

## Technical Guidance for Preparing Merdeka Curriculum-Based Teaching Modules for Middle School Dance Subjects in Serang City

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### Abstract

*The purpose of this community service activity is to enhance teachers' ability to create Teaching Modules as a replacement for the Lesson Plans that have been commonly used in the previous curriculum. The Merdeka Curriculum needs to be understood by teachers in relation to the formulation of Learning Objectives, Learning Objective Pathways, teaching materials, teaching methods, and assessment of the learning process and outcomes. The systematic preparation of teaching modules as a substitute for Learning Plans has not yet been mastered by teachers, resulting in the available Merdeka Mengajar Platform (PMM) being less comprehensive in providing an overview of Learning Planning. Based on the aforementioned issues, this technical guidance activity involves mentoring the dance teacher learning community in Serang City to develop teaching modules in accordance with Phase D as specified in the Merdeka Curriculum. The activities begin with the analysis and mapping of Learning Outcomes in Phase D, setting learning objectives and their progression, and finally compiling ready-to-use teaching modules, which can serve as a reference for other dance teachers in Indonesia.*

**Keywords:** technical guidance, teaching modules, learning community, MGMP Dance Arts, Merdeka curriculum

### INTRODUCTION

The implementation of the Merdeka curriculum encourages teachers to improve their abilities independently in terms of learning outcomes outlined in the learning phases. This encouragement is what teachers form learning communities to understand the Merdeka curriculum. Learning communities are non-formal spaces that can be used to obtain additional learning. A learning community is an association where members have the same learning goals and interact with each other to realize these learning goals. Teachers who are members of the community Learning has the same goal, where every member participates in every learning process in it. Each individual can learn faster and have a good learning attitude in a participatory [1].

Apart from that, learning communities function as a place where students are involved in active and collaborative learning activities. In the academic field, learning communities can also be a place for students to develop themselves. Therefore, the learning community is tasked with facilitating its members who may lack the skills or confidence to learn independently by giving them responsibility. The Serang City Dance Arts MGMP learning community is a forum for teachers to explore and improve the skills they must have to understand and apply the Merdeka curriculum. The

difficulties and obstacles for teachers in implementing the Merdeka curriculum are in the preparation of teaching modules as a substitute for RPPs which teachers usually use as a guide or direction in implementing learning.

The teaching module is a document containing learning objectives, steps and media, as well as assessments required in one unit/topic based on the Learning Objectives Flow (ATP). The teaching module is Merdeka curriculum body which replaces learning plans. The Teaching Module components consist of: 1) Learning objectives, 2) Assessment plans at the beginning and end of learning, 3) Learning steps, and 4) Learning media.

Here are the steps in compiling the teaching module:

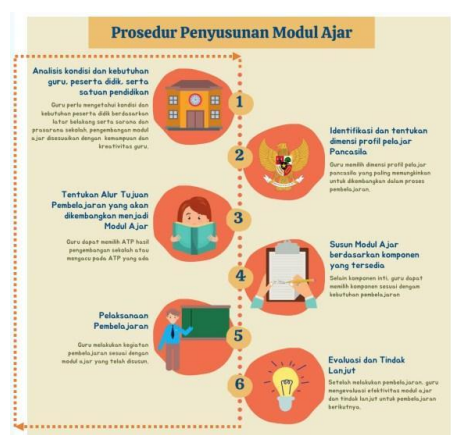
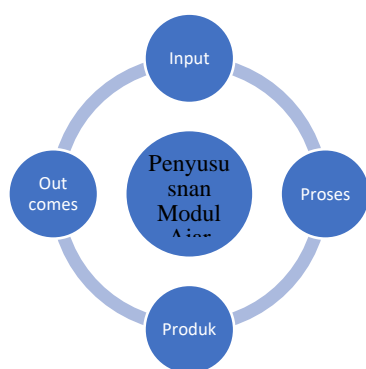


Figure 1: Stages of Preparing Teaching Modules  
(Source: [Principles and Procedures for Developing Teaching Modules – Merdeka Teaching Collaboration Space](#))

## IMPLEMENTATION METHOD

The method used in this technical guidance activity goes through stages: 1) Input: assessing the understanding of the MGMP Dance Arts learning community in understanding the Merdeka curriculum and compiling Phase D Teaching Modules, 2) Process: providing guidance from resource persons and writing teaching modules, 3) Products: the teaching modules that have been prepared are presented between groups and revised according to input, 4) Outcomes: compile the results of preparing the Teaching Modules in book form and upload them to the Merdeka Mengajar (PMM) Platform provided by the ministry.

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• Figure 2. Scheme of BIMTEK model steps

The method of implementing activities is carried out with several stages of assistance, namely:

No	Level	Activity	Output
1.	Analysis of teacher, student and school needs. Identify the dimensions of the Pancasila student profile that will be developed	<ul style="list-style-type: none"> <li>Dissecting the Phase D Merdeka curriculum for junior high schools</li> <li>Teacher community discussions with resource persons</li> </ul>	Generate learning objectives and identify materials based on phase D
2.	Determine the flow of learning objectives	<ul style="list-style-type: none"> <li>Discussion of the Serang City Dance Arts MGMP learning community with resource persons to determine TP and ATP</li> <li>Make some ATP</li> </ul>	<ul style="list-style-type: none"> <li>Generate Learning Objectives based on phase D</li> <li>Produces ATP based on phase D</li> </ul>
3.	Compiling teaching modules	<ul style="list-style-type: none"> <li>Discussion of the framework and systematics of teaching modules</li> <li>Create a teaching module framework</li> <li>Write teaching modules according to TP and ATP</li> </ul>	Produced several teaching modules based on TP and ATP
4.	Review teaching modules	The resource person reviewed the teaching modules created by the MGMP Dance Arts learning community	Produce teaching modules that have been reviewed
5.	Evaluation and follow-up on learning implementation	Uploading revised teaching modules to the Merdeka Belajar Platform (PMM)	Teaching modules that are ready to be uploaded to PMM and ready to use
6.	Reporting	Compilation of teaching modules	Publishing teaching modules in book form

Table 1. Stages of Implementation of Mentoring

The mentoring participants consisted of a learning community of junior high school arts and culture teachers, especially dance in the city of Serang, totaling 15 teachers. Determining the location for mentoring is based on data from driving teachers who have not yet optimally provided guidance to schools, due to the large number of schools and the lack of driving teachers.

The success criteria, apart from being measured using a self-reflection questionnaire given after mentoring, are also teaching module products which are compiled into a Teaching Module book that is ready to be used. The instrument for understanding the teaching module is divided into 3 indicators of the success of implementing mentoring, namely: 1) Understanding the Merdeka curriculum, 2) Understanding learning outcomes, 3) Understanding the preparation of learning objectives, 4) Understanding creating the flow of learning objectives, and 5) Material development.

## RESULTS AND DISCUSSION

In essence, the transformation of education through the policy of having an Merdeka learning curriculum is one of the latest innovations to bring in superior human resources who have the Pancasila Student Profile and an Merdeka learning curriculum aimed at all primary, secondary and senior education units. On the basis of this latest change, the Minister of Education has high hopes for learning that does not only focus on students in the classroom but explores outside the classroom, this will make learning more fun, enjoyable and not teacher-centered. A learning system like this will form a character who is confident, independent, intelligent in socializing, and able to compete.

Renewal occurs in most schools in Indonesia which upgrade the learning system, namely the Merdeka curriculum which has been socialized evenly. One of the important tools for the successful implementation of learning in schools in the Merdeka curriculum is teaching modules. Teaching modules are a new language for RPP, but there are significant differences in

the content of teaching modules and RPP. Some schools have prepared an Educational Unit Operational Curriculum (KOSP) before the first lesson begins, the points prepared include learning objectives and learning objective flow (ATP). The aim of developing teaching modules according to learning and assessment guidelines is to enrich learning tools that can guide teachers to carry out learning in closed and open classes. In this case, the Merdeka curriculum gives teachers the freedom to enrich modules in two ways, namely teachers can choose or modify teaching modules that have been prepared by the government and adapted to students' characters and arrange modules individually according to the material and students' characters. Before developing a teaching module, the teacher knows the strategy for developing the teaching module and must fulfill two minimum requirements, namely meeting existing criteria and learning activities in the teaching module in accordance with the principles of learning and assessment [2].

**Basic Concepts of Teaching Modules**  
Nowadays, teaching modules are often discussed by teachers in schools at all levels, both elementary, middle and high levels. Basically, teaching modules are learning materials that are prepared extensively and systematically with reference to learning principles that teachers apply to students [3]. Systematic can be interpreted sequentially starting from the opening, content of the material, and closing so that it makes it easier for students to learn and makes it easier for teachers to convey the material. Apart from that, teaching modules are unique and specific, which means they are aimed at specific targets in the learning process in accordance with the objectives. Meanwhile, specific can mean that the teaching module is designed optimally to achieve success indicators. Teaching modules are very important in the learning process for teachers and students. In fact, teachers will have difficulty upgrading their teaching effectiveness if they are not paired with complete teaching modules. This applies to students, because what the teacher conveys is not systematic. It is possible that the delivery of material is not in accordance with the curriculum that should be implemented, therefore teaching

modules are the main medium for improving the quality of learning which plays a good role for teachers, students and the learning process. Merdeka Belajar Curriculum Basically, the curriculum structure is the most important part of the curriculum itself. Because in order to be able to analyze needs and implement the curriculum in accordance with field realities. The Merdeka curriculum prioritizes character development through learning content and Pancasila student profiles. The characters that are formed are the important points in Pancasila, having noble character, being devout, independent, thinking, critical, able to work together, and creative.

The criteria for Merdeka curriculum teaching modules are as follows; (1) Essential, namely that each subject is conceptualized through learning experiences and cross-disciplinary knowledge, (2) Interesting, meaningful and challenging, namely that teachers can foster interest in students and include students actively in learning, related to the cognitive and experience they have so that it is not too complex and not too easy for their age, (3) Relevant and contextual, namely related to the cognitive elements and experiences they have previously had and according to the conditions of the time and place where students are, and (4) Sustainable, namely that learning activities must be related to the student's learning phase (phase). A, B phase, C phase, D phase, E phase, and F phase).



Figure 2. Teacher Activities in Preparing Teaching Modules per group

The teaching module criteria that have been explained previously need to be used as a reference when compiling teaching modules. After establishing the principles of the criteria above, teachers must create teaching modules according to the components determined based on needs. However, globally the teaching module has the following components: a) General information component; b) Core components; c) Attachments. The general information component includes several points, namely: 1) Identity of the module author, institution of origin, and year the teaching module was created, school level, class, time allocation; 2) Initial competency, namely the form of statement sentences regarding the knowledge and skills that students must achieve before studying the material; 3) Pancasila Student Profile. This point is the difference between the previous curriculum and the Merdeka curriculum. The Pancasila Student Profile is the final goal of a learning process related to the formation of student character. Teachers can design Pancasila student profiles in content or learning methods, Pancasila student profiles are used according to student needs in the learning process. Several pillars of the Pancasila student profile are interrelated in all subjects and are clearly visible in learning materials/content, pedagogy, project activities and assessments. Each teaching module includes one or several predetermined points of the Pancasila student profile dimensions; 4) Facilities and Infrastructure, facilities and infrastructure are the facilities and media needed by teachers and students to support the learning process in the classroom. One of the tools that can be utilized and is really needed by teachers and students is technology. Technology can be utilized for more meaningful learning; 5) Student targets, student targets can be seen from student psychology before starting learning. Teachers can create teaching modules according to student categories and can facilitate them so that the learning process runs well.

The learning model is an important concern, especially in the 5 syntaxes contained in the core components of the teaching module including learning objectives, assessment, meaningful understanding, trigger questions, learning activities, and student and teacher



reflection: 1) Learning Objectives which must reflect important points in learning and can be tested by various types of assessments as a form of student understanding. Learning objectives consist of a flow of learning achievement content and a flow of learning objectives. This is done to determine learning activities, resources to be used, suitability of various students, and assessment techniques to be used. The forms of learning objectives also vary, starting from the cognitive field which includes facts and information, procedural, conceptual understanding, the art of critical thinking and reasoning skills, and communication steps; 2) Meaningful understanding to describe the learning process is not just memorizing concepts or phenomena, but activities need to be implemented to connect these concepts to form a good understanding so that the concepts that have been designed by the teacher can shape student behavior; 3) Sparking Questions Teachers can ask students questions that are outlined in the teaching module learning plan to arouse speaking intelligence, curiosity, start discussions between friends or teachers, and start observations. Focus on making questions in the form of open questions, such as; what, how, why; 4) Learning Activities, this activity contains learning scenarios in the classroom or outside the classroom. This activity has a systematic sequence that can be included with learning options or alternative learning according to students' learning needs, but remains within the planned time duration corridor. The learning activity stages are introductory, core and closing based on active learning methods; 5) Assessment as it is known that the Merdeka Belajar curriculum designs assessments into three categories, namely diagnostic assessment, formative assessment and summative assessment. This is to measure learning achievements at the end of learning activities. A diagnostic assessment must be carried out before learning by categorizing the student's condition from a psychological and cognitive perspective. Formative assessments are carried out during the learning process. Meanwhile, summative assessments are carried out at the end of the learning process.

Teachers can be creative in conducting assessments on students. Likewise remedial and enrichment, these two learning activities can be given to students with high achievements and students who need guidance to understand the material. Teachers can pay attention to the differentiation of worksheets for students who receive enrichment and students who receive remedial. In the final stage, there are attachments which include student worksheets, enrichment and remedial materials, teacher and student reading materials, glossary and bibliography. Some of the components above do not need to be included in all teaching modules and are returned to the educational unit which has the freedom to design and develop modules according to the conditions of the learning environment and student needs.

**Steps to Develop Teaching Modules for the Merdeka Curriculum** There are steps to develop teaching modules for the Merdeka curriculum, below there are 10 steps, including: 1) Conduct an analysis of students, teachers and educational units regarding their conditions and needs. At this stage the teacher can identify problems that arise in learning, the teacher can analyze the conditions and needs of students in learning so that the teaching module is designed to be accurate with the problems that exist in learning; 2) Conduct diagnostic assessments on students regarding conditions and needs in learning. At this stage the teacher identifies students' readiness before learning. Teachers carry out this assessment specifically to identify students' competencies, strengths and weaknesses; 3) Identify and determine the Pancasila student profile entity that will be achieved. At this stage the teacher can identify student needs and refer to character education. The Pancasila student profile can essentially be achieved with a project, therefore teachers must be able to design the time allocation and dimensions of the Pancasila student profile program; 4) Develop teaching modules that originate from the flow of learning objectives, this flow is based on learning outcomes. The essence of this stage is developing material, the same as developing material in the Learning Implementation Plan (RPP); 5) Designing types, techniques and assessment instruments. At this

stage the teacher can determine the instruments that can be used for assessment which refer to three national assessment instruments, namely minimum competency assessment, character survey, and learning environment survey; 6) Teaching modules are arranged based on planned components; 7) Teachers can determine several components that are essential to suit learning needs. Several existing components can be used according to student needs in learning; 8) Essential components can be elaborated in learning activities; 9) After the previous stages have been implemented, the module is ready to use; 10) Module evaluation.

In the input stage mentoring activities were carried out by giving questionnaires to Arts and Culture teachers, especially Dance Arts in Serang City, to find out their understanding of how to make teaching modules. From the results of the teacher's reflection, the percentage mapping of the abilities of dance teachers who took part in BIMTEK was obtained as follows:



Figure 3: Mapping results of teacher abilities in preparing teaching modules

Based on the input mapping, data were obtained: 1) Understanding of the Merdeka curriculum (33%); 2) Understanding CP (18%); 3) Understanding TP (16%); 4) Understanding ATP, (17%); and 5) Material development (16%). Thus, it can be concluded that the partner's problems are: 1) Teacher limitations in understanding the Merdeka curriculum phase D, to create a flow of learning objectives; 2) Limited understanding of teachers in preparing teaching modules, because teachers are used to preparing lesson plans rather than teaching modules; 3)

Limited ability of teachers to elaborate dance material into teaching modules.

The next stage of the mentoring process is by using the following steps: (1) Carrying out CP Phase D analysis, and dividing it into classes 7, 8, 9; (2) Determining competencies in accordance with CP; (3) Create learning objectives; (4) Creating a flow of learning objectives; (5) Prepare teaching materials equipped with trigger questions, process assessments and learning outcomes.

At the product stage, training participants present the teaching modules that have been prepared and to perfect them, discussions are held between groups. As a result of the discussion, the teaching modules were revised to produce a compilation of phase D teaching modules which were recorded. The following is a compilation book of teaching modules as activity products.



Figure 4. Book from Compilation of Teaching Modules

At the outcomes stage, an assessment is carried out in the form of self-reflection and the following data is obtained:

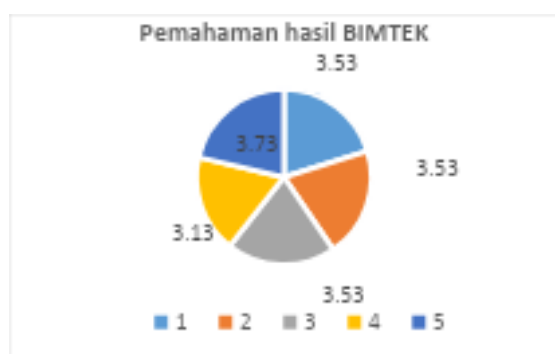


Figure 5: Results of teacher understanding in preparing teaching modules after attending BIMTEK

Based on these results, understanding scores were obtained: 1) Understanding the Merdeka curriculum (score 3.53); 2) Understanding CP (3.53); 3) Understanding TP (3.53); 4) Understanding ATP; (3.13); and 5) Material development (3.73). These results show an increase in teacher understanding in compiling phase D teaching modules for Arts and Culture teachers, especially Dance Arts in Serang City.

## CONCLUSION

The technical guidance that has been carried out in community service activities has resulted in a compilation of teaching modules that can be used as a reference for teachers in using them and uploading them into PMM. However, this teaching module is not the main source, but can be used as a reference and stimulus in developing teaching modules.

Understanding the preparation of teaching modules can begin with: 1) Mapping Learning Outcomes; 2) Preparation of Learning Objectives (TP) according to the results of mapping learning outcomes; 3) Determine the ATP so that it is in accordance with the Learning Objectives (TP), and the last thing is to prepare teaching materials, trigger questions, process and final assessments, complete with a rubric. These stages can help and make it easier for teachers to compile teaching modules.

The results of the preparation of the teaching modules are then evaluated together with the learning community team of arts and culture teachers, especially dance, so that there are no misconceptions in applying the teaching modules to learning. The revised teaching

module is then printed in a format and can be used by teachers as inspiration and reference in implementing the Merdeka curriculum in Phase D, grades 7, 8 and 9.

## ACKNOWLEDGEMEN

Thank you for the financial support given to:

1. Institute for Research and Community Service, Jakarta State University, so that this activity can be carried out smoothly and produce teaching modules that teachers can use as a reference or stimulus.
2. The Faculty of Languages and Arts has provided support in carrying out this activity, especially in opening collaborative networks.
3. The Dance Education Study Program has given the trust to carry out collaboration with the learning community of arts and culture teachers in the city of Serang.
4. Head of the Serang city department who has helped in activating arts and culture teachers in the city of Serang.

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