Analysis of The Ability to Develop Merdeka Curriculum Teaching Modules Among PPGGT Teachers In The Field of PGSD LPTK Unika Santu Paulus Ruteng, East Nusa Tenggara, Indonesia

by Jana Publication & Research

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Manuscript Info	*Abstract*

This research is motivated by the fact that some teachers still need guidance on how to compile the Independent Curriculum Teaching Module. This study therefore aims to examine and describe this ability for PPGGT PGSD teachers. The study employs a combined quantitative and qualitative approach. This combination adopts a concurrent embedded design, with the quantitative method as the primary method. The concurrent embedded design is a research approach that combines quantitative and qualitative methods simultaneously, but in unequal proportions. Researchers have the flexibility to choose the dominance of one method; for example, 70%, 80% or 90% could be quantitative, with the remainder qualitative, or vice versa. Twenty teaching module documents were reviewed. The results of the document review show that, in general, PPGGT teachers in the PGSD field at Unika St. Paulus Ruteng are able to compile teaching modules for the Merdeka curriculum. This is clearly illustrated in the quantitative assessment results. Of the 20 independent curriculum teaching modules reviewed, 18 were in the 'very capable' category, one was in the 'capable' category and one was in the 'quite capable' category but needed further guidance.

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Introduction:-

The Professional Teacher Programme for Specific Teachers (PPGGT) in Primary School Teacher Education (PGSD) is one of several programmes in Indonesia aimed at enhancing the professional skills of primary school teachers. These competencies include pedagogical, professional, social and personal skills, ensuring that teachers meet the professional standards set out in Law No. 14 of 2005 on Teachers and Lecturers. Teachers are required to design, implement and evaluate learning effectively. They must also master the teaching material and understand how to deliver it effectively. Furthermore, they must demonstrate professional attitudes and ethics as educators and be committed to continuous professional development in line with advancements in education. These aspects are assessed and demonstrated through two key components: the Merdeka Curriculum Teaching Module and instructional videos. Teachers who successfully complete the programme will be recognised as professional teachers and will receive a certificate.

The Merdeka Curriculum Teaching Module contains a lesson plan and certain determined components. In other words, it is a very important lesson plan that must be prepared thoroughly and systematically. It is important to test

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the Merdeka Curriculum Teaching Module because it relates to the ability to plan a lesson. The components of the Merdeka Curriculum Teaching Module must not be overlooked. Teachers' abilities are tested here because the quality of the module determines the quality of learning in the classroom. According to experts such as J. Harmer, Acklam and Kriegel ([1]), a good teacher is more careful and thoughtful when planning learning. Furthermore, Acklam states that the lesson plan is a framework. Learning is seen as a journey, and the lesson plan is its map. Additionally, Kriegel asserts that the lesson plan is a living document that requires teachers to consider what needs to be done in the classroom. Furthermore, ([2]) reveals that creating good, high-quality lesson plans or Merdeka Curriculum Teaching Modules requires time and determination. The main things a teacher must consider are the abilities of the students and the learning objectives that must be achieved. The teacher's strategies must be clearly outlined in the lesson plan and tailored to the students' needs. An important step in developing a quality lesson plan is for teachers to read instructional materials such as student textbooks and teacher workbooks, as well as listening to tapes or reading other related references. These must be clearly determined at the outset. Once this has been done, teachers need to determine the most appropriate techniques or procedures to achieve the learning objectives, adapting them to the needs of the students as necessary. Furthermore, teachers need to assess whether learning objectives have been achieved through assessment activities. These activities must be included in the lesson plan ([3]). In other words, preparing a complete lesson plan is similar to preparing a building plan. It is similar to how a construction engineer designs a plan before building a structure ([4]).

Therefore, this explanation highlights the importance of designing a Merdeka Curriculum Teaching Module effectively. Developing such a module is akin to planning a journey: you need to determine where to start and where to finish. Without proper route planning or preparation, the journey — in this case, the learning process — becomes chaotic and directionless. To prevent this, a learning plan is necessary; in this article, this is referred to as a 'Merdeka Curriculum Teaching Module'. The most important thing for teachers to understand are the learning objectives or competencies that students must achieve. What skills do teachers want students to have acquired by the end of the learning process? Once teachers have this understanding, they will know everything they need to include in their learning plans. A proper Merdeka Curriculum Teaching Module demonstrates teacher professionalism. Good learning planning helps teachers earn respect from their students. Developing the Merdeka Curriculum Teaching Module enables teachers to adapt the content of the teacher and student books to suit their students' needs. Furthermore, developing the module motivates teachers to be creative and innovative when coming up with new ideas to apply in the classroom. Furthermore, planning enables teachers to anticipate potential classroom issues and devise solutions.

In reality, however, teachers' ability to develop Merdeka Curriculum Teaching Modules is still considered low. Previous research revealed that teachers' ability to write these modules needs improvement, as scores have not yet reached above 68%. One component that received a particularly low score was the ability to develop assessments ([5]).

Additionally, another study revealed that many teachers still struggle to develop complete and systematic Merdeka Curriculum Teaching Modules ([6]). More specifically, three criteria of difficulty were identified: 30% of teachers have a good understanding of the Merdeka Curriculum Teaching Module and all its components; 25% of teachers understand the module but lack understanding of its components; and 45% of teachers do not yet fully understand either the module or its components ([7]). Another study ([8]) revealed that teachers experience difficulties in three categories: (1) 53% understand the Merdeka Curriculum Teaching Module and its components; (2) 20% understand the module but lack mastery of its components; and (3) 27% do not understand the module or its components. Several efforts have been made to address this issue, such as providing training on developing differentiated Merdeka Curriculum Teaching Modules. These efforts have yielded satisfactory results, with 75% of participants demonstrating an understanding of the components of the modules in accordance with the guidelines ([9]). Other efforts were also made through workshops and mentoring to enhance teachers' abilities in developing Merdeka Curriculum Teaching Modules. These activities produced positive outcomes, with teachers' skills in creating these modules improving during the second semester of the 2022/23 academic year ([10]). Training activities were also implemented to improve teachers' skills in creating innovative, adaptive and collaborative Merdeka Curriculum Teaching Modules. Training activities showed that 93.3% of participants understood the material and could develop such modules ([11]). These efforts aim to equip teachers with the necessary skills to develop Merdeka Curriculum Teaching Modules.
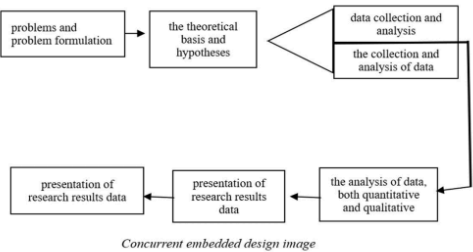
To address this situation, those responsible should take decisive action to resolve it. The quality of the Merdeka Curriculum Teaching Modules developed by teachers significantly impacts their implementation in the classroom and directly affects students' learning abilities. However, research results indicate 'good news' that teachers have been able to develop complete Merdeka Curriculum Teaching Modules that meet the criteria for effective modules.

These modules are systematic, use effective language and implement differentiated learning processes and assessments, with varying details for each teacher ([12]).

This research is important because it demonstrates the feasibility of developing Merdeka Curriculum Teaching Modules. The development of these modules is related to the crucial role of teachers as the main designers of learning. Therefore, the results of this research can provide a comprehensive picture of the quality of the modules developed by PPGGT teachers and can be used as a benchmark for determining follow-up activities. This study makes a valuable contribution by emphasising the importance of PPGGT teachers developing comprehensive and systematic Merdeka Curriculum Teaching Modules tailored to students' needs. This is the foundation for creating meaningful and effective learning that meets curriculum requirements. The study is novel because the ability of PPGGT teachers in the PGSD field to develop such modules has not been explored in depth. The purpose of this study is therefore to examine and describe this ability.

2. Methodology:

This study employs a combined quantitative and qualitative approach. The quantitative approach is used to assess the ability of PPGGT teachers to develop Merdeka Curriculum Teaching Modules. Ability is expressed numerically and categorised according to a range of scales. The qualitative approach clarifies the quantitative results. This combination of approaches uses the concurrent embedded research method, with the quantitative method acting as the primary method. In the concurrent embedded design (unbalanced mix), qualitative and quantitative research methods are combined in an unbalanced manner. For example, researchers can determine that 70%, 80% or 90% will be examined using quantitative methods and 30%, 20% or 10% using qualitative methods, or vice versa ([13]). This process is illustrated in the following figure.

| problems and problem formulation | → | the theoretical basis and hypotheses | → | data collection and analysis |
| | | | | the collection and analysis of data |

| presentation of research results data | ← | presentation of research results data | ← | the analysis of data, both quantitative and qualitative |

Concurrent embedded design image

Furthermore, the research sample consisted of twenty Merdeka Curriculum Teaching Modules, which were reviewed and evaluated. The data referred to in this study were compiled by PPGGT PGSD teachers and consist of the aforementioned 20 modules. These 20 datasets are named data1 to data20. The modules were then evaluated using the following instruments.

Scoring guidelines

No	Data code	Components assessed: General Information																
		A			B			C			D			E			F		
1		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
2																			
3																			
4																			
And so on																			

Description and assessment rubric:

A: Module identity, including the author's name, the institution, the year the module was developed, the school level/grade, the class and the time allocation in accordance with lesson hours.

Award 1 point if 0 to 2 components of the module's identity are found.

Award two points if three to five identity components are found in the module.

Award 3 points if all identity components are present in the Merdeka Curriculum Teaching Module.

B: Initial Competencies

Award 1 point if the Merdeka Curriculum Teaching Module does not include initial competencies.

Award 2 points if the Merdeka Curriculum Teaching Module includes initial competencies, but they are incomplete.

Award 3 points if the Merdeka Curriculum Teaching Module includes complete initial competencies.

C: Pancasila Student Profile:

Award 1 point if the Merdeka Curriculum Teaching Module does not include the Pancasila student profile.

Given 2 points if the Merdeka Curriculum Teaching Module includes the Pancasila student profile, but it is incomplete.

Award 3 points if the Merdeka Curriculum Teaching Module includes the complete Pancasila student profile.

D: Facilities and infrastructure:

Given 1 if the Merdeka Curriculum Teaching Module does not include facilities and infrastructure.

Give a score of 2 if the Merdeka Curriculum Teaching Module includes facilities and infrastructure, but not completely.

Give 3 if the Merdeka Curriculum Teaching Module includes facilities and infrastructure completely.

E: Student targets:

Given 1 if the Merdeka Curriculum Teaching Module does not include learner targets.

Given 2 if the Merdeka Curriculum Teaching Module includes learner targets, but they are not specific.

Given 3 if the Merdeka Curriculum Teaching Module includes complete learner targets.

Give a score of 3 if the Merdeka Curriculum Teaching Module includes complete learner targets.

F: Learning model:

Assigned a score of 1 if it does not include a learning model.

Assign a score of 2 if it includes a learning model, but does not apply it to the learning steps.

It is assigned a score of 3 if it includes a learning model that is applied to the learning steps.

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No	Data Code	Components assessed: Core competencies																
		A			B			C			D			E			F		
1		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
2																			
3																			
4																			
And so on																			

Explanation and assessment rubric:
A: Learning objectives:
Award 1 if it does not contain the ABCD elements and is not in line with the teaching material.
Give a score of 2 if it contains the ABCD elements and is in line with the teaching material.
A score of 3 is given if it contains the ABCD elements and is in line with the teaching material.
B: Meaningful understanding:
Give a score of 1 if the Merdeka Curriculum Teaching Module does not contain meaningful understanding.
A score of 2 is given if the Merdeka Curriculum Teaching Module contains meaningful understanding, but is not in line with the learning objectives.
A score of 3 is given if the Merdeka Curriculum Teaching Module contains meaningful understanding and is in line with the learning objectives.
C: Prompting questions:
Given a score of 1 if it does not contain prompting questions.
Score 2 if it contains provoking questions that are not in line with the teaching material.
A score of 3 is given if it contains provoking questions that are in line with the teaching material.
D: Learning activities:
Score 1 if it is incomplete, not sequential and not in line with the learning objectives or the selected learning model.
Give a score of 2 if it is complete and coherent, and in line with the learning objectives, but not in line with the selected learning model.
Give a score of 3 if it is complete and coherent, in line with the learning objectives and the syntax of the selected learning model is applied.
E: Assessment:
Score 1 if it does not include assessment questions.
A score of 2 is given if it includes assessment questions, but these are not in line with the learning objectives.
A score of 3 is given if the assessment questions are prepared but do not align with the learning objectives.

F: Enrichment and Remedial
Award 1 if the Merdeka Curriculum Teaching Module does not include enrichment and remedial components.
Score 2 if the module only includes either enrichment or remedial activities.
A score of 3 is given if the Merdeka Curriculum Teaching Module includes both enrichment and remedial activities.

The formula for calculating the final score is as follows:
Score obtained ÷ maximum score x 100.

No	Data Code	Assessed components: Attachment							
		A			B			C	
		1	2	3	1	2	3	1	2
1									
2									
3									
4									
And so on									

Explanation and assessment rubric:
A: LKPD
Award 1 if the LKPD is not attached.

2 points if the LKPD is attached but does not match the learning objectives.
3 points if the LKPD is attached and matches the learning objectives.
B: Reading materials for teachers and students:
Score 1 if it does not contain reading materials for teachers and students.
Give a score of 2 if it includes reading materials for teachers and students, but these are incomplete.
A score of 3 is given if it includes complete teacher and student reading materials.
C: Glossary:
Score 1 if it does not include a glossary.
Score 2 if it includes an incomplete glossary.
A score of 3 is given if it includes a complete glossary.

The table below shows a summary of each student's total score.

Serial number	Data Code	Value obtained			Total Points Earned	Final Grade
		General Information	Core Competencies	Appendix		
1						
2						
3						
4						
Dst						

The ability to develop Merdeka Curriculum Teaching Modules is categorised according to the following scale:
≤40: unable and in need of guidance
41–60: reasonably capable, but in need of further guidance
61–80: Capable
81–100: highly capable
Furthermore, the results based on this quantitative data are described qualitatively.
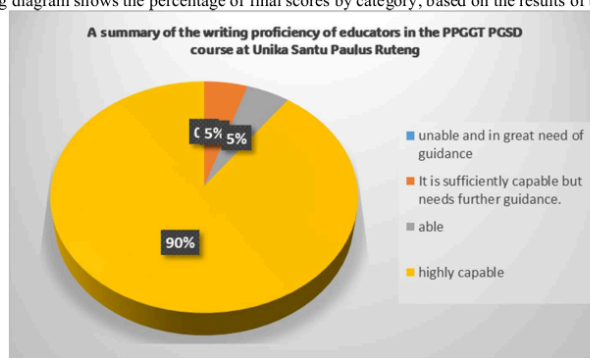
3. Result
   A review of 20 Merdeka Curriculum Teaching Module documents compiled by PPGGT PGSD teachers at Unika St. Paulus Ruteng suggests that they have the ability to compile such modules. This is clearly reflected in the quantitative assessment results. Of the 20 modules reviewed, 18 individuals were categorised as highly capable, one as capable, and one as moderately capable but requiring further guidance. The detailed scores obtained can be seen in the table below.

Total value of all values obtained

No	Code data	These are the scores obtained by each component of the Merdeka Curriculum Teaching Module			total points earned	Final Grade
		General Information	Core Competencies	Appendix		
1	Data1	18	17	6	41	91,11
2	Data2	18	18	7	43	95,55
3	Data3	18	16	7	41	91,11
4	Data4	18	14	5	37	82,22
5	Data5	10	8	3	21	46,66
6	Data6	18	18	7	43	95,55
7	Data7	18	18	7	43	95,55
8	Data8	18	18	7	43	95,55
9	Data9	18	18	8	44	97,77
19	Data10	18	17	6	41	91,11
11	Data11	18	15	7	40	88,88
12	Data12	18	18	7	43	95,55
13	Data13	18	10	5	33	73,33
14	Data14	18	18	9	45	100
15	Data15	18	18	9	45	100
16	Data16	18	18	7	43	95,55
17	Data17	18	14	7	39	86,66
18	Data18	18	16	7	41	91,11
19	Data19	18	15	6	40	88,88
20	Data20	18	18	7	43	95,55

The following diagram shows the percentage of final scores by category, based on the results of the study.

A summary of the writing proficiency of educators in the PPGGT PGSD course at Unika Santu Paulus Ruteng

- unable and in great need of guidance
- It is sufficiently capable but needs further guidance.
- able
- highly capable

4. **Discussion**

General information in the Merdeka curriculum teaching module

Based on a review of 20 documents, it was found that 19 modules contain complete information, including the name of the author, institution, year of module development, school level/grade, class and time allocation in accordance with lesson hours. In this section, teachers must also include initial competencies, the 'Pancasila learner profiles', details of the facilities and infrastructure used, the learner targets and the learning model employed. Although it may seem simple, including general information in the Merdeka Curriculum Teaching

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Module is important. It is useful for providing a comprehensive overview of the learning context in the module. Additionally, the main learning objectives and the targets that must be achieved can be identified through general information.

With this information, teachers can develop appropriate, systematic, focused and structured learning strategies. Furthermore, students can understand the direction of learning and the teaching materials. General information also enables teachers to easily conduct evaluations, coordinate with other teachers and serve as a reference for other parties, such as school principals or education supervisors, when assessing the alignment of learning plans and materials with the curriculum.

Core competencies in the Merdeka Curriculum Teaching Module

The Merdeka Curriculum Teaching Module's core competencies include learning objectives, meaningful understanding, thought-provoking questions, learning activities, assessments, and enrichment and remedial activities.

Learning objectives:

These are descriptions of student achievements in one or more learning activities, covering three competency domains: knowledge, skills, and attitudes. When formulating learning objectives, it is important to ensure that they are evidence-based and easily measurable [14]. Boang [15] adds that the Learning Objective Sequence (LOS) is a systematic and logical sequence of learning objectives arranged from the initial to the final phase of learning outcomes. These two experts' views highlight the crucial role of learning objectives in developing the Merdeka Curriculum teaching module. Learning objectives can be said to serve as a guide to ensure that learning is focused and structured. Therefore, it is very important to include learning objectives in teaching modules. Other reasons include: 1) providing clear direction: the presence of learning objectives helps teachers and students to understand the competencies that must be achieved in the learning process. This means that teachers and students can focus solely on the competencies that must be developed and achieved in that particular learning process.

2) Facilitating learning planning: as previously mentioned, learning objectives are the main guidelines for teachers and students. With learning objectives, teachers can determine the learning flow, the methods used and the necessary media. 3) Measuring learning success: learning objectives are the main benchmark for developing assessment tools, such as exam and test questions or worksheets. Test questions are created based on learning objectives to ensure that teachers do not set tests that deviate from the material discussed in class.

4) Fostering student independence: The independent curriculum encourages students to become active and independent learners. Thus, learning objectives can help students to focus on the competencies that must be achieved in a particular subject.

Meaningful understanding:

Meaningful understanding gives learning a contextual nature. It provides an understanding of the benefits and connections of the material being studied to everyday life. Contextual learning motivates students to apply what they have learnt to their daily lives. Learners can easily recognise that the material being studied is relevant to everyday life. The purpose of the meaningful understanding component can be summarised as follows: 1) connecting lesson material with the realities of life, so that learners understand that every piece of material studied needs to be related to everyday life;

2) encouraging reflective and contextual learning, so that students are motivated to think critically about the material being studied and apply it in daily life;

3) strengthening learning motivation, so that the presence of meaningful understanding in teaching modules makes students realise that the material being studied is important in daily life and increases their interest in continuing to learn. Based on the above description, it can be concluded that the meaningful understanding component is an important part of teaching modules that students need to understand. When students understand the purpose of this component, they become aware of why the topic is being studied, rather than just feeling obliged to study it. The material being studied becomes meaningful. Furthermore, understanding the purpose of the meaningful understanding component makes learning student-centred. The meaningful understanding component can also support the development of a Pancasilan learner profile, which does not rely on memorisation. This means that learning focuses not only on concepts or content, but also on meaning in everyday life. Students are motivated to continue thinking critically so that they can apply the teaching material to everyday life. Based on the above description, it can be concluded that a meaningful understanding makes learning more engaging. Additionally, teaching materials become relevant to students' lives and have a long-term impact.

Provocative questions:

Provocative questions are bait. Why is that? This component is mandatory in teaching modules and must be applied in the learning process. They can stimulate students' curiosity and encourage them to engage with the learning material. There are several reasons why provocative questions are important. Firstly, they can activate students' prior knowledge. When prompted, students can think critically and connect the material with their life experiences and existing knowledge. This benefits teachers, as they know that students already have some knowledge of the subject matter. Secondly, they foster curiosity. These questions can be likened to bait. They encourage students to think critically and work hard to find the answers. This leads students indirectly to an enjoyable and meaningful learning experience. Thirdly, they direct the focus of learning. Prompt questions are not just ordinary questions; they are much more than that. The content of these questions must be of a high standard and able to guide students towards the key concepts of the material to be discussed. Success in this area will make it easier for teachers to continue the learning process. Fourthly, encouraging discussion and interaction. Providing questions that stimulate interest will certainly encourage discussion and interaction between students and teachers, as well as between students themselves. This will make the classroom more lively and ensure that learning is meaningful and not just conceptual. Based on the description of the purpose of the prompt question component, it can be concluded that this component should be included in the Merdeka Curriculum Teaching Module. If these objectives are achieved, students will develop a culture of critical and reflective thinking. They will not merely receive information passively, but will be able to analyse, evaluate and critique it. Additionally, differentiated learning is created. The open-ended questions posed by the teacher allow students to demonstrate their preferred learning styles. Beyond these two aspects, prompt questions can inspire students to become individuals who enjoy exploring and connecting material to their daily lives. Furthermore, well-answered prompt questions can help teachers assess students' preparation and interest in the upcoming discussion.

Thus, prompt questions are not merely a formality. The success of the learning process can be determined by the success of teachers in asking prompt questions and the quality of students' responses.

Learning activities:

The learning activity component of the Merdeka Curriculum Teaching Module outlines the process of learning. This component contains the entire syntax or step-by-step learning process. The main objectives of the learning activity component are as follows: Firstly, it is intended to guide teachers in designing structured learning. Second, the learning steps component helps teachers organise teaching materials, create learning steps and adapt them to the time allocated for the topic. It also helps teachers allocate time, prepare learning materials, select learning methods and evaluate learning across three main sections: initial activities, core activities and closing activities. Secondly, it promotes differentiated learning. The learning steps, consisting of initial, core and closing activities, are designed to accommodate students' diverse needs, interests, abilities and characteristics, as well as their individual learning styles. Consequently, teachers can easily provide a variety of activities, media, teaching materials and learning methods tailored to students' needs. Thirdly, it enables flexible learning. The independent curriculum fundamentally emphasises the freedom of teachers to adapt teaching materials to their students' needs. In other words, teachers and educational units are given the freedom to adapt the content to their school's learning environment and the needs of their students. This means that teachers can modify the content to suit the local situation and the interests of the students. Fourthly, facilitating an active learning approach. The learning stages are designed to encourage active learning, creating a student-centred approach. This can be achieved through discussions, creating specific projects and experimentation. In this way, students can discover new things. Fifthly, integrating formative assessment. During these stages, teachers can monitor students' understanding of the material being discussed. The results of this monitoring provide teachers with the opportunity to adjust their learning strategies immediately. Thus, learning can be meaningful and the objectives can be achieved. Sixthly, the achievement of the Pancasilan student profile is strengthened. As previously explained, the Merdeka Curriculum emphasises developing positive character traits in students. Therefore, this must be reflected in the learning steps. Each stage of the learning process is designed to foster creativity, collaboration skills and positive character traits in line with the values of the Indonesian state philosophy, Pancasila. Seventhly, ensure relevance to curriculum objectives. In essence, developing learning steps is inseparable from learning objectives. Therefore, the learning steps created must reflect activities aimed at achieving these objectives. In other words, learning steps must align with learning objectives. In other words, learning steps are the concrete actions taken to achieve these objectives. Eighthly, promote contextual learning.

Learning steps involve students in problem-solving, developing specific projects or producing specific products. These activities can provide students with meaningful experiences that they can apply to their daily lives.

The learning steps component of the Merdeka Curriculum Teaching Module therefore aims to describe a meaningful, student-centred learning process. The structure is clear yet flexible. Teachers guide students through the process to help them achieve the learning objectives. Furthermore, these steps also help to develop students' character in accordance with the values of Pancasila.

Assessment:

Assessment is a vital part of the Merdeka Curriculum Teaching Module. It plays a key role in ensuring that learning is effective and meaningful, and that objectives are achieved. There are several reasons why assessment is important. Firstly, it guides student-centred learning processes. It helps teachers to understand the learning needs of students. Teachers can then design differentiated learning. This can be achieved through diagnostic assessments conducted at the beginning of the learning process. These aim to identify differences in students' prior knowledge. Secondly, it encourages quality learning. Assessments are designed to make it easier for teachers to monitor how well students have mastered the taught material or concepts. Learning can therefore be adjusted dynamically. Teachers can create short quizzes at the beginning or during the lesson to check students' understanding before continuing with the material. Furthermore, end-of-lesson assessments can be used to determine whether the learning objectives have been achieved. Thirdly, it develops 21st-century skills and the Pancasila learner profile. The assessment components in the Merdeka Curriculum Teaching Module focus not only on cognitive concepts or content. Other assessed aspects include skills such as collaboration, creativity, and critical thinking. Additionally, students' character traits such as noble ethics, courage, and independence are assessed to evaluate their attitudes. Fourthly, the curriculum enhances accountability and reflection in learning. As mentioned previously, assessments are designed to evaluate the effectiveness of approaches, learning methods or strategies developed by teachers. Thus, assessment results can serve as a benchmark to help teachers make continuous improvements. Fifthly, the principle of contextual learning is strengthened. Assessments are not solely designed to determine children's mastery of the material. They are also expected to relate the real world or the context of daily life to the material studied at school. This ensures that learning at school remains connected to the social, cultural and natural environments in which students socialise. Sixthly, constructive feedback is facilitated. Feedback is very important. It provides students with the opportunity to recognise their weaknesses. This enables them to improve before the final stage of learning. Seventhly, we measure the achievement of curriculum objectives. Assessments are designed to measure the achievement of curriculum objectives (CP) and learning objective sequences (ATP). Learning objective sequences (ATP) are expected to serve as a benchmark when developing assessments. Furthermore, assessment data can be used to determine whether students have achieved the learning objectives and are ready to proceed to the next stage.

Based on the above discussion, it can be concluded that the assessment component of the Merdeka Curriculum Teaching Module is mandatory. Assessment enables teachers to design, implement and follow up according to students' needs.

Enrichment and remedial

These two components are crucial to the Merdeka Curriculum Teaching Module. Both aim to ensure that all students achieve the expected learning objectives and competencies.

Enrichment:

As previously explained, enrichment is an important part of the learning process. Therefore, it must be included in the Merdeka Curriculum Teaching Module. This component is important because it maximises the potential of students who easily master the material. It is specifically designed for students who have mastered the learning material or achieved the learning objectives. It is intended to motivate students to master the learning material in depth. This can be achieved through activities such as creating projects, developing specific products, conducting experiments or engaging in independent learning. These activities are, of course, aligned with the learning objectives that have already been achieved. The aim is to develop high-level skills, avoid boredom, stimulate independent learning motivation and prepare students for challenges at a higher level.

Remedial

The main purpose of remedial education is to ensure that no student is left behind. Thus, it can address learning gaps between students. It is essentially designed for students who have not achieved the required learning

objectives. The programme helps teachers whose students have not achieved the required learning outcomes to try again and achieve the same outcomes as other students. Remedial activities not only focus on repeating material that students have mastered, but also provide psychological support to ensure that students do not feel like 'failures' in learning. Furthermore, the programme is designed to remove any learning barriers for all students. All students can access learning materials and achieve the expected competency targets equally.

Based on the above, it can be concluded that the enrichment and remedial components of the Merdeka Curriculum are mandatory. They are both integral parts of the student-centred learning process. They are both fair, meaning that students have equal opportunities to develop according to their respective competencies. They are also efficient, as learning resources are used optimally. Furthermore, they are holistic, balancing the development of students' academic competencies and character. By preparing these components, teachers indirectly prepare and implement a learning approach that values diversity.

Attachments in the Merdeka Curriculum Teaching Module:
Furthermore, the Merdeka Curriculum Teaching Module contains several important attachments. These include the LKPD, reading materials for teachers and students, and a glossary.

LKPD
LKPD is an essential component of the Merdeka Curriculum Teaching Module that must be prepared. It serves as an intermediary, connecting learning objectives, teaching materials and concrete classroom activities. The presence of an LKPD can help teachers to guide students in achieving learning objectives. Some of the benefits of LKPD for learning include encouraging active learning and critical thinking. LKPD is designed to guide students in carrying out activities such as analysing or developing a product or piece of work. Completing LKPD activities can develop students' critical thinking skills and train them to solve problems. Secondly, LKPD serves as a tool for differentiated learning. Teachers can prepare LKPD according to students' needs. For example, students who need enrichment or remedial support, or students with special educational needs. Thirdly, LKPD facilitates authentic formative assessment. Students' work on LKPD projects can demonstrate their learning progress, enabling teachers to monitor learning outcomes. Fourthly, LKPD encourages students to take responsibility for completing team projects, collaborating and thinking independently. Fifthly, LKPD can integrate contextual learning. LKPD connects teaching materials with students' real-life contexts. Sixthly, LKPD makes it easier for teachers to manage learning. Teachers can guide students in group discussions to help them solve problems in LKPD. Thus, learning becomes indirectly student-centred. Seventhly, LKPD provides an opportunity for reflection and metacognition. By completing LKPD activities, students can identify their weaknesses and plan improvements.

Reading materials for teachers and students
One of the components that must be included in the Merdeka Curriculum Teaching Module is reading materials for teachers and students. Having these materials provides several benefits. Firstly, they enrich the context and depth of the material. Second, it enables meaningful learning for students. Students can use the materials to gain additional knowledge or simply to confirm things they have already understood during the learning process. Secondly, these materials can encourage independent learning and literacy. Students can reread, access and explore the materials independently. This can also stimulate literacy among students. Reading materials can also serve as a guide to help students access relevant information. Another benefit of these materials is that they can accommodate different learning styles, particularly those students who learn best through reading. Reading materials prepared by teachers can be relied upon to help students achieve the expected learning outcomes. Additionally, the availability of these materials can provide students with reliable and up-to-date references. Reading materials prepared by teachers must be reliable and serve as a valuable learning resource. Thus, these materials can be used as a learning resource by students who have not yet mastered the subject matter taught in class. Students can access and read the materials whenever and wherever needed.

Glossary:
The glossary is an important component
that must be included in the Independent Curriculum Teaching Module. The glossary serves to:
maintain consistency in the use of terms. A glossary can help students
understand new vocabulary. A glossary also fosters
It fosters learning independence in students. For example, students can look up

new words they don't understand and look them up in the glossary. Additionally, a glossary can foster reading literacy in students. Learners become accustomed to using references. This can prevent misconceptions about terms that learners consider new.

5. Conclusion

The results of the study indicate that PGSD teachers have the ability to write Merdeka Curriculum Teaching Modules. Teachers can write modules with all the necessary components. However, one attachment component is often overlooked: the glossary. Teachers often overlook the glossary, even though it is an important component to attach.

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