

REVIEWER'S REPORT

Manuscript No.: IJAR-52328

Date: 17-06-2025

Title: 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

Recommendation:

Accept as it is.....**YES**.....
 Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality		√		
Clarity		√		
Significance			√	

Reviewer's Name: Mir Jaffar

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

General Evaluation:

The manuscript presents a timely and contextually significant study that investigates the ability of PPGGT (Professional Teacher Programme for Specific Teachers) participants to develop teaching modules aligned with Indonesia's Merdeka Curriculum. The study's dual-method approach, combining quantitative and qualitative analysis, is well-conceived and provides a holistic understanding of the subject matter. The concurrent embedded design is clearly articulated and appropriately applied.

Abstract:

The abstract effectively outlines the motivation, purpose, methodology, and results of the study. It communicates the relevance of the research and presents a clear summary of findings, indicating a strong ability among teachers to develop curriculum modules, with only minor exceptions. The abstract maintains a formal and academic tone suitable for scholarly publication.

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Introduction:

The introduction provides comprehensive background on the PPGGT initiative, situating the study within Indonesia's educational reform context. The references to legislative frameworks (Law No. 14 of 2005) enhance the grounding of the study in national policy. The focus on professional competencies—pedagogical, professional, social, and personal—is particularly relevant for assessing teaching readiness. The linkage between curriculum module development and teacher certification is also clearly explained.

Research Design and Methodology:

The methodology is robust, leveraging a concurrent embedded design that prioritizes quantitative data while supplementing it with qualitative insights. The rationale for this design choice is clearly explained, and the explanation of unequal weighting (e.g., 70/30 or 80/20) demonstrates a nuanced understanding of mixed-methods research. The sample of 20 teaching modules provides a focused and manageable dataset for in-depth review.

Findings:

The results are clearly stated, showing that the majority of teachers (18 out of 20) fall into the 'very capable' category in developing Merdeka Curriculum Teaching Modules. The categorization ('very capable', 'capable', 'quite capable') is appropriate and lends itself to clear interpretation. The document analysis method aligns well with the research objectives and provides direct evidence of teacher competence.

Language and Structure:

The manuscript is well-structured and written in clear, academic English. The terminology used is appropriate for the field of education, and the transitions between sections are smooth and logical. The clarity of language ensures that the findings are accessible to both practitioners and academic audiences.

Conclusion:

The study makes a valuable contribution to understanding teacher preparedness in implementing the Merdeka Curriculum. By focusing on actual teaching module outputs, the research bridges the gap between policy expectations and classroom-level implementation. It affirms the effectiveness of the PPGGT programme in cultivating curriculum design competence among its participants.

Keywords:

The selected keyword—*Independent curriculum teaching module components*—is relevant, though somewhat narrow. Nevertheless, it effectively reflects the central focus of the study.

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Overall Assessment:

This manuscript offers a well-documented and well-executed analysis of a key educational initiative in Indonesia. It stands out for its methodological clarity, contextual relevance, and evidence-based conclusions. The research contributes meaningfully to teacher education literature and can serve as a reference for further studies in curriculum development and teacher training efficacy.