

Training on Making Independent Curriculum Teaching Modules Based on Differentiation Learning for Teachers in Dempo Utara District

"Pelatihan dan Pendampingan Pembuatan Modul Ajar Kurikulum Merdeka Berbasis Pembelajaran Berdiferensiasi bagi Guru-Guru di Kecamatan Dempo Utara Kota Pagar Alam"

Esti Susiloningsih¹, Apit Fathurohman*², Kistiono³, Lintang Auliya Kurdiati⁴, Hadi⁵

¹Department of Elementary Teacher Education, Universitas Sriwijaya

^{2,3,4}Department of Physics Education, Universitas Sriwijaya

⁵Department of Physics, Universitas Sriwijaya

E-mail: esti_susiloningsih@fkip.unsri.ac.id¹, apit_fathurohman@fkip.unsri.ac.id²,
kistiono.fkip@gmail.com³, lintangauliya03@gmail.com⁴, hadi@unsri.ac.id⁵

Abstract

Learning quality is not yet at its best since teachers in Indonesia and the North Dempo District lack the necessary skills to develop independent curriculum teaching modules based on differentiated instruction. The community service projects in Pagar Alam City are an attempt to raise the professionalism of teachers by having them create teaching modules for independent curricula. Enhancing teachers' knowledge and abilities to develop independent curriculum teaching modules based on varied learning is the goal of incorporating community service. This community service is implemented through a variety of strategies, including assessment, practice, training, mentoring, and socialization. There were two phases to the creation of this training material. The first stage concentrated mostly on informing participants about teaching modules, differentiated learning, and teaching modules that were based on differentiated learning. The creation of stand-alone curricular teaching modules was the main emphasis of the second training phase. Participants in the community service program expressed great satisfaction with the training they received in developing independent curriculum teaching modules based on differentiated instruction. Through a feedback questionnaire from participants regarding the level of satisfaction, more than half of the participants were satisfied with community service activities.

Keywords: Teaching Module, Independent Curriculum, Differentiated Learning

Abstrak

Kualitas pembelajaran belum berada pada kondisi terbaiknya karena guru-guru di Indonesia khususnya Kabupaten Dempo Utara kurang memiliki keterampilan yang diperlukan untuk mengembangkan modul ajar kurikulum merdeka berbasis pembelajaran berdiferensiasi. Kegiatan pengabdian masyarakat di Kota Pagar Alam ini bertujuan untuk meningkatkan pengetahuan dan kemampuan serta profesionalisme guru dalam membuat modul pengajaran untuk kurikulum merdeka. Pengabdian kepada masyarakat ini dilaksanakan melalui berbagai strategi, antara lain sosialisasi praktik, pelatihan dan pendampingan. Terdapat dua tahap dalam pembuatan materi pelatihan ini. Tahap pertama sebagian besar dikonsentrasikan pada pemberian informasi kepada peserta tentang modul ajar, pembelajaran berdiferensiasi, dan modul ajar berbasis pembelajaran berdiferensiasi. Pembuatan modul ajar kurikulum merdeka berbasis pembelajaran berdiferensiasi menjadi penekanan utama pada pelatihan tahap kedua. Peserta program pengabdian kepada masyarakat menyatakan kepuasan yang besar terhadap pelatihan yang mereka terima dalam mengembangkan modul ajar kurikulum merdeka berbasis pembelajaran berdiferensiasi. Melalui kuesioner respon balik dari peserta mengenai tingkat kepuasan lebih dari separuh peserta merasa puas dengan kegiatan pengabdian kepada masyarakat.

Kata kunci: Modul Ajar, Kurikulum Merdeka, Pembelajaran Berdiferensiasi

1. INTRODUCTION

Realizing one's freedom to learn is crucial when pursuing an education. Students can explore their abilities in accordance with their individual requirements, interests, readiness, and profile through independent learning (Daga, 2022; Fembriani, 2022; Rahmadayanti & Hartoyo,

2022). This will undoubtedly have a significant effect and help to maximize the abilities of the children. Students who have the freedom to learn can feel more at ease during the actual educational process (Junaidi, 2023; Khairunnisa & Bustam, 2023). Differentiated learning is the method utilized to achieve independent learning (Komalasari, 2023; Ramadan et al., 2023; Santika, 2023; Wahyuningsari et al., 2022). A learning technique called differentiated learning takes into account the needs of each student (Ayu Sri Wahyuni, 2022; Fitra, 2022; Kusuma et al., 2023; Sarie, 2022). Three strategies are used to implement differentiated learning: process differentiation, product differentiation, and content differentiation (Putriana Naibaho, 2023; Yani et al., 2023). In order to execute it, educators need to be aware of this. The primary challenge with diversified learning is how educators can choose the appropriate level of differentiation to satisfy each student's needs while still meeting the requirements of the curriculum. Curriculum objectives and the way in which policies are translated into concrete activities in the classroom (Mahdiannur et al., 2022).

In contrast, teachers in Indonesia are still not familiar with the concept of differentiated learning (Fathurohman, Susiloningsih, et al., 2023; Marlina et al., 2020). Therefore, in order to implement differentiated learning in the classroom, all teachers must be able to develop independent curriculum teaching modules. But in practice, educators are not prepared for this, particularly those who have never taken part in the mobilizer teacher program. Educators continue to lack the necessary knowledge and abilities, particularly in the case of elementary school teachers in Pagar Alam City's North Dempo District. One of the most urgent issues that has to be resolved right now is teacher comprehension in the creation of differentiated learning-based teaching modules (Farid et al., 2022). This has a lot to do with creating learner-centered classroom curriculum. In addition to being experts in the subject matter, teachers should be able to create lessons that will encourage students to acquire knowledge in the most efficient way possible (Nisa et al., 2023; Rukhaiyah et al., 2023). Teachers must therefore organize lessons, prepare relevant content, create instructional strategies that are appropriate for the circumstances and circumstances of their students, and supply relevant learning materials and media before beginning any instruction (Rajab et al., 2022).

Lesson plans and other teaching aids like them are called teaching modules, and they consist of more comprehensive parts (Isnaini, 2022; Maulinda, 2022). Based on the flow of learning objectives, which are derived from learning outcomes, teaching modules include learning objectives, learning steps, and assessments required in a chapter or topic unit. Differentiated learning, which allows teachers to tailor instruction to each student's needs and interests, is made possible by the freedom to use a variety of teaching tools (Elviya & Sukartiningsih, 2023; Melani & Gani, 2023; Suwandi et al., 2023). Thus, for students to learn effectively and enjoyably, teacher comprehension is crucial while creating teaching modules.

In essence, a teacher's written communication abilities in learning are demonstrated by their capacity to create lesson plans (Zahri et al., 2023). A teacher's written communication of teaching modules can help pupils learn in accordance with their developmental stages. The completeness of the teaching module components, independent curriculum characteristics, diagnostic assessment prior to learning, differentiated learning, linguistic aspects, types and models of assessment, and writing systematics are some of the ways that written communication skills in the compilation of teaching modules can be observed (Anggraini et al., 2023; Fajri et al., 2023; Febrianti et al., 2023). Furthermore, the process of creating instructional modules necessitates the mastery of fundamental teaching abilities by educators or those aspiring to become educators (Astuti et al., 2022; Sudewiputri et al., 2023), including: (1) asking questions; (2) providing reinforcement; (3) holding variations; (4) explainer skills; (5) lesson opening and closing skills; (6) leading small group discussions; and (7) classroom management skills

According to certain research findings, teachers are not very good at creating lesson plans. According to the findings, almost 40% of subject matter experts could not demonstrate that they understood the idea behind creating lesson plans or adapt them to the objectives, requirements, and unique features of the school (Astra et al., 2020; Nufus et al., 2020; Setiyani et al., 2020). Just

40% of educators are capable of assembling modules sufficiently, and 20% of educators are already capable of assembling instructional modules but struggle greatly with their organization (Amaliawati, 2022). For this reason, in order to raise the standard of instruction, it is nevertheless imperative that teachers' abilities to create lesson plans be described.

Teachers' lack of training is the reason for this, since they view creating modules as challenging and time-consuming, and they are already preoccupied with teaching in the classroom and other school-related duties (Aransyah et al., 2023; Artacho et al., 2020; Fathurohman, Yusuf, et al., 2023). Due to these reasons, teachers are less experienced in creating modules and are more likely to use commercially available instructional resources. Even while developing teaching modules is crucial and aids in teachers' learning—particularly in situations where teachers are unable to attend—modules can impart concepts on their own. This aligns with the qualities of stand-alone modules, which are pleasant, self-contained, adaptive, and encourage students to learn on their own (Masdar Limbong et al., 2022).

Teachers of SD Negeri in North Dempo District, which is actually a sub-district located quite far from the capital city of South Sumatra Province, is 7 hours away. The sub-district consists of 13 public schools. Primary school teachers in the North Dempo District hardly ever receive mentoring or training, particularly when it comes to creating lesson plans that are based on differentiated instruction, according to information gathered from observations and interviews with teachers in the district. Based on the instructors' perspective, developing instructional modules is a crucial ability for enhancing their expertise and facilitating the learning and teaching process in the class. Therefore, the implementation team wants to help solve the problems faced by teachers of SD Negeri Dempo Utara District by providing training and assistance in making independent curriculum teaching modules based on differentiated learning.

2. METHOD

The technical assistance method, which takes the form of training and involves the processes of socialization, practice, mentorship, and evaluation, is the approach utilized to carry out this community service. The training was distributed in two stages. The first stage concentrated primarily on supplying information about the subject matter pertaining to the definition of teaching modules, their components, the concept of differentiated learning, the application of differentiated learning in the classroom, the advantages of putting differentiated learning into practice, the concept of teaching modules based on differentiated learning, the distinctions between regular teaching modules and teaching modules based on differentiated learning, and the components of teaching modules based on differentiated learning. Enhancing teachers' capacity to develop lesson plans is the explanation's main goal. Teaching modules for independent curriculum based on differentiated learning were the main emphasis of the second training phase.

The following is a description of how community service projects are implemented overall:

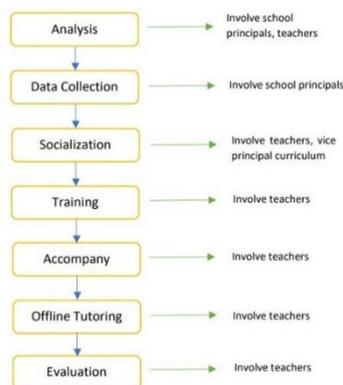


Figure 1. Community Service Flow

The service's target audience consists of 32 male and female state elementary school teachers in Pagar Alam City's North Dempo District. The target population is various, gathered from a range of schools within the North Dempo District.

3. RESULT AND DISCUSSION

RESULT

This training activity is for elementary school teachers in the North Dempo District of Pagar Alam City, it is titled "Training and Assistance in Making Independent Curriculum Teaching Modules Based on Differentiated Learning". The findings of a study on the demographic information provided by those who participated in the training exercise are shown in tables 1, 2, and 3.

Table 1. Participants Viewed by Gender

Gender of Participants	Sum	Percentage
Man	7	21,9%
Woman	25	78,1%

Based on table 1, it can be known that the number of participants in this activity was 32 people, 78,1% of whom were female and 21,9% of whom were male.

Table 2. Participants Viewed by Age

Age of Participants	Sum	Percentage
20-30 years old	5	15,6%
31-40 years old	14	43,8%
41-50 years old	10	31,2%
>50 years old	3	9,4%

Based on table 2, it can be known that, the age distribution is 5 people 20–30 years old, 14 people 31–40 years old, 10 people 41–50 years old, and >50 years old, as many as 3 people.

Table 3. Participants Viewed by Teaching Period

Teaching Period	Sum	Percentage
2-4 years	5	15,6%
4-6 years	6	18,8%
6-8 years	9	28,1%
>8 years old	12	37,5%

Based on table 3, it can be known that, the teaching period of the training activity participants, namely 15,6% had a service period of 2-4 years, 18,8% had a service period of 2-6 years, 28,1% had a service period of 6-8 years, and 37,5% had >8 years of service.

One day of in-person instruction and seven days of individual study were allocated to the training. At the end of this training activity, teachers were asked to create an independent curriculum teaching module based on differentiated learning as their individual final assignment. Following are the details of the activities: On September 29 2023, a group from the Faculty of Teacher Training and Education, Physics Education Study Program, Sriwijaya University carried out community service. Prior to receiving training and instruction, instructors at North Dempo District elementary schools were asked to take a pre-test on differentiated learning-based teaching modules. Ten questions about the subject matter of the next training are included in the pre-test.

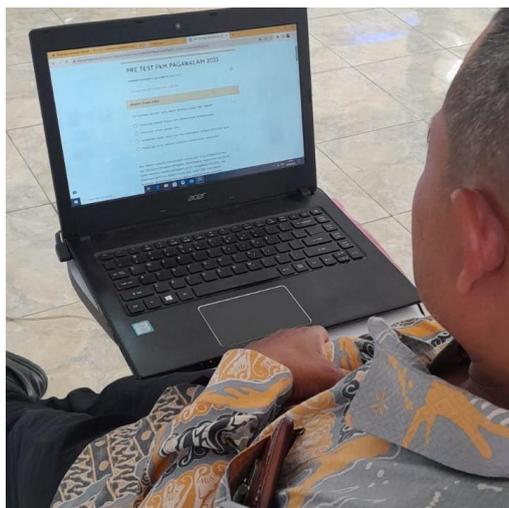


Figure 2. Participants fill out the Pre-Test.

Following their completion of the pre-test, the training participants receive materials explaining concepts such as differentiated learning, what differentiated learning entails, how to apply differentiated learning in the classroom, and the advantages of doing so (see Figure 3). This exposition seeks to elucidate the necessity for educators to self-assess in order to proficiently execute differentiated learning, along with the significance of training as a means of professional growth for educators.



Figure 3. Delivery of materials for making teaching modules based on differentiated learning

Subsequently, provide an overview of the notion of differentiated learning-based teaching modules, highlighting the distinctions between them and regular teaching modules, as well as the elements that comprise it. Increased comprehension and familiarity with the teaching module are the goals of this concept's introduction for teachers. After delivering the theory, the implementation team continued activities in the training session. The first step in the training process is to access the Merdeka Mengajar Platform (PMM). From there, examples of teaching modules in PMM are provided, along with an explanation of the components of teaching modules, which include choosing appropriate assessments, models, and approaches as well as learning strategies. Additionally, differentiation strategies are explained, learning objectives are derived from achievement learning, a flow of learning objectives is developed, and teaching modules on a single topic are compiled.

In order to give training participants the chance to ask questions about material they do not yet understand, to exchange ideas and thoughts, to convey ideas, to identify obstacles during the training process, to express difficulties and obstacles during the training process, and to provide the best solutions to overcome obstacles experienced during training, the training committee organizes discussion sessions during the material delivery and training process. The

training participants showed a great deal of excitement for developing autonomous curricular teaching modules based on differentiated learning throughout the process. In addition, as Figure 4 illustrates, the teachers at North Dempo District Elementary School have a positive attitude, as evidenced by the numerous questions they pose during mentorship and training sessions. During the training process, fellow trainees can collaborate to create instructional tutorials.



Figure 4. Participant Assistance

Following the training exercise, teachers take a post-test consisting of the identical questions from the pre-test to gauge their degree of understanding of the subject matter following the training. When the averages of the pre- and post-test scores were calculated, it was evident that the averages of the two tests were not the same, coming in at 62.86 and 88.55, respectively.

Participants receive online support for two weeks in the form of help with independent tasks where the assignments will be delivered, in addition to offline support during the practice of constructing teaching modules. In this training exercise, the intended goal was accomplished. It is evident from the output that the participants produced, which took the kind of teaching modules. Each participant presented their findings at an online conference that took place two weeks following the start of the training sessions, as Figure 5 illustrates. Every training participant was competent in ensuring that every element of the current teaching module functions properly.

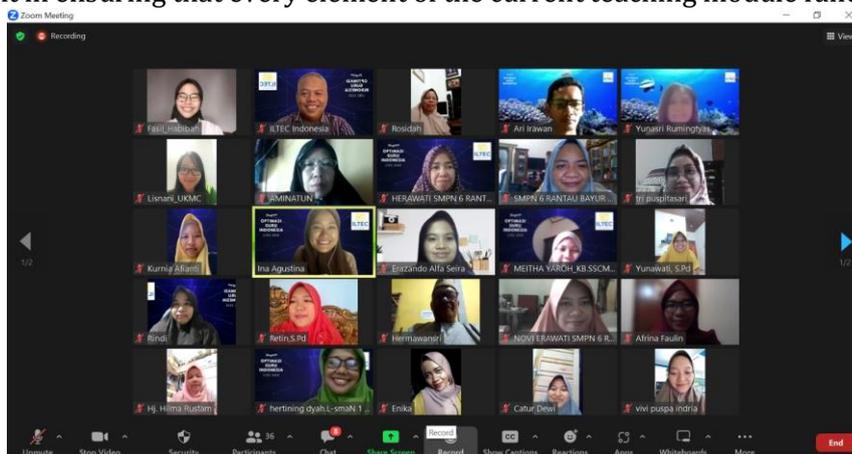


Figure 5. Online Teaching Module Assistance and Presentation

The post-test findings of participants shown fairly significant gains, indicating that the training activity for developing independent curricular teaching modules based on differentiated learning in North Dempo District was generally successful. Additionally, almost 75% of participants already comprehend the elements of the teaching modules in the Merdeka curriculum, according to the findings of the teaching module preparation activities, but they still struggle with conducting preliminary evaluations and differentiating instruction in their plans. Aside from that, the way instructors responded to the mentoring activities indicates that this is

a helpful activity for them to get ready for introducing the Merdeka curriculum in the upcoming academic year. Teachers will also gain firsthand experience using the Merdeka Teaching platform and customizing lesson plans to meet the requirements of individual units of study through this mentoring program. This exercise also included reflection on every action that had been completed.

4. CONCLUSION

Based on the previous discussion and during the training activities, it can be concluded that the elementary school teachers in North Dempo District, Pagar Alam City, who participated in the training and provided assistance in creating independent curriculum teaching modules based on differentiated learning, have been able to achieve the expected goals. Based on the well-executed tasks assigned to the participants, the teachers were able to develop instructional modules that aligned well with prior knowledge and could be used in the classroom. According to the increase in scores obtained from pre- and post-test activities throughout the training sessions, there was also a rise in knowledge and comprehension among the training participants.

Following the completion of the community service program outlined in this service report, the author is able to offer recommendations. Specifically, when developing teaching modules, consideration should be given to the learning steps that will be employed in order to produce outcomes that are superior, more engaging, and more significant for students when applied in differentiated learning.

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