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DEVELOPMENT OF BAHASA INDONESIA TEACHING MODULE AT PHASE B BASED ON MERDEKA CURRICULUM

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Abstract

This research backgrounded by the existence of a new policy on the implementation of the Independent Curriculum, namely the change from lesson plans to teaching modules. This study aims to develop a teaching module Bahasa Indonesia at phase B that is feasible and effective at SD Negeri 1 Purwainangun. This type of research is Research and Development (R&D). This research development stage refers to the Borg and Gall development model which has been grouped into three groups, namely preliminary studies, development, and testing and dissemination. The limited test subjects were two expert validators. The main test subjects were teachers and 20 grade IV students at SD Negeri 1 Purwainangun, Kuningan, West Java. The data collection instrument used interview guidelines, product assessment questionnaires validators of material experts and media experts, as well as teacher response questionnaires. The data analysis technique of the validator's assessment results in the limited test uses Aiken's V statistics. The data analysis technique of the product effectiveness of the main test results uses student test results to determine the suitability of the product with the goal. To test the effectiveness using a paired sample test T-test. The results of the research on the limited test are that the teaching module Bahasa Indonesia at phase B according to the expert validator is feasible to use, as evidenced by the average Aiken's V score for the teaching module product which was 0.889 in the very high category. The effectiveness test of the teaching module products showed that the teaching module Bahasa Indonesia at phase B was able to improve the quality of learning in the classroom and improve student learning outcomes, as evidenced by the tcount value of 6.788 greater than the ttable value of 2.093. This shows that the product of the developed teaching module Bahasa Indonesia at Phase B can be said to be very feasible and effective to use.

Keywords : *Bahasa Indonesia; Phase B; Teaching Module*

Abstrak

Penelitian ini dilatarbelakangi oleh adanya kebijakan baru pada implementasi Kurikulum Merdeka yaitu perubahan dari RPP menjadi modul ajar. Tujuan dari penelitian ini adalah untuk mengembangkan produk modul ajar Bahasa Indonesia fase B yang layak dan efektif di SD Negeri 1 Purwainangun. Jenis penelitian ini adalah Research and Development (R&D). Tahap penelitian pengembangan ini mengacu pada model pengembangan Borg and Gall yang telah dikelompokkan menjadi tiga kelompok, yaitu studi pendahuluan, pengembangan, serta pengujian dan diseminasi. Subjek uji terbatas adalah dua orang validator ahli. Subjek uji utama adalah guru dan 20 peserta didik kelas IV di SD Negeri 1 Purwainangun, Kuningan, Jawa Barat. Instrumen pengumpulan data menggunakan pedoman wawancara, angket penilaian produk validator ahli materi dan ahli media, serta angket respon guru. Teknik analisis data hasil penilaian validator pada uji terbatas menggunakan statistik Aiken's V. Teknik analisis data efektivitas produk hasil uji utama menggunakan hasil tes peserta didik untuk mengetahui kesesuaian produk dengan tujuan. Uji efektivitas menggunakan uji-T paired sample test. Hasil penelitian pada uji terbatas adalah produk modul ajar Bahasa Indonesia fase B layak untuk digunakan, dibuktikan dengan rerata skor Aiken's V produk modul ajar adalah 0,889 yang berada pada kategori sangat tinggi.

Hasil uji efektivitas produk modul ajar menunjukkan bahwa modul ajar Bahasa Indonesia fase B ini mampu meningkatkan kualitas pembelajaran di kelas serta meningkatkan hasil belajar peserta didik, dibuktikan dengan nilai thitung 6,788 lebih besar dari nilai ttabel 2,093. Hal ini menunjukkan bahwa produk modul ajar Bahasa Indonesia yang dikembangkan dapat dikatakan sangat layak dan efektif untuk digunakan.

Kata Kunci : Bahasa Indonesia; Fase B; Modul Ajar

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INTRODUCTION

The Covid-19 pandemic that occurred at the end of December 2019, became one of the starting points for changes in education, especially in Indonesia (Ariga, 2022). This is because during the Covid-19 pandemic it resulted in different learning losses and had an impact on the achievement of student competencies. To overcome learning loss, a learning recovery policy is needed (Kemdikbud, 2021).

One of the steps taken by the Ministry of Education, Culture, Research and Technology (Kemendikburistek) is to issue an Merdeka Curriculum policy given to education units as an additional option in order to restore learning during 2022-2024 and improve the quality of education. The Merdeka Curriculum was developed as a curriculum framework that is more flexible, while focusing on essential material and character development and learner competencies. In this Merdeka Curriculum, teachers have the flexibility to choose and develop various teaching tools so that learning can be tailored to the learning needs and interests of students.

One of the important tools for the successful implementation of learning in schools in the Merdeka Curriculum is the teaching module (modul ajar). Teaching modules have a major role to support teachers in designing learning (Maulida, 2022). Teaching modules are a new term from lesson plans (RPP), but there are significant differences in the content of teaching modules with lesson plans. The module contains learning objectives, steps, and media, as well as assessments needed in one unit/topic based on the flow of learning objectives (Sutisnawati et al., 2022).

Teaching modules can be said to be an implementation of the flow of learning objectives (Alur Tujuan Pembelajaran/ ATP) developed from learning outcomes (Capaian Pembelajaran/ CP) with the Profil Pelajar Pancasila as the target. Teaching modules are arranged according to the phase or stage of learner development. Teachers have the flexibility to create, select, and modify the available teaching modules according to the context, characteristics, and needs of the learners.

Based on data obtained from PSKP in 2021 regarding the implementation of teaching module preparation, most teachers carry out an adaptation process by adopting modules from Kemendikbudristek and then adjusting them to their local context. At the Dasmen level, teachers who develop their own teaching modules are in the range of 15% of the total

respondents of 8,262 teachers. This means that there are still few teachers who compile or develop their own teaching modules.

The problems experienced by teachers in developing learning tools include: not being able to read CP properly, not being able to compile TP (learning objectives) from existing CP (learning outcomes), not being able to compile ATP (flow of learning objectives) from TP, and difficulty developing teaching modules (Putri et al., 2022).

The problem of developing teaching modules occurs in every subject content, including Bahasa Indonesia. Bahasa Indonesia is one of the subjects taught at the elementary school level. Elementary school is a form of formal education that teaches language skills as an effort to develop students. Learners apply language skills to communicate either directly, indirectly, in writing or orally (Simbolon et al., 2022). Language, literature and thinking skills are the foundation of literacy skills. Moreover, at the elementary school education level, Indonesian becomes a reference and benchmark for improving human resources for the better (Handayani & Subakti, 2021).

In the structure of the Merdeka Curriculum in primary schools, it is divided into three phases as stipulated in the Decree of the Minister of Education, Culture, Research and Technology (2022) Number 262/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery Learning, namely:

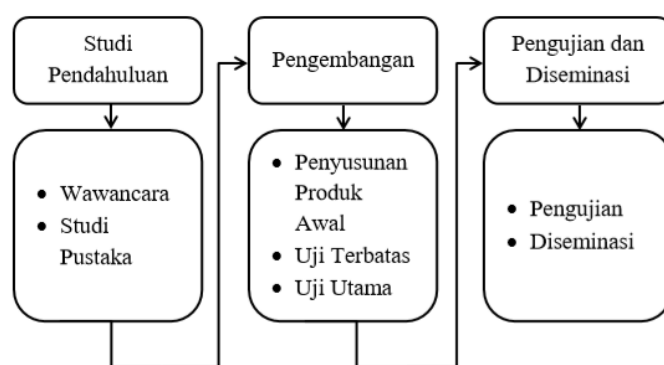
1. Phase A for students in grades I and II
2. Phase B for students in grades III and IV
3. Phase C for students in grades V and VI

In research on the development of learning devices, the products developed often still use the 2013 curriculum lesson plans such as research conducted by Dwimayanti et al. (2020) with the title Development of Learning Implementation Plans (RPP) for My Activities Theme, Class I Based on 21st Century Learning and Innovating Skills. Hanum & Suprayekti (2020) developed 2013 curriculum lesson plans with the title Development of Character-Based Thematic Learning Implementation Plans (RPP). As well as research by Wulandari et al. (2020) with the title Development of 21st Century Innovative Lesson Plans for Thematic Learning in Grade IV SD Negeri Bengkulu City.

Of these studies, no one has conducted research on the development of Merdeka Curriculum learning tools, namely teaching modules. Even though the Merdeka Curriculum has been implemented at the elementary school level, and teachers must make teaching modules as a reference for teaching and learning activities. Therefore, it is necessary to develop a teaching module product for Indonesian language phase B, namely class IV as a learning tool used by teachers. It is hoped that this research can help teachers in teaching in the classroom and can be useful for further research.

METHOD

This research uses a form of development research or Research and Development (R&D). According to Sugiyono (2017) the development research method is a research method used to produce certain products, and test the effectiveness of these products. The research design carried out refers to the development of the Borg & Gall (1983) model modified by Sukmadinata (2015) which categorizes the steps of development research into three stages. The three steps in the Borg & Gall model development research are preliminary studies, development, and testing and dissemination as presented in Figure 1 below. However, this research was not carried out until the dissemination stage, given the limited time and funds.



Picture 1. Research Flow of Teaching Module Development

The types of data in this study are qualitative and quantitative data. Qualitative data was obtained from interviews and literature reviews, while quantitative data was obtained from the validation product questionnaire scores and students' learning outcomes. The limited trial subjects consisted of 3 people: a material expert validator, a media expert validator, and a practitioner, namely a grade 4 teacher. Meanwhile, the main trial subjects were 20 grade 4 students at SDN 1 Purawinangun.

The data analysis technique for the feasibility of teaching modules is done by tabulating all data obtained from validators for each component and assessment item available in the assessment instrument. The teaching module indicators assessed are teaching module components, formulation of learning objectives, selection of learning materials, time allocation, selection of learning approaches and strategies, learning activities, language, and learning outcomes assessment instruments. Data analysis of the validation results of material experts, media experts and practitioners was carried out by finding the average validator assessment with the following formula (Azwar, 2014).

$$V = \Sigma s / [n(c-1)]$$

The analysis of the effectiveness of the Bahasa Indonesia teaching module phase B can be seen through the value of student learning outcomes before using the teaching module and after using the teaching module. The effectiveness test was carried out using the paired sample test T-test. The T-test is used to calculate whether there is a significant increase in student learning outcomes or not. The formula used is as follows (Nuryadi et al., 2017).

$$t \text{ hit} = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

RESULTS AND DISCUSSION

Results

The development of phase B Bahasa Indonesia teaching modules is one way to respond to the needs of teachers in dealing with changes that occur in the implementation of the Merdeka Curriculum, namely changes from lesson plans to teaching modules. The teaching module itself is a learning tool in the form of a document that contains learning objectives, steps, and media, as well as assessments that support teachers in carrying out learning activities in the classroom. In addition, teachers are also given the freedom to develop their own teaching modules that are tailored to the characteristics of students. However, there are still many teachers who have difficulty in preparing teaching modules, including in Bahasa Indonesia content. Therefore, it is necessary to develop an Bahasa Indonesia teaching module for phase B based on the independent curriculum to be used by teachers in classroom learning activities.

The development stage of the Bahasa Indonesia teaching module for phase B based on the Merdeka Curriculum follows the steps of Borg & Gall which are grouped into 3 stages according to Sukmadinata (2015). The first stage is preliminary study. At this stage, interviews and literature studies were conducted. Interviews were conducted to collect information including analyzing the difficulties and constraints of teachers in developing or preparing independent curriculum teaching modules. Meanwhile, the literature study was carried out to review and study concepts or theories related to the product being developed. Mainly regarding the components of the teaching module.

The second stage is development, which includes the preparation of initial products, limited tests, and main tests. The preparation of the initial product was carried out by considering the results of the preliminary study. The draft phase B Bahasa Indonesia teaching module developed by researchers is a teaching module developed by referring to the development stages described in the previous section and adjusted to supporting theories or concepts. The teaching module developed is in the form of a book in which there are components divided into general information, core components, and attachments.

Furthermore, a limited test was carried out by conducting a validity test. The validity test is carried out to ensure that the teaching module product produced is suitable for use. One way to test product feasibility can be achieved by testing content validity (I. Wulandari & Oktaviani, 2021). This teaching module was validated by material experts, media experts, and practitioners. Validation activities are carried out by providing phase B Bahasa Indonesia teaching modules along with assessment sheets to expert validators. Validation by submitting the teaching module that has been developed makes it easier for researchers to get input or suggestions both verbally and in writing from validators obtained from the results of the discussion. The results of the feasibility test of teaching module products on each indicator can be presented in the following table:

Table 1. Aiken's V test results of Bahasa Indonesia teaching module product Phase B

No	Indikator	Indeks Aiken's V	Kategori
1	Komponen Modul Ajar	0,889	Sangat Tinggi
2	Perumusan TP	0,889	Sangat Tinggi
3	Pemilihan Materi	0,944	Sangat Tinggi

4	Alokasi Waktu	0,833	Sangat Tinggi
5	Pendekatan dan Strategi	0,889	Sangat Tinggi
6	Kegiatan Pembelajaran	0,889	Sangat Tinggi
7	Bahasa	0,889	Sangat Tinggi
8	Instrumen Penilaian	0,889	Sangat Tinggi
	Rata-rata	0,889	Sangat Tinggi

Based on table 1, the average validity of the product is 0.889, which is included in the “Very High” category. This means that the phase B Bahasa Indonesia teaching module product is suitable for use.

After conducting a limited test and the teaching module is suitable for use, the next step is to conduct the main trial. The main trial was conducted to determine the extent of the effectiveness of the teaching module products developed. To test the effectiveness of the product, the research was carried out for 3-4 weeks by conducting a product trial of the Indonesian teaching module phase B to teachers and grade IV students.

The T-test was used to calculate whether there was a significant increase in the learning outcomes of students before using the teaching module and after using the teaching module. The data on students' learning outcomes before using the teaching module and after using the teaching module as well as data on the results of the T-test, are presented in the following table:

Tabel 1. T-test results of paired sample test of Bahasa Indonesia teaching module product phase B

Rata-rata Sebelum	Rata-rata Sesudah	Jumlah Siswa	t_{hitung}	t_{tabel}
49,75	77	20	6,788	2,093

Based on table 2, it is known that the average score of students before using the teaching module is 49.75 and after using the teaching module is 77. The results of the Paired Sample Test obtained a t-test value of 6.788, with a confidence level = 0.05, $dk = (n-1) = 20-1 = 19$ and obtained t table is 2.093. Thus $t_{hitung} > t_{tabel}$, namely $6.788 > 2.093$, it can be seen that there is a significant difference between the learning outcomes of students before and after using the Bahasa Indonesia teaching module phase B.

Discussion

The results of the above research are in line with the opinion of the Kemendikbud (2022) that the purpose of developing teaching modules is to facilitate, facilitate, and improve the quality of learning. One of the criteria to see the extent of the quality of learning in the classroom is to see the learning outcomes of students. To improve students' learning outcomes, efforts are made to create meaningful, effective, and efficient learning activities, namely by optimizing the teaching module as a learning tool consisting of several core components, namely learning objectives, learning steps, and assessments, as well as several other supporting components such as the use of learning media, the use of learning models or methods, the target elements of the Profil Pelajar Pancasila, meaningful understanding, triggering questions, student worksheets, reading materials, student and teacher reflections, and enrichment and remedial activities.

CONCLUSION

Based on the results of the study and development in this study, it can be concluded that the Bahasa Indonesia teaching module phase B is feasible to use and effective in improving student learning outcomes. The results obtained that the percentage of validity from material experts, media experts and practitioners is 0.889, indicating that the teaching modules developed are very valid or suitable for use. The effectiveness of thematic modules based on the results of the paired sample test analysis shows that the t-count value is 6.788 and the t-table value is 2.093. Since the t-count value is greater than the t-table value, it can be concluded that there is a significant difference between the learning outcomes of students before and after using the phase B Indonesian teaching module.

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