementation of P5.

3. Development

The development stage is the process of developing a teaching module that has been designed and is ready to be tested in the classroom. The initial stage carried out is to compile the P5 module before being tested by the validator. The results of the development stage are in the form of a P5 product that is ready to use. At this stage, the researcher assesses the product to the expert validator to determine the level of validity of the P5 Module. The validation test is carried out to determine the validation of the teaching module before the student response test is carried out. This validation is carried out by 2 validators, namely the media validator and the material validator. At this development stage, the P5 Module that has been created is validated by experts. The results of the validation by experts are as follows:

a. Validation by Learning Media Expert

Media validation assessment in Module P5 was conducted by Mr. Syafruddin, M.Pd. Media assessment was taken from several aspects, namely, Background Design Appearance Aspect, Ease of Use Aspect. Consistency Aspect, Usefulness Aspect and Graphic Aspect. The Module assessment instrument was in the form of a 1-5 scale questionnaire containing 25 statement items and answered by giving a checklist mark on one of the assessment scores for each statement. Validity Test by the P5 Module media used a scale questionnaire with alternative answers Very Valid with a value = 5, Valid with a value = 4, Quite Valid with a value = 3, Not Valid with a value = 2, and Very Not Valid with a value = 1. The following are the results of the media expert validation recapitulation.

The assessment by media expert validation can be seen from the average percentage of validators of 84.68% with the category "Very Valid" but it needs improvement in

the usefulness aspect, so the suggestion from the media expert is to add an answer key to each learning activity to make it easier for students to use the Module.

b. Validation by Learning material Expert

The validation of the material expert was carried out by Dr. Suharli, M.Pd. The validated product was then improved to perfect the product. The results of this validation can be seen in table 2 of the calculations in the following statement:

The assessment by the validation of material experts in the table above can be seen from the average percentage obtained by the validator, namely obtaining an achievement of 89.32% with the category "Very Valid"

4. Implementation

The next stage is to apply the P5 Module to the trial subjects consisting of teachers as education practitioners and students. Before being applied to teachers and students, the Module is validated first to assess the validity of the Module. After that, a response test is carried out on teachers and students. The small-scale teacher and student response test stage was conducted on teachers and P5 coordinators of SMP 1 Batulante in Batulante sub-district and 10 students by giving them a questionnaire. Based on the test by the teacher, an average of 95% was obtained with a very good category and the student response obtained an average of 78% with a good category.

5. Evaluation

This stage aims to assess the quality, process and product of learning both before and after implementation. The evaluation tool chosen by the researcher in developing the P5 module teaching materials is to use expert validation instruments for product assessment, teacher and student

response instruments, and also use a Likert scale to measure the opinions and perceptions of students and validators towards the module teaching materials. Evaluation can be carried out by validators and educators. Revisions are based on suggestions for improvement from media expert lecturers, material experts, education practitioners and student responses.

Discussion

Education is a universal aspect that always and must exist in human life. Without education, humans will never develop and be cultured (Erma Suryani, et al. 2023). One form of development and culture is seen in the implementation of the independent curriculum which includes cultural values through the P5 learning program. The implementation of the P5 program can be seen in the P5 Module designed by teachers for students, especially in introducing cultural values.

In this development research, the printed module developed was designed by including elements of Sumbawa local wisdom as the main content. This local wisdom is very relevant in social studies learning because it is able to introduce and strengthen local cultural values to students. This is in accordance with the objectives of the Merdeka Curriculum which encourages students to have 21st century skills as well as attitudes and characters that reflect the values of Pancasila.

By incorporating Sumbawa local wisdom, this module not only functions as teaching material, but also as a medium for preserving local culture that is rich in historical, social, and cultural values. Students can learn about customs, as well as socio-cultural practices of the Sumbawa community that are directly related to their daily lives. This is expected to increase students' learning motivation, while strengthening their local identity.

The development of the interactive print module was designed by considering the limited access to internet and technology in remote areas of Batulante. This module combines interactive elements such as simple project activities, discussion-provoking questions, and collaboration-based tasks that can be done without the need for digital aids. Thus, this module can be an alternative for social studies teachers in remote areas who have limited technological infrastructure.

In addition, the interactivity in this module also refers to the P5 approach in the Merdeka Curriculum, which focuses on strengthening the values of mutual cooperation, independence, and creativity. These interactive activities are designed to encourage students to think critically, work together in groups, and apply their knowledge in real-life contexts, especially in the local socio-cultural environment.

From the validation by the Social Studies Teacher, this module is considered valid and effective and very helpful in the learning process, especially because the content is relevant to the local context. Social Studies teachers in remote areas of Batulante feel the direct benefits of using this printed module, especially in terms of increasing student participation and involvement in the teaching and learning process.

Conclusion

This research has succeeded in developing a feasible interactive printed module based on Sumbawa local wisdom designed to support the implementation of the Merdeka Curriculum through the Pancasila Student Profile Strengthening Project (P5), especially for social studies teachers in remote areas of Batulante. This module offers a relevant solution to the problem of limited access to

learning resources, technological infrastructure, and teaching materials in remote areas.

From the results of this development research, it is hoped that there will be further research that evaluates the use of modules in the long term, both in terms of the effectiveness of improving student learning outcomes and its influence on social skills and character.

Further research can also explore the possibility of developing similar modules for other subjects and adapting these modules in areas with different cultural characteristics.

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