

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion based on the data obtained from the document analysis, observation, and interview. The findings and discussion attempt to answer the research questions.

A. Findings

The researcher interpreted the results of document analysis, observation, and interview descriptively and narratively. Based on the research questions, the findings are displayed as follows:

1. The Components of Teaching Module Written by the English Teacher of SMK Muhammadiyah 3 Banjarmasin using Merdeka Curriculum

To obtain relevant data from the first research question, the researcher analyzed the English teaching module to identify the components of teaching module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin using Merdeka Curriculum. There were three indicators that the researcher focused on analyzing the teaching module, namely general information, core component, and attachment. The results of teaching module analysis using Merdeka Curriculum are shown below.

a. General Information

The researcher analyzed general information as the first indicator of the teaching module. According to the teaching module

of *Merdeka Belajar* criteria, general information at least consists of the identity of the teaching module (the identity of teaching module author, institution of origin, year of formation of the teaching module, school level, class, and time allocation), initial competency, Pancasila Student Profile, facility and infrastructure, target students, and learning model. For more details, the following are the results of the general information of English teaching module analysis:

Figure 1.1

The General Information of Teaching Module

1. INFORMASI UMUM

1. Nama Penyusun/Institusi/Tahun	MOCH. RACHMAN, S.Pd / 2022
2. Jenjang Sekolah	SMA/ SMK
3. Fase/Kelas	F/ 11
4. Domain/Topik	Menerapkan fungsi sosial struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran, tawaran, pendapat dan pikiran.
5. Kata Kunci	Should, Can, I think, I suppose, in my opinion
6. Pengetahuan/Keterampilan Prasyarat	Berbicara, Menulis-Mempresentasikan
7. Alokasi waktu (menit)	45 menit x 4JP (90 menit)
8. Jumlah pertemuan	2 pertemuan
9. Capaian Pembelajaran	Pada akhir Fase F, peserta didik dapat menggunakan teks lisan, tulisan dan visual seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya.
10. Model Pembelajaran	Tatap Muka
11. Metode Pembelajaran	Problem Based Learning
12. Sarana Prasarana	- Komputer/ Laptop - Internet - LCD Proyektor/ Papan Tulis
13. Target Peserta Didik	Peserta didik regular
14. Karakteristik Peserta Didik	- Mandiri: Dapat memahami materi pembelajaran dengan membaca mandiri. - Kreatif: Membuat teks dengan ide yang meliputi penggunaan unsur kebahasaan tindakan memberi dan meminta informasi terkait saran, tawaran, dan pendapat dan pikiran. - Berfikir kritis: Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin

Based on the figure above, the writing of the teaching module has a complete identity, which contains the identity of the teaching module author, the institution of origin, year of writing, school level, class, and time allocation. The teaching module also includes some additional general information such as domain/topic, keywords, number of meetings, learning outcomes (CP), and learning method.

The initial competency is written based on the elements of Learning Outcomes (CP) according to the students' phase/class. The initial competency in the teaching module is according to phase F or class 11, which includes speaking and writing-presenting.

Three Pancasila Student Profiles in the teaching module are independent, creative, and critical thinking. The learning activities that contain Pancasila Student Profile include; (1) Understanding learning material by reading independently, (2) Creating texts with ideas that include linguistic elements, giving and asking for information related to suggestions, offers, opinions, and thoughts, and (3) Developing and relating material to everyday life.

In the teaching module there are several facilities and infrastructure, including a computer/laptop, internet, and LCD projector/whiteboard. The target students are regular students. The learning model written in the teaching module is a face-to-face learning model.

From the results of the teaching module general information analysis, there are identity of teaching module, initial competency, Pancasila Student Profile, facility and infrastructure, target students, and learning model in the teaching modul. Besides, there are several addition informations in the general information. Therefore, the general information is written completely by the teacher according to the *Merdeka Belajar* criteria.

b. Core Component

The second teaching module indicator is the core component. According to the *Merdeka Belajar* teaching module, the core component includes learning objectives, meaningful understanding, trigger questions, learning activities, assessments, enrichment and remedial, reflections of students and educators. For more details, the following are the results of the core component of the English teaching module analysis:

Figure 2.1

The First Core Component of Teaching Module: Learning Objectives

2. KOMPONEN INTI

A. Tujuan Pembelajaran

- F1. Mengidentifikasi fungsi sosial dari teks saran dan tawaran, pendapat dan pikiran.
- F2. Menyebutkan struktur teks yang terbagi menjadi expressing to suggest, to offer, to ask, to give information about opinions and thoughts.
- F3. Membedakan unsur kebahasaan yang mengungkapkan suggestions and offers, opinions and thpughts.
- F4. Menyusun teks interaksi transaksional lisan dan tulis dalam tindakan memberi dan meminta informasi terkait saran dan tawaran, pendapat dan pikiran.

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figure above, the learning objectives are developed from the initial competency (speaking and writing-presenting) and learning outcomes (students can use oral, written, and visual texts in English to communicate according to the situation, purpose, and audience/reader). The learning objectives meet the two components of learning objective writing: competency and material scope.

Figure 2.2

The Second Core Component of Teaching Module: Meaningful Understanding

B. Pemahaman Bermakna

Informasi yang hendak kita dapat atau berikan kepada seseorang dapat dilakukan dalam berbagai bentuk tindakan. Yaitu ketika memberi dan meminta saran dan tawaran. Serta dalam memberi dan meminta informasi juga perlu adanya kegiatan memberi dan meminta pendapat dan pikiran terhadap isu suatu hal yang tentunya melibatkan penerapan fungsi sosial dan unsur kebahasaan sesuai konteks.

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figure above, the meaningful understanding of teaching module explains that informations that are wanted to get or give to someone can be done in various forms of action, namely when giving and asking for advice and offers. In giving and asking for information there is also a need for activities to give and ask for opinions and thoughts on an issue which of course involves the application of social functions and linguistic elements according to the context.

Figure 2.3

The Third Core Component of Teaching Module: Trigger Questions

C. **Pertanyaan Pemantik**

- Apa yang sering diucapkan ketika memberi atau menawarkan sesuatu?
- Apa yang sering diucapkan ketika memberi atau meminta saran?
- Apa yang dilakukan ketika meminta dan memberi informasi terkait pendapat dan pikiran?
- Apa saja struktur bahasa yang dapat digunakan untuk meminta dan memberi pendapat dan pikiran?

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figure above, there are four trigger questions that are aimed to bring out the student's knowledge before starting the learning using 'what' questions in oral.

Figure 2.4

The Fourth Core Component of Teaching Module: Learning Activities (Meeting 1)

D. **Kegiatan Pembelajaran**

Pertemuan ke-1

Pre-activities

1. Teacher greets students and calls one by one to take students' attendance list.
2. Teacher explains learning objectives to be achieved.
3. Teacher gives explanation in short about Problem Based Learning.
4. Teacher gives brainstorming.

Main-activities

1. Students are asked to read aloud a text containing asking and giving information about suggestions and offers.
2. Students are asked to identify social function of asking and giving information about suggestions and offers.
3. Students are asked to categorize generic structure used in the text for which expressing suggestions and offers.
4. Students are asked to differentiate of the use in asking and giving information about suggestions and offers.
5. Students are asked to construct an interactive text containing asking and giving information about suggestions and offers.

Post-activities

1. Students are given tasks and evaluation.
2. Teacher and students pray to close the course together.

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Figure 2.5***The Fourth Core Component of Teaching Module: Learning Activities (Meeting 2)*****Pertemuan ke-2****Pre-activities**

1. Teacher greets students and calls one by one to take students' attendance list.
2. Teacher explains learning objectives to be achieved.
3. Teacher gives explanation in short about Problem Based Learning.
4. Teacher gives brainstorming.

Main-activities

1. Students are asked to read aloud a text containing asking and giving information about opinions and thoughts.
2. Students are asked to identify social function of asking and giving information about opinions and thoughts.
3. Students are asked to categorize generic structure used in the text for which expressing opinions and thoughts.
4. Students are asked to differentiate of the use in asking and giving information about opinions and thoughts.
5. Students are asked to construct an interactive text containing asking and giving information about opinions and thoughts.

Post-activities

1. Students are given tasks and evaluation.
2. Teacher and students pray to close the course together.

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figures above, the learning activities are divided into two meetings with different materials. Each meeting has complete components, namely preliminary activities, main activities, and post activities. The preliminary activities include greetings, checking attendance, explaining learning objectives, explaining the learning method, and brainstorming. The main activities include several learning steps, such as asking students to read aloud, identify, categorize, and differentiate materials. Students are also asked to construct a text containing the topic materials. The post activities include assessments and praying before closing the learning.

Figure 2.6*The Fifth Core Component of Teaching Module: Assessment***E. Asesmen**

1. Formatif
 - Mengerjakan Exercises
 - Menceritakan secara jujur apa yang dipahami dan tidak dipahami tentang materi serta rencana untuk mengatasi kesulitan yang dialami.
2. Sumatif
 - Mengerjakan soal di akhir pembelajaran

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figure above, the teaching module has complete assessments, which include two kinds of assessments, namely formative (doing exercise, telling opinions about the lesson) and summative (do questions) assessments.

Figure 2.7*The Sixth Core Component of Teaching Module: Reflection of Students and Educators (Meeting 1)*

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The interpersonal transactions were easy to understand					
I can tell the difference between offer and suggestion					
I could write a dialogue between two people					
My plan to overcome the difficulties of this chapter					

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Figure 2.8

The Sixth Core Component of Teaching Module: Reflection of Students and Educators (Meeting 2)

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The conversation was easy to understand.					
I know how to express opinions.					
I could write a dialogue between two people					
My plan to overcome the difficulties of this chapter					

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figures above, the teaching module only contains a learning activity reflection sheet for students. There are no reflection for educators. Meanwhile, the appropriate reflections of the teaching module should include students and educators.

From the result of the teaching module core component analysis, there are learning objectives, meaningful understanding, trigger questions, learning activities, assessments, and reflections of students. The components are not written in the teaching module are enrichment and remedial, and reflections for educators.

c. Attachment

The last indicator of the teaching module is attachment. According to the *Merdeka Belajar* teaching module components, the attachment of the teaching module at least consists of student worksheets, enrichment and remedial, teacher and student reading materials, glossary, and bibliography. For more details, the following are the results of the attachment of the English teaching module analysis:

Figure 3.1

The Attachment of Teaching Module: Student Worksheet (Multiple Choice)

Let's practice

1. Hello Nura, Is there anything do for you?
 - a. I
 - b. We
 - c. **Can I**
 - d. would I

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Figure 3.2

The Attachment of Teaching Module: Student Worksheet (Group Project)

1. With a partner. Construct interpersonal transaction using the pictures containing asking and giving information related to suggestions and offers based on each of the pictures: picture 1 (what shape cookies will be made), picture 2 (dividing cleaning job at home), and picture 3 (activities done in weekdays). Present your work to be spoken and expressed in front of class with your pair.
2. Work in your pair to exchange experience during COVID 19, give suggestions what activities good to be done at home. Draw a poster to be presented in class with your information got in the form of dialogue with your pair.

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Figure 3.3

The Attachment of Teaching Module: Student Worksheet (Completing Sentences)

I can do this

Complete these statements

1. The most interesting thing I learned in this chapter was
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was
5. I need to work harder at

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figures above, there are some student worksheets used in the learning, such as multiple choice, group project, and completing sentences.

Figure 3.4

The Attachment of Teaching Module: Teacher and Student Reading Materials (Meeting 1)

A. Related Material



MEETING 1

Pre-Activity

This is an overview of some materials to give you a little understanding about asking and giving suggestions and offers. Please try to practice this conversation with your pairs!

Conversation 1

- | | | |
|------|---|---|
| Jane | : | Hi John. |
| John | : | Hi, Jane. What are you doing? |
| Jane | : | Nothing much. Would you like to go to movies? |
| John | : | I would love to, but not right now. |
| Jane | : | How about in the afternoon? |
| John | : | Great! What movie do you want to watch? |



Jane : Let's watch "Ring".

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Figure 3.5

The Attachment of Teaching Module: Teacher and Student Reading Materials (Meeting 2)

MEETING 2

Pre-Activity

Asking for and giving opinion and its responses are very common expression. Do you know what is meant to be an opinion?

Let's take a look a conversation between 2 friends below. Read aloud so you are able to train how to read a text by good intonation and clear pronunciation.

<http://olahwarta.blogspot.com>

- Bima : Do you like watching 'Indonesian Idol'?
- Sadewa : Right. I never miss this reality show. I think it is the best reality show and it has fascinated many fans around the nation.
- Bima : I think so. No one can deny that Indonesian Idol is the one of the many talents search show. I believe it becomes one of the most popular shows in the history of Indonesian television. What's your view?



Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figures above, the teaching module have two topic materials, namely suggesting and offering, and asking for and giving opinion. In the materials also contain examples and conversation texts.

Figure 3.6

The Attachment of Teaching Module: Glossary

C. Glosarium

Offer	: Tawaran
Suggest	: Saran
Recommend	: Merekomendasikan
Propose	: Mengusulkan
Put forward	: Mengajukan
Advise	: Menasehati
Advocate	: Menganjurkan
Opinion	: Pendapat
Agree	: Setuju
Don't agree	: Tidak setuju
Believe	: Percaya
Reckon	: Menganggap
Doubt	: Ragu
Assume	: Menganggap
Think	: Berfikir
Don't think	: Tidak berfikir

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figure above, several English terms that are related to the materials are wrote down in the glossary of teaching module with the meaning in *Bahasa*.

Figure 3.7

The Attachment of Teaching Module: Bibliography

D. Daftar Pustaka

Mahrugh Bashir. (2017). *BAHASA INGGRIS SMA/MA/MAK XI* (2nd ed.). Kementerian Pendidikan dan Kebudayaan.

Sudarwati & Eudia Grace. (2014). *PATHWAY TO ENGLISH 2*. Penerbit Erlangga.

<https://m.apdut.com/coretan/post/poster-suggestion>

Note. From “Modul ajar fase F SMK,” by Moch. Rachman, 2022. SMK Muhammadiyah 3 Banjarmasin.

Based on the figure above, the teaching module also includes material sources in the bibliography. The source material comes from books and a website.

From the results of teaching module attachment analysis, the researcher did not find enrichment and remedial in the teaching module. Even so, the teacher has written student worksheets, teacher and student reading materials, glossary, and bibliography in complete detail.

Based on the results of the English teaching module analysis above, the researcher found that the components of the teaching module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum are identity of teaching module, initial competency, Pancasila Student Profile, facilities and infrastructure, target students, learning model, learning objectives, learning method, assessment, meaningful understanding, trigger

questions, learning activities, reflections of students, student worksheets, reading materials for educators and students, glossary, and bibliography

2. The Implementation of the English Teaching Module by the English Teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum

To obtain relevant data from the second research question, the researcher conducted observations and interviews to describe the implementation of the English teaching module by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum. There were seventeen indicators that the researcher focused on observing the teaching module implementation, namely initial competency, Pancasila Student Profile, facility and infrastructure, learning model, learning objectives, meaningful understanding, trigger questions, learning activities, learning approach, learning strategy, learning method, learning technique, assessment, student worksheets, reading materials for educators and students, enrichment and remedial, reflections of students and educators. The results of teaching module implementation observations using Merdeka Curriculum are shown below.

a. The Results of First Meeting Observation of Teaching Module Implementation

At the first meeting observation, the learning was carried out face-to-face. The teacher started the learning by entering the classroom and immediately preparing learning tools, such as a laptop and LCD projector. After completing the installation of learning equipment, the teacher greeted the students. Then, the teacher and students read the holy verses of the Koran, usually done every day at school if learning starts in the morning. After that, the teacher and students prayed together. After reciting the prayer, the teacher called the students' names individually to check attendance.

Before studying the material directly, the teacher explained what material would be studied and the learning objectives. After that, the teacher gave several questions for brainstorming. Some students answered the questions on their own. After that, the teacher explained the relationship between the material and everyday life. Next, the teacher displayed learning material about "Asking and giving information about suggestions and offers" as written in the teaching module via PowerPoint using an LCD projector on the whiteboard. For each PowerPoint slide, students were given time to read independently. When students were deemed to have finished reading, the teacher explained the learning material in more detail. During teaching, the teacher occasionally asked students about things they

still need help understanding or want to ask about the material. During the material learning process, the teacher asked students to identify, categorize, differentiate, and organize texts related to the material according to those attached to the teaching module. The teacher also gave practice questions to work on and then discussed together.

Students were given group and individual assignments at the end of the lesson. These assignments included multiple-choice questions, oral practical assignment projects, and completing sentences. Unfortunately, not all assignments could be discussed because the learning time has ended, so the remaining assignments were addressed in the next meeting. Before the lesson ended, the teacher asked who could explain what material was studied previously. Several students answered enthusiastically. Then, the teacher also took the time to ask students whether they had questions regarding the material. Because no students asked questions, the teacher greeted the students and ended the lesson.

b. The Results of Second Meeting Observation of Teaching Module Implementation

In a observation at the second meeting, the learning was also carried out face-to-face. At the beginning of the lesson, the teacher entered the classroom and immediately prepared learning tools, such as a laptop and LCD projector. After completing the installation of learning equipment, the teacher greeted the students. As usual, the

teacher and students read verses from the holy Koran before starting lessons in the morning. After that, the teacher and students prayed together. After reading the prayer, the teacher called the students' names individually to check attendance.

Before discussing the following material to be studied, the teacher shared the assignment results from the previous meeting and discussed them with the students. After that, the teacher explained what material would be studied and the learning objectives. After that, the teacher gave several questions for brainstorming. Some students could answer questions by relating the answers to the context of the situation. After that, the teacher explained the relationship between the material and everyday life. Next, the teacher displayed the learning material about "Asking and giving information about opinions and thoughts" as written in the teaching module via PowerPoint using an LCD projector on the whiteboard. Same at the previous meeting, students were given time to read independently for each PowerPoint slide. When students were deemed to have finished reading, the teacher explained the learning material in more detail. Occasionally, the teacher asked students about things they still do not understand or things they want to ask about the material. Several students who dared to ask questions and could answer the teacher's questions received praise and were given additional points. Even so, the teacher occasionally motivated students who rarely respond. During the

material learning process, the teacher asked students to identify, categorize, differentiate, and organize texts related to the material according to those attached to the teaching module. The teacher also gave practice questions to work on and then discussed together.

At the end of the lesson, students were given individual assignments. Unfortunately, like at the previous meeting, not all the last assignments could be discussed together because the learning time had ended, so the remaining assignments were discussed again at the next meeting. Before the lesson ended, the teacher also asked who could explain what material was studied previously. Some students could provide a summary of the learning material. Then, the teacher also took the time to ask students whether they had questions regarding the material. Because no students asked questions, the teacher greeted the students and immediately ended the lesson.

The following are explanations of the observation results with a few additional interview results regarding the teacher's implementation of the teaching module.

a. Initial Competency

The first indicator that the researcher observed was initial competency. There were three initial competencies in the teaching module: speaking, writing, and presenting. The researcher could not see how the teacher conveyed it in both learning process meetings. Even so, the implementation of learning activities was coherent with

the initial competencies, such as students asking and giving information about materials (speaking), students compiling texts (writing), and students presenting the results of the assignment (presenting). Therefore, the researcher concluded that the implementation of initial competencies was partly suitable with the teaching module.

b. Pancasila Student Profile

The second indicator is the Pancasila Student Profile. Before starting the learning, the researcher found that the teacher did not convey the Pancasila Student Profile to the students. Evens so, during the learning process, there were also Pancasila Student Profile characters in the learning activities of the first and second meetings, such as reading materials independently, compiling a text creatively, and connecting materials to daily life as critical thinking. Therefore, the researcher concluded that the implementation of Pancasila Student Profile was partly suitable with the teaching module.

c. Facility and Infrastructure

The third indicator is facility and infrastructure. The researcher found that the teacher used all the facilities and infrastructure written in the teaching module, such as a laptop, LCD projector, whiteboard, and internet, as a source of material in the two meetings.

d. Learning Model

The fourth indicator is the learning model. The learning model was suitable with the teaching module because both learning meetings were carried out face-to-face as written in the teaching module.

e. Learning Objectives

The fifth indicator is learning objectives. The implementation was suitable with the teaching module because the teacher conveyed the learning objectives written in the teaching module before delivering the materials in the first and second meetings.

f. Meaningful Understanding

The sixth indicator is meaningful understanding. The researcher found that the teacher gave meaningful understanding during brainstorming at the beginning of the learning. The teacher conveyed a meaningful understanding that was suitable as written in the teaching module in both meetings.

g. Trigger Questions

The seventh indicator is trigger questions. In the first and second learnings, the researcher found that the teacher also conveyed trigger questions during brainstorming to trigger students' knowledge as written in the teaching module.

h. Learning Activities

The eighth indicator is learning activities. There were three learning activities, namely preliminary activities, main activities, and post activities. In both learning meetings, the teacher had already done almost all activities written in the teaching module except one. The activity that the teacher did not do in the preliminary activities, namely “Teacher gives an explanation in short about Problem-Based Learning”. To clarify this aspect, the researcher interviewed the teacher.

The researcher: In the teaching module, it was written that the teacher explains the learning method namely Problem-Based Learning. Can you explain why did not you explain the learning method during learning?

The teacher: Iya walaupun di modul ajar tertulis begitu, sebenarnya bapak tidak pernah menerapkannya di dalam pembelajaran. Yang penting guru bisa mengarahkan siswanya untuk menerapkan metode pembelajaran. Kecuali kalau siswanya kurang mengerti baru guru bisa menjelaskan.

According to the observations and interview results, the activity was not implemented because the teacher thought that the important thing was the teacher could direct students in learning. The implementation of learning activities was partly suitable because a

learning activity was not implemented as written in the teaching module.

i. Learning Approach

The ninth indicator is learning approach. In the teaching module, it was not written. However, the researcher found that the teacher used a student-centred approach based on the learning observations because there were several activities in the learning that encouraged students to participate in learning activities. To make sure the observation result, the researcher interviewed the teacher, and here is the result.

The researcher: In previous lessons, what kind of learning approach did you use for the first and second meetings?

The teacher: Karena ini dalam Kurikulum Merdeka, bapak lebih fokus pada pembelajaran student-centered. Makanya kegiatan yang lebih mengaktifkan atau melibatkan siswa itu lebih diperbanyak.

Based on the results of observations and interviews, the researcher found that the teacher used a student-centred approach. It was suitable with the essential components in implementing the *Merdeka Belajar*'s learning because the teacher emphasize the student-centred approach.

j. Learning Strategy

The tenth indicator is learning strategy. Although it was not written in the teaching module, based on observations, the researcher found that the teacher used a group-individual strategy in both learning meetings. This can be seen from the teacher giving exercises and assignments individually and in groups. To ensure the learning strategy used by the teacher, here is the interview with the teacher.

The researcher: What kind of strategy did you use in the learning?

The teacher: Strateginya adalah dengan memberikan tugas-tugas, soal-soal, baik itu individu dan kelompok.

According to the interview results, it can be claimed that the strategies were group-individual learning. The group-individual is one of the *Merdeka Belajar* learning strategies so that it can be conclude that the implementation was suitable with the essential components of *Merdeka Belajar*'s learning.

k. Learning Method

The eleventh indicator is learning method. In the teaching module, it was written that the learning method is Problem-Based Learning. During the observations, the researcher found that the teacher often gave situations context to students and asked them to solve the problems by connecting the materials to daily life in groups

and individually. The following is the interview with the teacher regarding the learning method.

The researcher: It is written in the teaching module that the learning used Problem-Based Learning as the learning method. Can you explain it?

The teacher: Jadi Problem Based Learning ini kan metode yang digunakan untuk membuat siswa-siswa lebih aktif dengan diberikan permasalahan. Makanya selama pembelajaran, bapak memberikan contoh, latihan, dan tugas berupa situasi masalah-masalah yang harus diselesaikan oleh siswa. Tapi itu harus berhubungan dengan materi yang dipelajari.

Based on the results of the observations and interviews, the researcher found that there were activities that showed the characteristics of problem-based learning, such as the teacher giving problem situations that students must solve in the context of materials. Hence, the teacher implemented a learning method suitable to the teaching module and essential components in implementing the *Merdeka Belajar*'s learning.

1. Learning Technique

The twelfth indicator is learning technique. It was also not written in the teaching module, but during implementation in both meetings, it can be seen that the learning used role-play as the technique. This is because the materials contained conversation texts,

and the teacher asked the students to read and play the roles alternately. The following is the result of an interview regarding the learning technique.

The researcher: What kind of learning technique did you use in the learning?

The teacher: Kalau untuk teknik itu adalah role-play karena untuk menerapkan materi ke dalam kehidupan sehari-hari itu akan lebih mudah jika diaplikasikan ke dalam percakapan.

Based on the results of observations and interviews, role-play was the learning technique that was used. It can be claimed that the implementation was suitable with the essential components in implementing the *Merdeka Belajar*'s learning.

m. Assessment

The thirteenth indicator is assessments. Two kinds of assessments were written in the teaching module: formative and summative. Based on the observations, the researcher found that the teacher assessment implementation was suitable with the teaching module. For the formative assessments, the teacher gave students exercises, asked about their difficulties, and advised them to solve the learning problems. Meanwhile, the teacher gave students questions to work on for the summative assessments. All assessments were done entirely in both of the two meetings.

n. Student Worksheets

The fourteenth indicator is student worksheet. During the first and second learning meetings, the researcher found that the teacher used all the student worksheets in the teaching module. The teacher used the student worksheets during assessments in learning.

o. Reading Materials for Educators and Students

The fifteenth indicator is reading materials for educators and students. The teacher used all materials written in the teaching module during learning activities. This can be seen from the teacher's conveyed materials using PowerPoint and LCD projectors on a whiteboard during the first and second learning meetings.

p. Enrichment and Remedial

The sixteenth indicator is enrichment and remedial. In the first and second meetings, the researcher did not find the implementation of enrichment and remedial because it was not written in the teaching module. Hence, the researcher interviewed the teacher.

The researcher: In the teaching module, the enrichment and remedial were not written. If there were enrichment and remedial, can you explain how did you implement it in the learning?

The teacher: Sebenarnya, pengayaan dan remedial itu kan tidak wajib ditulis ke dalam modul ajar. Tapi dalam pembelajaran, biasanya nilai siswa baik yang kurang ataupun yang sudah tinggi itu

bisa bertambah dengan poin-poin tambahan, makanya keaktifan dan tingkah laku siswa itu sangat penting. Beda lagi kalau ketika ulangan, pengayaan dan remedialnya adalah dengan mengerjakan soal-soal tambahan untuk menambahkan nilai siswa.

From the observations and interview results, the enrichment and remedial were still implemented, although it was not written in the teaching module. The teacher did enrichment and remedial using additional points assessed from student activity and behaviour for ordinary learning. In the case of the examination, the teacher would give additional questions to students to increase their scores. Even so, the researcher claimed that the implementation of the enrichment and remedial still did not suitable with the teaching module because it was not written in it.

q. Reflections of Students and Educators

The last indicator is reflections of students and educators. It was not written in the teaching module entirely. There was only a student's reflection checklist. The following are the results of the interviews.

The researcher: Can you explain why did not you implement the students' reflection checklist in the teaching module into learning and please explain how do you usually implement reflection for students and educators?

The teacher: Itu memang tidak bapak gunakan karena keterbatasan waktu. Kalau untuk refleksi siswa, seandainya waktunya cukup maka akan menggunakan sesuai yang ada di modul ajar. Tapi memang seringnya tidak sempat terpakai jadi biasanya langsung saja bapak tanyakan dimana kesulitannya supaya bisa diatasi bersama-sama. Refleksi guru ini bapak pikir tidak perlu ditulis karena memang biasanya setiap selesai melaksanakan pembelajaran guru perlu introspeksi diri. Mungkin bisa dengan mengamati apa kurangnya selama pembelajaran.

Based on the observations and interview results, the teachers' reflections on students' and educators' implementation differed from the teaching module. This is because the teacher only did reflections for students in the classroom. Moreover, the teacher did not use the table checklist as written in the teaching module. Therefore, the implementation of the reflection of students and educators were not suitable with the teaching module.

According to the results of the observations and interviews above, the researcher found that in the first and second meetings, the teacher implemented several general components suitable to the teaching module, such as facilities and infrastructures, learning model, learning objectives, assessments, meaningful understanding, trigger questions, students worksheet, and reading materials for educators and students. Some components were partly suitable such as initial

competency, Pancasila Students Profile, and one of the learning activities namely preliminary activities. Some components were unsuitable, such as reflection of students, enrichment and remedial. The researcher also found that the teacher implemented all the essential components of Merdeka Belajar's learning implementation, such as learning approach, strategy, method, and technique. Therefore, the researcher concluded that the implementation of the English teaching module by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum was partly suitable and met the Merdeka Curriculum learning.

B. Discussion

After the data has been obtained and displayed in the findings above, this section discusses the findings from document analysis, observations, and interview results. The discussion was done to answer the research questions about the components of the teaching module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum and the implementation of the English teaching module by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum.

1. The Components of Teaching Module Written by the English Teacher of SMK Muhammadiyah 3 Banjarmasin using Merdeka Curriculum

In this part, the researcher discusses the result of the document analysis and connects it to the theory about the components of the teaching

module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum to answer the first research question. The document analysis results showed that the teacher has written an English teaching module following the standards of the Merdeka Curriculum minimum components, such as learning objectives, learning activities, learning assessment, and learning media.

Based on the document analysis, the teacher wrote an English teaching module using the Merdeka Curriculum, in which the components were module author identity, initial competency, Pancasila Student Profile, facilities and infrastructure, target students, learning model, learning objectives, learning method, assessment, meaningful understanding, trigger questions, learning activities, reflections of students, student worksheets, reading materials for educators and students, glossary, and bibliography.

Badan Standar, Kurikulum, dan Asesmen Pendidikan (2022) states that the minimum components in a teaching module consist of:

- a. Learning objectives (one of the objectives in the learning objectives flow).
- b. Learning steps or activities. Usually for one learning objective that is achieved in one or more meetings.
- c. Assessment plan for the beginning of learning along with instruments and assessment methods.
- d. Assessment plan at the end of learning to check the achievement of learning objectives along with instruments and assessment methods.

- e. Learning media used, including, for example, reading materials used, activity sheets, videos, or website links that students need to learn.

The teacher had designed a teaching module with complete minimum components for the *Merdeka Belajar* teaching module: learning objectives, learning activities, learning assessments, and learning media. Therefore, it can be claimed that it is align with the theory above.

The researcher also discovered that the teaching module was almost entirely written as the general components. Pusat Asesmen dan Pembelajaran (2021) states that in general, the teaching module has the following components: module author identity, initial competency, Pancasila Student Profile, facilities and infrastructure, target students, learning model, learning objectives, assessment, meaningful understanding, trigger questions, learning activities, reflections of students and educators, student worksheets, enrichment and remedial, reading materials for educators and students, glossary, and bibliography.

There were two components that the teacher should have written in the teaching module, namely enrichment and remedial and reflection of educators. The writing of the general teaching module did not meet the theory because there were some components that were unwritten. Although the writing of the teaching module was less complete than the provisions for writing the general teaching module, the teaching module written by the teacher included prioritized essential components such as learning objectives, learning activities, learning assessments, and learning media.

Apart from that, the teaching module was also equipped with additional details as complements.

Based on the discussion, the researcher concluded that the components of the teaching module written by the SMK Muhammadiyah 3 Banjarmasin's English teacher follow the Merdeka Curriculum. The components of the teaching module by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum were module author identity, initial competency, Pancasila Student Profile, facilities and infrastructure, target students, learning model, learning objectives, learning method, assessment, meaningful understanding, trigger questions, learning activities, reflections of students, student worksheets, reading materials for educators and students, glossary, and bibliography.

2. The Implementation of the English Teaching Module by the English Teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum

In this part, the researcher discussed the result of the observations and interviews and then connected it to the theory about implementation of the English teaching module by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum to answer the second research question. The findings showed that the teacher implemented almost all components written in the teaching module of Merdeka Curriculum.

There were seventeen indicators that the researcher focused on observing the teaching module implementation, namely initial competency, Pancasila Student Profile, facility and infrastructure, learning model, learning objectives, meaningful understanding, trigger questions, learning activities, learning approach, learning strategy, learning method, learning technique, assessment, student worksheets, reading materials for educators and students, enrichment and remedial, reflections of students and educators. The first and second meeting findings showed the same results: the teacher did not implement two components, and the rest were implemented suitable and partly suitable with the teaching module.

The components that were implemented suitably were learning objectives, meaningful understanding, trigger questions, facility and infrastructure, learning model, and learning method. The components were implemented in the same way as what was written in the teaching module by the teacher. The teacher conveyed the learning objectives, meaningful understanding, and trigger questions as written in the teaching module in the beginning of learning. The teacher also used all facilities and infrastructures during learning. The last, the teacher used the same learning model and method that written in the teaching module for learning.

Some components were partly suitable included initial competency, Pancasila Students Profile, and one of the learning activities namely preliminary activities. First, the component that was partly suitable with the teaching module is initial competency. In the learning, the teacher

did not convey the initial competency. The teacher should convey the initial competency even though it was already coherent with the learning outcomes and learning activities. Maulida (2022) explains that initial competencies are in the form of statement sentences regarding the knowledge and skills that students must achieve before studying the material. Initial competency is very important to be conveyed so that it can become the learning basis for students. It also may help students understand what abilities are needed and what are the students needed to know at the start of learning. Second, the component that was partly suitable with the teaching module is Pancasila Student Profile. The teacher also should convey the Pancasila Student Profile even though it was already coherent with the learning activities. Pancasila Student Profile is the final goal of a learning process related to student character formation (Maulida, 2022). It is something that is considered important to convey in education so that students know what character and national identity need to be formed in Indonesia Education using the values of Pancasila. The last, the component that was partly suitable with the teaching module is learning activities. The teacher should explain the learning method as written in the teaching module's learning activities. Learning method is a system that is formed systematically and regularly to help convey knowledge to students based on the applicable curriculum or lesson plans (Ramdani et al., 2023). A teacher needs to explain learning method to help

students understand how and why material is studied in a certain way, so as to increase student motivation and involvement in the learning process.

Some components were unsuitable with the teaching module included enrichment and remedial, and reflection of students. First, the teacher implemented the enrichment and remedial without writing it in the teaching module. Then, the teacher did the enrichment and remedial only by giving additional marks. The teacher should not carry out enrichment and remedial on normal learning days only by using additional marks taken from students' activeness and behavior points. Maulida (2022) states that remedial and enrichment 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 remedial (Maulida, 2022). This means that the teacher can use worksheets that have been differentiated between students who get the highest and lowest grades to carry out enrichment and remedial work. The last, the teacher implemented the reflections differed from the teaching module. It was done only by giving a question about students' difficulty during learning. The teacher also should not reflect on learning by just asking students one question. It was not felt to be effective enough to cover the reflections of all students. Rofiq et al. (2020) state that the reflection component is a way of thinking about what has been understood, then connecting it with new knowledge. So that the reflection of this understanding is not easily forgotten, it can carry out note-taking or

discussion activities together (Rofiq et al., 2020). It can be understood that the teacher may carry out learning reflections by asking students to create learning reflection journals and then discuss it together. The learning reflection journals are not only for student reflection but also the teacher.

What is stated in the learning plan contains matters directly related to learning activities to achieve mastery of a basic competency (Sulistiyani et al., 2021). It means, whatever the learning plan's content is, that will be applied to the learning. Unfortunately, there were several components of the teaching module that were only partially implemented according to what was written in the teaching module and there were also several components that were not implemented at all or were not even written in it. In conclusion, the teacher implemented the components partly suitable for the English teaching module, so it did not meet the theory.

Besides, there are some components should be implemented in *Merdeka Belajar* learning, such as learning approach, strategy, method, and techniques. The findings showed that although it was not written in the teaching module, the teacher implemented student-centered learning. It aligns with Yandri (2022) who states that *Merdeka Belajar* should emphasize a student-centred approach. The findings also showed that the teacher used a strategy during Merdeka Curriculum learning, namely group-individual learning. Yandri (2022) conveys that, in this case, there are two types of strategy: exposition-discovery learning and group-individual learning. It can be claimed that the teacher is in line with the

theory because of using one of the mentioned strategies. Next, to prepare the learning, the teacher wrote down the learning method as a component, namely Problem-Based Learning, and implemented it in the learning. Yandri (2022) states that the teacher uses the learning method to implement plans prepared as fundamental and practical activities to achieve learning objectives. The findings showed that the teacher is in line with the theory. This is because the teacher implemented the same learning method as the one written in the teaching module to achieve the learning objectives. The last component is learning technique. The teacher uses the learning technique to implement a specific process (Yandri, 2022). This aligns with the findings that the teacher used role-play as a learning technique in implementing the learning process.

After discussion, the researcher concluded that the implementation of the English teaching module by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum was partly suitable and met the Merdeka Curriculum learning.