

## WORKSHOP ON STRENGTHENING MERDEKA CURRICULUM INSTRUCTIONAL MODULES AT SMA NEGERI 1 SAJINGAN

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### Abstract

The Workshop on Strengthening Merdeka Curriculum Instructional Modules at SMA Negeri 1 Sajingan aims to enhance teachers' ability to develop instructional modules in line with the principles of the Merdeka Curriculum. This workshop is expected to improve the quality of teaching, strengthen teachers' competencies, and support educational development at SMA Negeri 1 Sajingan. Located in the Sajingan Besar district of Sambas, West Kalimantan, SMA Negeri 1 Sajingan is uniquely positioned near the Indonesia-Malaysia border. Through this workshop, the PKM team intends to provide valuable experience, share knowledge, and strengthen teachers' understanding of the Merdeka Curriculum instructional modules. The workshop is conducted using both individual and classical approaches. The classical approach is used for delivering theoretical content on instructional modules, while the individual approach is applied during hands-on module creation exercises. Preparation and authorization for this workshop took place in April 2024 at SMA Negeri 1 Sajingan, with the participants being the school's teachers. In the context of the Merdeka Curriculum, developing high-quality instructional modules is crucial for enhancing teacher professionalism, improving teaching skills, and boosting the overall quality of education. Well-designed instructional modules can aid teachers in creating lessons that meet students' needs and adhere to the Merdeka Curriculum principles. Therefore, this workshop is expected to positively contribute to improving educational quality at SMA Negeri 1 Sajingan and support the effective implementation of the Merdeka Curriculum.

**Keywords:** Instructional Modules, Merdeka Curriculum, Workshop

### INTRODUCTION

The development of high-quality teaching modules within the Merdeka Curriculum plays a crucial role in improving the quality of education in Indonesia. Developing high-quality teaching modules not only enhances educational standards but also strengthens teachers' professionalism by ensuring that instructional designs align with established competencies (Salsabilla & Nurhalim, 2024). Well-structured teaching modules provide clear guidance to teachers in delivering material effectively, enriching their knowledge, and enhancing their teaching skills. With quality teaching modules, teachers can confidently implement lessons that

meet curriculum standards. This fosters a conducive learning environment and motivates teachers to continuously develop themselves as competent and committed educators, thereby contributing to the overall improvement of education quality in Indonesia (Ramadhan, 2021). Teaching modules are one of the tools used in the learning process that can assist teachers and students in achieving the set learning objectives. Teaching modules help teachers and students achieve the established learning objectives. The importance of empowering teachers in the development of teaching modules is highly significant. A teacher who receives support in developing teaching modules will be able to create more structured, relevant, and effective learning materials, in line with their role as professionals who teach, guide, and assess students at various levels of education (Istikomah et al., 2022). With this support, teachers can develop teaching modules that meet the needs and characteristics of students, taking into account their learning styles, and integrating innovative and appropriate teaching methods that align with the current curriculum. Teachers who are supported in this way will be better prepared to face various challenges in the learning process, including adapting to curriculum developments and educational technology. Given the strategic role of education as a benchmark for a country's progress, quality teachers are key to advancing the nation (Devi et al., 2024). Additionally, support in the development of teaching modules can help teachers enrich their knowledge and skills in designing diverse and engaging learning activities. As a result, the interaction between teachers and students will become more dynamic, providing deeper and more meaningful learning experiences for students. Therefore, empowering teachers in the development of teaching modules will make a significant positive contribution to achieving learning objectives and improving the overall quality of education.

In the context of the Merdeka Curriculum, teaching modules hold a more significant role as they emphasize independent learning, creativity, and the development of students' competencies. The development of high-quality teaching modules within the Merdeka Curriculum provides teachers with the opportunity to create more systematic, structured, and relevant learning materials that meet the needs of students. Quality teaching modules can assist teachers in delivering learning content more effectively and enjoyably. In these modules, learning materials can be organized in a logical sequence, accompanied by a variety of engaging and diverse learning activities. This will help students better understand and internalize the learning materials. Furthermore, quality teaching modules can offer a variety of learning resources that are responsive to the diverse learning styles of students. Each student has a different learning style, and a quality teaching module will strive to accommodate these styles. The module can provide various learning resources, case studies, exercises, or creative activities that students can access according to their learning preferences. Thus, teaching modules can enhance the effectiveness of learning for each student. Finally, the development of high-quality teaching modules also has a long-term impact on improving the overall quality of education (Nur Efendi & Muh Ibnu Sholeh, 2023). Quality teaching modules can serve as valuable references for teachers in designing innovative lessons that align with the latest developments in the field of education.

According to Emda (2011), an educator or teacher must understand methods and select the appropriate media to use in teaching (Putri et al., 2020). Thus, teachers can utilize teaching modules as a reference to develop better teaching strategies and enhance their professional

competencies. Teaching modules provide a structured framework and clear guidance in selecting learning methods that suit the material and the needs of students, as well as in choosing effective media to support the learning process. By understanding and implementing these aspects, teachers can become more effective in teaching and improve students' learning experiences (Yuhana & Aminy, 2019). Therefore, the development of high-quality teaching modules will have a positive impact on the continuous improvement of education quality.

The importance of strengthening teachers through workshops on the development of teaching modules for the Merdeka Curriculum is highly relevant, especially for SMA Negeri 1 Sajingan, which is located near the Indonesia-Malaysia border. Such workshops will not only enhance the educators' competence in designing high-quality teaching modules but also have a significant impact on the sustainable improvement of education quality in the region. SMA Negeri 1 Sajingan is located in Sambas Regency, West Kalimantan. As a school strategically located near the border, SMA Negeri 1 Sajingan has its own unique challenges in addressing educational issues. Border areas often face various obstacles such as limited access to resources, cultural differences, and the diverse needs of students. In this context, the development of quality teaching modules will be the key to providing relevant and meaningful education to students.

Through the workshop on developing teaching modules for the Merdeka Curriculum, teachers at SMA Negeri 1 Sajingan will be given the opportunity to deepen their understanding of the concepts and implementation of the new curriculum. Teachers will be guided to comprehend the principles of the Merdeka Curriculum in teaching modules that emphasize student-centered learning, collaboration among teachers, and active student involvement in the learning process. This will enable teachers to develop teaching modules that not only rely on theoretical knowledge but also take into account the local context and the needs of students in the border area.

Moreover, through this workshop, teachers at SMA Negeri 1 Sajingan will receive training on innovative and effective techniques for developing teaching modules. Teachers will learn various teaching approaches that can enrich students' learning experiences, such as project-based learning, integrated cross-disciplinary learning, and the use of technology in education (Ramadhan et al., 2022). This will help teachers produce engaging, relevant teaching modules that motivate students to learn better. Additionally, the workshop will serve as a platform for exchanging experiences and best practices among teachers at SMA Negeri 1 Sajingan. Teachers can share strategies for overcoming specific challenges faced in developing teaching modules in the border area and build strong collaboration networks to support the sustainable improvement of education quality.

With the support provided through the workshop on developing teaching modules for the Merdeka Curriculum at SMA Negeri 1 Sajingan, it is expected that teachers will be better prepared and capable of handling the dynamics of education in the border region. This will have a positive impact not only on the quality of education at the school but also on the social, economic, and cultural development of the surrounding area. As an educational institution that plays a crucial role in shaping future generations, SMA Negeri 1 Sajingan has the responsibility to continuously innovate and adapt, ensuring that it provides quality and relevant education for students in the Indonesia-Malaysia border region.

SMA Negeri 1 Sajingan operates within an educational context that is constantly evolving in line with technological advancements and the demands of modern times. As an educational institution committed to providing quality education, the school has adopted the Merdeka Curriculum as the foundation for its curriculum development. In the Merdeka Curriculum, the learning approach is more oriented toward experiences and learning that are relevant to the needs of students in the contemporary era. One of the key efforts to support the implementation of the Merdeka Curriculum is the use and development of teaching modules that align with the characteristics of the students and their learning needs. Several factors make the use of teaching modules at SMA Negeri 1 Sajingan highly relevant within the context of the Merdeka Curriculum, as it provides flexibility in learning. By strengthening the process of developing teaching modules, teachers will be better equipped to design them effectively. This allows students to be more actively involved in learning, develop critical thinking skills, and foster creativity and innovation. However, developing effective teaching modules is not easy and requires special attention. Therefore, the workshop on strengthening teaching modules is of great importance in the context of SMA Negeri 1 Sajingan.

Additionally, it is crucial to note that the sustainability of the workshop on strengthening teaching modules must also be considered. The process of developing teaching modules is an ongoing effort and requires long-term commitment from all stakeholders. Therefore, SMA Negeri 1 Sajingan needs to ensure that mechanisms are in place to support the continuation of the workshop and the implementation of its outcomes in daily learning activities.

Identifying the challenges faced by teachers in developing and implementing teaching modules for the Merdeka Curriculum at SMA Negeri 1 Sajingan is essential, especially since the school is located near the Indonesia-Malaysia border. The border region is prone to various issues and challenges in developing and implementing the teaching modules for the Merdeka Curriculum. One of the main challenges is the limited access to adequate educational resources. Border areas often have limited infrastructure, including access to textbooks, learning materials, and supporting technology. This can make it difficult for teachers to design diverse and engaging teaching modules for students, as well as limit their ability to utilize high-quality learning resources.

Moreover, the diversity of students in the border area also presents challenges for teachers in developing teaching modules. Students at SMA Negeri 1 Sajingan may come from diverse cultural, linguistic, and skill-level backgrounds. Designing teaching modules that address the needs and characteristics of all students becomes a unique challenge for teachers. They need to ensure that the modules they create can accommodate this diversity and provide an inclusive learning experience for all students.

According to (Ramadhan, 2023), education and culture work together for progress. Teachers must ensure that the teaching modules they create are tailored to the needs of students to facilitate learning. In doing so, optimal understanding can be achieved, supporting the synergy between education and culture in advancing progress. Additionally, another challenge is the lack of sufficient training and understanding of the concepts and implementation of the Merdeka Curriculum (Ramadhan, Imran, et al., 2024). The lack of training and understanding of the Merdeka Curriculum can hinder the progress of education as a center for research and innovation, affecting the potential for advancement in various sectors, as emphasized

(Ramadhan, 2024).

Although the concept of the Merdeka Curriculum has been introduced, not all teachers may have a deep understanding of the principles and learning strategies that align with this approach (Ramadhan, Wijaya, et al., 2024). Therefore, the workshop held at SMA Negeri 1 Sajingan, aimed at strengthening teaching modules for the Merdeka Curriculum, is of great importance. The workshop can provide the necessary training, guidance, and support to help teachers overcome the challenges in developing and implementing teaching modules that align with the new curriculum. By addressing these challenges through appropriate workshops, teachers at SMA Negeri 1 Sajingan can become more prepared and capable of developing high-quality teaching modules that are relevant to the needs of students. This will contribute to improving the quality of education in the Indonesia-Malaysia border region, as well as help prepare students to face global challenges in the future.

The workshop implementation team plays a crucial role in the workshop on strengthening teaching modules for the Merdeka Curriculum at SMA Negeri 1 Sajingan, located near the border. The workshop implementation team will bring the experience, knowledge, and skills necessary to guide teachers in designing teaching modules that align with the principles of the Merdeka Curriculum. Providing guidance on concepts, strategies, and effective learning approaches, as well as encouraging collaboration among professionals, will help enhance the quality of education in the border region, particularly at SMA Negeri 1 Sajingan.

## **IMPLEMENTATION METHOD**

The workshop on strengthening the development of instructional modules aligned with the Merdeka Curriculum at SMA Negeri 1 Sajingan, aimed at enhancing the professionalism and capabilities of teachers in crafting quality instructional materials, was conducted over a single day in July 2024. The resource persons for this workshop included the Sociology Education Faculty team from FKIP Untan, with Mr. Tri Wijaya, M.Pd, serving as the primary speaker on the development of instructional materials for the Merdeka Curriculum, supported by several students.

The problem-solving framework for this activity involved training through a workshop designed to reinforce the development of Merdeka Curriculum instructional modules for the teachers at SMA Negeri 1 Sajingan. The methods used included delivering materials, conducting Q&A sessions, having teachers create instructional modules as proof of participation in the workshop, and facilitating presentations of these modules by teacher representatives. Throughout the workshop, a hands-on, participatory approach was the primary method employed.

The problem-solving process began with an explanation of the implementation and development of Merdeka Curriculum instructional modules. This was followed by Q&A sessions and practical module development exercises, concluding with presentations of the instructional modules created by the participants.

The workshop involved a range of participants and resource persons, focusing primarily on the teachers at SMA Negeri 1 Sajingan in Sambas Regency. The workshop was conducted using a strategy that incorporated lectures, practical exercises, and active participation.

Following a brief explanation on strengthening and developing instructional modules, the workshop emphasized full participant engagement throughout the entire process. The workshop team closely monitored and provided support to the teachers as they collaborated in group discussions, ensuring that each teacher could contribute effectively to the development of high-quality instructional modules.

## RESULTS AND DISCUSSION

The Community Service Activity (PKM) was conducted by the Sociology Education Faculty Team from FKIP Universitas Tanjungpura. The PKM activity was themed "Strengthening the Development of Instructional Modules in the Implementation of the Merdeka Curriculum." The PKM took place on July 16, 2024, at SMA Negeri 1 Sajingan. A total of 20 teachers from various subjects attended this event.



**Figure 1. Documentation with PKM participants**  
Source Documentation

This PKM activity was opened by Mr. Dr. Imran, M.Kes, and lasted for one day with the aim of strengthening the participants' knowledge—specifically the teachers—about instructional modules in the Merdeka Curriculum. This is the first year that SMA Negeri 1 Sajingan has implemented the Merdeka Curriculum, with the program led by Mr. Iwan Ramadhan, M.Pd.

In another speech, the principal of SMA Negeri 1 Sajingan, Mr. Sudirja, S.Pd, expressed his strong support for this activity, noting that schools in border areas like theirs greatly benefit from additional knowledge, especially concerning the Merdeka Curriculum, as there is still a lack of familiarity with the components of this curriculum.



**Figure 2. Documentation of the Remarks by the Head of the PKM Program and the Principal of SMA Negeri 1 Sajingan**  
Source Documentation

The presentation was delivered by Mr. Tri Wijaya, M.Pd. As the speaker, he first provided insights and conducted an ice-breaking session with the participants, followed by a discussion on instructional modules and their differences from Lesson Plans (RPP). During the PKM session, the teachers of SMA Negeri 1 Sajingan attentively listened to the material presented by Mr. Tri Wijaya, M.Pd. Some of the topics covered included an introduction to Learning Outcomes (CP), the formulation of Learning Objectives Flow (ATP), the creation of differentiated instructional modules, and the assessment and Criteria for Achieving Learning Objectives (KKTP) in the Merdeka Curriculum.



**Figure 3. Material Presentation by the Speaker**  
Source Documentation

After the presentation of the material, participants were asked to understand the content that had been delivered so they could absorb the knowledge shared by the speaker.



## Konsep Alur Tujuan Pembelajaran



**Figure 4. Learning Objectives Flow**  
Source Documentation

In this session, the speaker provided participants with an understanding of how to determine the learning objectives flow and align it with the learning outcomes.

<b>KOMPONEN MODUL AJAR</b>		
Informasi Umum	Komponen Inti	Lampiran
<ul style="list-style-type: none"> <li>• Identitas penulis modul</li> <li>• Kompetensi awal</li> <li>• Profil pelajar Pancasila</li> <li>• Sarana dan prasarana</li> <li>• target peserta didik</li> <li>• Model pembelajaran yang digunakan</li> </ul>	<ul style="list-style-type: none"> <li>• Tujuan pembelajaran</li> <li>• Asesmen</li> <li>• Pemahaman bermakna</li> <li>• Pertanyaan pemantik</li> <li>• Kegiatan pembelajaran</li> <li>• Refleksi peserta didik dan pendidik</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar kerja peserta didik</li> <li>• Pengayaan dan remedial</li> <li>• Bahan bacaan pendidik dan peserta didik</li> <li>• Glosarium</li> <li>• Daftar pustaka</li> </ul>

**Figure 5. Components of an Instructional Module**  
Source Documentation

At this stage, participants were provided with information about the content of the instructional modules they would be creating, enabling them to advance to the next step in module development. During this process, participants, primarily teachers, began crafting a basic instructional module. They received a sample module to use as a reference for hands-on practice in module creation, following the speaker's guidance. The instructional module is divided into three main sections: General Information, which covers the author's identity, initial competencies, the Pancasila student profile, facilities and infrastructure, the target students, and the teaching model used; Core Components, which include six elements—learning objectives, assessment, meaningful understanding, essential questions, learning activities, and reflections from both students and teachers; and Attachments, which consist of student worksheets for enrichment and remediation, reading materials for both teachers and students, a glossary, and a bibliography.





**Figure 6. Practice in Creating Instructional Modules**  
Source Documentation

At this stage, participants were instructed to create the instructional module. Due to time constraints, the PKM team only required the completion of the General Information and Core Components sections. The remaining parts were to be completed and submitted through a Google Form link. The final session of the PKM activity was the presentation of a plaque of appreciation to the school, represented by the principal of SMA Negeri 1 Sajingan, and presented by the leader of the PKM team, Iwan Ramadhan, M.Pd.

MODUL AJAR SOSIOLOGI	
INFORMASI UMUM	
<b>Sekolah</b>	: SMA Negeri 1 Sajingan
<b>Nama Penyusun</b>	: Aan Asiran, S.Pd
<b>Mata Pelajaran</b>	: Sosiologi
<b>Kelas / Semester</b>	: X / Ganjil
<b>Fase</b>	:
<b>Alokasi Waktu</b>	: 2 JP X 45 Menit
<b>Kompetensi Awal</b>	Peserta didik dapat menjelaskan makna, ciri, syarat, dan tipe interaksi sosial.
<b>Profil Pelajar Pancasila</b>	Kreatif dan Berkebinekaan Global.
<b>Sarana dan Prasarana</b>	Media Pembelajaran : Video inspiratif, Gambar faktor pendorong interaksi sosial Alat Pembelajaran : LCD Proyektor, Laptop, Speaker, Whiteboard, dan Spidol.
<b>Target Peserta Didik</b>	Peserta didik dengan kecepatan belajar tinggi : 10 anak, Peserta didik umum : 19 anak, Peserta didik dengan kecepatan belajar rendah : 7 anak, Gaya belajar audio visual : 85%, dan Gaya belajar kinestetik : 15%.
<b>Model Pembelajaran</b>	Discovery Learning

**Figure 7. Example of an Instructional Module Created by Participants**  
Source Documentation



**Figure 8. Presentation of the Plaque of Appreciation to the School Principal**  
Source Documentation

## CONCLUSION

The PKM activity titled "Workshop on Strengthening Instructional Modules at SMA Negeri 1 Sajingan" has been successfully conducted. For the team, the event was valuable and provided a positive experience for expanding their knowledge, while for the participants, the teachers, it offered reinforcement in the preparation of instructional modules to better understand and delve into the Merdeka Curriculum. The outcome of this activity was a basic instructional module created by the participants. The workshop on Merdeka Curriculum materials should be conducted with various themes to ensure integration with the implementation of the Merdeka Curriculum, considering that schools in border areas are still in the early stages of applying this curriculum.

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