

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reveals findings and discussion related to the results of the analysis results about the designing and describes the problems teachers faces in implementing the Merdeka Curriculum in Teaching Module by 10th grade made by English Teachers at SMKN 4 Banjarmasin. In addition, the findings in this study are discussed based on the results of the document analysis.

A. Findings

Teaching module designed by English teacher based on the Merdeka curriculum. In the Merdeka curriculum. In Merdeka curriculum there are three point, namely; in general information there are identity of the teaching module, initial competence, Pancasila student profile, target learner, the learning model used, facilities and infrastructure. In the core component there are learning objectives, meaningful understanding, trigger question, teaching preparation, learning activities and assessment. In addition, in the appendices there are teacher and students reading material, students worksheets, a glossary and bibliography.

According to the English teachers, they made lesson plans based on learning guides and Merdeka curriculum assessments that they got from training and researching. The researcher obtained the teaching module document data designed by English teacher at SMKN 4 Banjarmasin and analyzed by using checklist made by the researcher.

Table 4.1 The component of teaching modules analysis

No	Components	Aspect Analyzed	M1	M2	M3	M4	M5	M6
1.	General information	Identity of the lesson plan						
		a. Compiler's name	✓	✓	✓	✓	✓	✓
		b. Institution	✓	✓	✓	✓	✓	✓
		c. Year of compilation	-	-	-	-	-	-
		d. Numbers of students	✓	✓	✓	✓	✓	✓
		e. Majoring	✓	✓	✓	✓	✓	✓
		f. Class	✓	✓	✓	✓	✓	✓
		g. Phase	✓	✓	✓	✓	✓	✓
		h. Element	✓	✓	✓	✓	✓	✓
		i. Learning outcomes	✓	✓	✓	✓	✓	✓
		j. Time Allocation	✓	✓	✓	✓	✓	✓
		Initial competence	-	-	-	-	-	-
		Pancasila students profile						
		a. Have faith, be devoted to God Almighty, and have noble character	-	-	-	-	-	-
		b. Global Bhineka	-	-	-	✓	✓	✓
		c. Mutual Cooperative	✓	✓	✓	✓	✓	✓
		d. Independent	✓	✓	✓	✓	✓	✓
		e. Creative	✓	✓	✓	-	-	-
		f. Critical reasoning	✓	✓	✓	-	-	-
		Facilities and infrastructure	✓	✓	✓	✓	✓	✓

		Target learners						
		a. Regular/ general students	✓	✓	✓	✓	✓	✓
		b. Student with learning difficulties	✓	✓	✓	✓	✓	✓
		c. Students with high achievement	✓	✓	✓	✓	✓	✓
		The learning model used	✓	✓	✓	✓	✓	✓
2.	Core component	Learning objectives	✓	✓	✓	✓	✓	✓
		Meaningful understanding	✓	✓	✓	✓	✓	✓
		Trigger questions	✓	✓	✓	✓	✓	✓
		Teaching preparation	✓	✓	✓	✓	✓	✓
		Learning activities						
		a. Pre activity						
		1) Introduction	✓	✓	✓	✓	✓	✓
		2) Ice Breaking	✓	✓	✓	✓	✓	✓
		b. Main activity						
		1) Project based learning	-	-	✓	-	-	✓
		2) ESP-based learning	-	-	-	-	-	-
		c. Closing Activity						
		1) Reviewing	✓	✓	✓	✓	✓	✓
		2) Evaluating	✓	✓	✓	✓	✓	✓
		Assessment						
		1) Assessment awal	✓	✓	✓	✓	✓	✓
		2) Assessment formatif	✓	✓	✓	✓	✓	✓

		3) Assessment sumulatif						
		Enrichment and remedial	✓	✓	✓	✓	✓	✓
		Students and teacher reflections	✓	✓	✓	✓	✓	✓
3.	Appendices	Teachers and student reading materials						
		a. Teaching materials	✓	✓	✓	✓	✓	✓
		b. Teaching Media	✓	✓	✓	✓	✓	✓
		Student worksheets						
		a. Practice questions	✓	✓	✓	✓	✓	✓
		b. Assessment rubric	✓	✓	✓	-	-	-
		A glossary	✓	✓	✓	✓	✓	✓
		Bibliography	✓	✓	✓	✓	✓	✓
		Signature						
		Signature from the principal	-	-	-	-	-	-
		Signature from teacher	-	-	-	-	-	-

Based on table 4.1 above, it can be seen the results of the suitability of the assessment of the teaching module component in accordance with the Merdeka curriculum. Based on the results of the analysis, the third component of learning is in accordance with the rules in the 2022 independent curriculum is quite appropriate. The description of the suitability of each component is explained as follows;

a. School identity

Based on the results of the component analysis of the two teaching modules with three meetings in each teaching module, it is good and correct. Based on the Ministry of Education and Technology 2022 said that in writing school identity consists of compiler's name, institution, year of compilation, numbers of students, majoring, class, phase, element and time allocation. According to the Ministry of Education, teachers can develop or reduce some components that are not necessary to include.

In this section, it was found that the teacher had listed the school identity properly and correctly, but in the academic year section the teacher did not list. Then in the times allocation section in this teaching module, which is 90 minutes in each meeting which is separated from six meetings. This shows that the use of time allocation in this teaching module is per semester.

b. Pancasila student profile

From the results of the analysis of the teaching component module including the profile of Pancasila students, the teacher lists four elements that the teacher thinks are suitable in learning the material to be taught. Teachers register cooperative, independent, creative and critical reasoning in the first teaching module or recount text teaching module. For the second teaching module or report text contains four points such as global diversity, mutual cooperative and independent.

c. Target learners

The results of the analysis stated that in the two teaching modules which contained three meetings in each teaching module there were three target students,

namely general student, student with learning difficulties and Students with high achievement. This shows that the teacher generalizes all his students in learning the material to be taught.

d. Learning activity

The results of the module teaching component analysis show that learning activities consist of pre-activity, core activity and closing activity. From the six meetings in the teaching module, it shows coherent and planned learning. It can be seen from the learning method, namely discovering learning, which is a learning model suggested by the Ministry of Education and Technology 2022. However, teachers do not list ESP (English Specific Purpose) in the sixth learning. As mandated by the Ministry of Education and Technology 2022, vocational schools must include ESP in English learning according to the available majors. For the project at the end of the chapter, it is in accordance with the workings of the Ministry of Education and Technology 2022 Namely the presentation of the project at the end of the material based on the Pancasila Student Profile. As is known, this teaching module is intended for gastronomy, which means that learning must be related to these skills.

In the aspect of the project carried out at the end of the chapter in this teaching module, it has been carried out quite well. Teachers always provide projects related to Pancasila student profiles listed in general information. In this text recount teaching module, the teacher gives a project in the form of making an essay about "unforgettable experience." And in the second teaching module, which is about report text, the teacher gives a project in the form of a group project and the teacher

gives assignments and students are asked to discuss and also analyze and present the results of the discussion.

e. Assessment

From the results of the analysis, it can be seen that the teacher does not include the assessment in detail, but the teacher puts the assessment implicitly. This makes teaching modules difficult to identify, teachers must read sequentially until they can find the location of the assessment in the teaching modules.

f. Appendix

Learning media used, including, for example, reading materials used, activity sheets, videos, or website links that students need to learn. From the results of the analysis of the two teaching modules, it lists completely about the components in the appendix. In this appendix, teachers can indicate that the use of media or giving questions for each student or if the school has children with special needs, Teachers can provide different learning and assessments.

g. Module format/framework

In this section the teachers do not include the cover page, francis page, preface, table of contents, and module position map. For the introduction, the teacher does not include a description. In the learning and evaluation section, teachers have completed according to needs. This shows that teachers make teaching modules separately not in the form of one semester or one year. This allows teachers to have difficulty in knowing the learning that has been or will be taught.

h. Component Completeness

This component includes trigger questions, facilities and infrastructure, meaningful understanding, bibliography and a glossary. The teaching modules in the component section are good and complement the teaching modules to be more continuous and better.

B. Discussion

This research reveals how the English teachers designing teaching modul in Merdeka curriculum at SMK Negeri 4 Banjarmasin, as the formulation of the problem contained in chapter I, the indicators to be described are: 1) how the English teachers in designing teaching module in Merdeka curriculum at SMK Negeri 4 Banjarmasin. and 2) The problem of English Teachers in designing teaching module at SMK Negeri 4 Banjarmasin.

Referring to the Ministry of Education and Culture in 2021 regarding the designing of the Merdeka Curriculum, that the core concept of the Merdeka Curriculum is to provide freedom to all education citizens, the essence of learning freedom is the freedom of learning for schools, educators, educated and parents of students. For this reason, there are no special requirements in making teaching modules. However, the government has set components in the Teaching Module and teachers are free to choose learning materials that suit the characteristics of students.

a. School identity

As explained earlier in the school identity, teachers must contain information related to students. In the writing of school identity. *Kemendikbutristek 2022* does not require teachers to add or subtract components in school identity that teachers

feel are unnecessary. In the times allocation in this part is set by each school. Hadi at al (2023) said that in setting the target of accumulating study hours in one year. In this teaching module, teachers implement English to the usual allocation of time, namely per semester. However, in some cases, teachers are allowed to spend time allocation in English or other subjects only in one semester, so that the next semester there are no such subjects. From the results of the analysis, the inclusion of school identity is a completeness of teaching modules so that teachers can express writing teaching modules that are efficient, challenging, sustainable and meaningful.

b. Target learners

The learning targets in these teaching modules are for regular students, students with learning barriers and students with high achievement. This means that this teaching module can be used for anyone or not specifically for certain groups of students. As stated by the Ministry of Education and Technology 2022, there are three types of student characters, namely:

- 1) Regular / typical students, namely general students, there is no difficulty in digesting or understanding learning material.
- 2) Learners with learning difficulties. Learners who have a learning style of money limited to only one style, for example with audio learning. Have difficulty with language and comprehension of teaching materials, lack of confidence and difficulty concentrating long-term.
- 3) Students with high achievement are able to digest and understand quickly, able to achieve high upper thinking skills and have leadership skills.

From the results of the analysis of the teaching module, it can be seen that the teacher generalizes all student characters. So that there are no special privileges or learning that teachers give to students. Kemendikbutristek 2022 provides an overview of this by marking the target students. The teacher should mark the target students in the general information component section. That way teachers can provide different media or learning. In this teaching module, there are 36 students who certainly have one of the three learning targets. This is a general problem. The teachers are required to analyze the character of students. But it would be good for teachers to also provide learning that is in accordance with the target of students. To adapt learning to students, teachers can also give different assignments or questions or learning can be done with group assignments. As contained in these two teaching modules, teachers use group assignments as evaluation material, but what is questionable is how teachers divide groups according to the target students.

In the Merdeka curriculum learning and assessment guidebook, the expression of student characteristics as a reference in the design of the teaching module. Educators are free to select and modify examples of available teaching modules or develop their own teaching modules, according to the context, needs, and characteristics of learners. One of the challenges of teachers in designing this teaching module is to analyze the characteristics of the students to be taught. So important is the target of students in teaching this module that the teacher provides appropriate learning and assessment so that there will be no mistakes or overlaps in gaining student understanding or attraction. As said by Hotimah (2023), the development of innovative teaching modules is a must that must be done by

educators in order to present learning materials that are in accordance with the characteristics of students as digital natives. it can be concluded that teachers experience difficulties in determining target learners in teaching module.

c. Project based learning

Pancasila student profile is used as the most important foundation in the Merdeka curriculum teaching module. As stated by Hadi et al (2023) The profile of Pancasila students as a synthesis of national education goals, the vision of education and the development of Indonesian human resources as stated in the Preamble of the 1945 Constitution, Pancasila, and the views of the founding fathers of the nation. In Pancasila Student Profile this will be related to the project given by the teacher at the end of the mater which is usually found at the third meeting of a chapter.

According to Kamila (2023) Project-based learning. Not always a product, but more about habituation and changes in attitude/character (gotong royong). and changes in attitude/character (mutual cooperation, critical reasoning, independence, creativity, etc. according to the Pancasila Learner Profile) in the target. others according to the Pancasila Student Profile) within a certain time target.

In this Merdeka curriculum, the government gives freedom to teachers in providing projects to students. The government only recommends using projects related to today's life or commonly referred to as 21 century skills. The government recommends using technology or addressing the hottest issues around the school environment, it allows students to have characters that are in accordance with the Pancasila student profile and students can have sensitivity to the surrounding environment.

As said by Kamila (2023), teachers have the flexibility to choose various teaching devices so that learning can be adjusted to the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila profile are developed based on certain themes set by the government. The project is not directed to achieve specific learning achievement targets, so it is not tied to subject content. This concept is meant by Mr. Makarim as the minister of the Ministry of Education and Technology in the independent curriculum, meaning that the essence in it is the freedom or flexibility between teachers and students in creating a meaningful learning process.

From this project, teachers are required to provide creative, efficient, interesting and challenging projects so that teachers will always be fun and not look monotonous. As said by Fitriyani et al (2021), the essence of learning is creative thinking where teachers should be able to develop learning qualities such as motivation, engagement, imagination, relative freedom of thought and free thinking. The development of students in learning not only mastered understanding concepts and process skills, but also how they think creatively. With creative projects and innovations, teachers can find them on social media, the internet, or seminars. And for that the government has provided learning media teachers can develop or create with their respective creativity.

As has been found in the teaching module text report, there is confusion in the profile of Pancasila students. The teacher provides elements of global diversity, creative and mutual cooperative while what is found in the material and assessment does not mention global diversity at all. As stated in the theory of this study.

According to Nurgiansyah, global bhineka is a sense of tolerance for ethnic or linguistic pluralities and mutual respect for differences (Wijsysnti, 2023) this confusion can be misunderstood. In infusing data, teachers must pay close attention and confusion in each component so that it is coherent and easy to understand. It can be concluded that the awarding of projects in each chapter is carried out at the end of the meeting in one material. From these two teaching modules, there are two projects as listed in table 4.1, which explains the project given at the end of each material. In these two teaching modules contain projects in the form of making products in the form of writing and second teaching modules or report text teaching modules, teachers provide characteristic development projects through group assignments that can develop a mutual cooperative, independent and critical reasoning.

d. English specific purpose (ESP)

This grade 10 teaching module of SMK Negeri 4 Banjarmasin reflects the principle of the teaching module issued by the government, which is essential, as seen from the preparation of steps to the formation of teaching modules. This teaching module also challenges teachers to do more creative and initiative learning. The vocational high school (SMK) level must use English for specific purposes (ESP)

According to Hamidah et al (2019) English as the language of instruction in schools. The purpose of teaching English in Indonesia has been outlined in the Decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967, namely developing students' English communicative skills which include:

listening, reading, writing, and speaking skills. At the university level, students are expected to already have knowledge of English grammar and then be able to apply this knowledge in communicating and interacting in life.

The process of learning English in SMK in the Merdeka curriculum or the center of excellence curriculum with a project-based learning process with an ESP (English for Specific Purpose) approach. ESP was created to provide specialized training in the field of study. As is known in this teaching module which requires students majoring in gastronomy, of course, the role of ESP as a support for material that is also related to this field of expertise, but in this teaching module there is no ESP learning related to Gastronomy (Nungraha & Srisudarso, 2023). The teachers give general materials, that would be better if the teacher provides learning related to the area of expertise. For this part, the results of the teacher analysis found that teachers had difficulties in designing teaching modules that include ESP in each lesson and assessment. However, this is not a big problem, because each school has its own policies, it's just that following the mandate of the Ministry of Education and Technology is part of the participation of the success of the curriculum itself.

e. Media the teachers used

As said by Sahnan et al (2022) In this instance, educators can conduct the learning process and construct lessons in a way that allows them to think freely and act without fear. As a result, educators need to help students complete the learning process so that they can develop their critical thinking abilities to the fullest. In order to maximize students' thinking intelligence, teachers need to be perceptive about the designs, strategies, and teaching techniques they use. The media used

greatly influences learning to run successfully. In this Merdeka curriculum, teachers are advised to use dancing and up-to-date learning media so that students are not rigid and sensitive to the surrounding environment.

In this teaching module, teachers have used media designed by the Ministry of Education and Technology 2022 such as the use of video, audio or the internet. But teachers must also sort out good learning obtained from outside the scope of the school. The freedom of students in accessing the internet and learning outside of school may be a challenge for teachers to maintain a mindset about the negative and adverse effects of accessing the internet. According to Nasution (2008), the factors that support learning are learning materials, educators, and students. Without these factors, the teaching and learning process cannot be carried out. Learning can run more effectively if learning materials are arranged specifically according to the objectives outlined so that the success of the teaching and learning process can be measured. For this reason, the role of teachers is very important in all aspects of learning.

f. Assesment

Providing assessments is important in learning as evaluation material for subsequent material. The teaching module in Merdeka's curriculum contains a formative assessment which consists of two parts, namely:

- 1) Assessment is done at the start of the learning process to find out if students are prepared to study the subject and meet the predetermined learning goals. Since this evaluation is meant to support teachers in creating lessons rather

than to evaluate student learning outcomes listed on report cards, it falls under the category of formative assessment.

- 2) Throughout the learning process, assessments are conducted to ascertain students' progress and to furnish prompt feedback. This assessment is typically conducted at the beginning, middle, or finish of the learning activity or step. It is also possible to conduct it at that point. This evaluation falls under the area of formative assessments as well.

In this assessment section, teachers do not include in detail about the assignments to be given. The teacher includes the assessment in an implied form that can be found in the learning section and also the closing activity.

Since they are the ones who have the greatest insight into how students are learning, educators must be competent and flexible in their ability to perform assessments in a way that best suits the needs of each individual student. These freedoms include creating learning objectives and criteria, using assessment tools and methodologies, processing assessment results, and designing assessments. This independence includes the ability to choose how to administer midterm exams. Teachers and approved educational institutions will determine whether or not to conduct this evaluation. Teachers must be aware of the assessment principles, one of which is to promote the use of several assessment methods rather than only written exams in order to facilitate learning. Preparing the following lesson becomes deeper and more fulfilling when the emphasis is on meaningful activities and the assessment's information or comments regarding the students' ability.