



Teachers' Ability in Compiling Merdeka Curriculum-Based Teaching Modules in Kindergarten in Klojen District, Malang City (Case Study at BA Restu 1 Malang, Taman Indria 1 Malang Kindergarten, and ABA 9 Malang Kindergarten)

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Abstract

This study aims to describe the ability of kindergarten teachers in compiling teaching modules based on the Merdeka Curriculum located in Klojen District, Malang City, along with the inhibiting factors and supporting factors. This study uses a descriptive qualitative type with a case study approach. The data source use the teaching module along with the results of interviews with 1 teacher from 3 kindergarten. The data collection techniques use the interviews, observations, and documentation.

The study result show that the ability of teachers to compile teaching modules at BA Restu 1 Malang, Kindergarten Taman Indria 1 Malang, and Kindergarten ABA 9 Malang is included in the sufficient category because the inhibiting factors experienced by teachers include teaching modules require many attachments, different self-awareness of teachers, teaching modules content sometimes does not match the learning activities, and difficulties in determining appropriate learning media. The supporting factor that helps teachers include training to prepare teaching modules, free to cooperate with each other, and can prepare teaching modules according to the weekly program that has been made. This research cannot necessarily represent the ability of teachers in compiling teaching modules based on the Merdeka Curriculum because it is included in case study research.

Keywords: Teacher Ability; Teaching Module; Merdeka Curriculum; Kidergarten

1. Introduction

The curriculum in Indonesia continues to be updated, but it still keeps pace with the progress of science and technology in education which continues to develop, which is one of the factors affecting curriculum renewal (Gumilar et al., 2023). In 2022, the curriculum in Indonesia has undergone several changes (Salsabilla et al., 2023). The most recent curriculum is currently the independent curriculum initiated by the Ministry of Education and Culture, namely Mr. Nadiem Makariem and has begun to be implemented in almost all educational institutions including kindergartens.

The learning implementation plan is now known as a teaching module. The teaching module is a program unit used by teachers to carry out learning activities and is packaged in a complete and systematic manner, containing activity planning that aims to help children achieve learning goals (Salsabilla et al., 2023). Systematic is a sequence starting from the opening, material, and closing so that it makes it easier for children to learn and makes it easier for teachers to deliver material (Maulinda, 2022). The independent curriculum gives teachers the flexibility to design modules in two ways, namely teachers can modify the format of the

modules that have been prepared by the government, and compile modules according to the material that suits the character of each child (Maulinda, 2022).

Teachers must prepare teaching modules to help the implementation of learning activities. In compiling teaching modules, of course, not a few teachers have problems. Based on the problems that have been found from other studies, there are 12 teachers who are used as research subjects, the results were obtained that 2 people were able to design teaching modules, 5 people were not able to design teaching modules but had understood the content of the teaching modules, and 10 people did not understand the content of the teaching modules (Hamidi et al., 2023). It is proven that more than 50% of teachers in the study have not been able to understand the content of the teaching module so they have difficulty compiling it. Teachers do not have enough knowledge about the implementation of the Merdeka curriculum, including the teaching tools developed, namely teaching modules (Mukhlisina et al., 2023). The components of the teaching module are considered too complicated by teachers, due to the lack of teacher ability and the complexity of preparing teaching modules in the Merdeka Curriculum (Novi et al., 2023). From several problems found, there is a similarity, namely the lack of knowledge of teachers both about teaching modules and the implementation of the Merdeka Curriculum in learning activities.

This study aims to determine the ability of kindergarten teachers in compiling teaching modules based on the Merdeka Curriculum including BA Restu 1 Malang, Kindergarten Taman Indria 1 Malang, and Kindergarten ABA 9 Malang, as well as the inhibiting factors experienced and supporting factors that help teachers in compiling teaching modules based on the Merdeka Curriculum.

2. Method

Contains the type of research, time and place of research, targets / targets, research subjects, procedures, instruments and data analysis techniques and other things related to the way of research that can be written in sub-subchapters, with sub-subheadings.

2.1. Type of Research

This research uses a descriptive qualitative type with a case study approach, which is a type of research that aims to describe existing phenomena, both natural and man-made (Rusandi & Rusli, 2021). A case study is a scientific activity that is carried out in depth about an event either in an individual, a group of people, an institution or an organization (Rahardjo, 2017). This type of research is used to describe the ability of teachers to prepare teaching modules based on the Merdeka curriculum along with their supporting and inhibiting factors.

2.2. Lokasi dan Waktu Penelitian

2.2.1. Research Location

The location of the research used is located in several kindergartens located in Klojen District, Malang City, which are as follows.

- 2.2.1.1. BA Restu 1 Malang which is located on Jln. Bandung no. 7d, Penanggungan, Klojen District, Malang City.

2.2.1.2. Indria 1 Malang Kindergarten which is located on Jl. W.R. Supratman no. 15, Rampal Celaket, Klojen District, Malang City.

2.2.1.3. Aisyiyah Bustanul Athfal 9 Kindergarten Malang which is located on Jln. Arjuno no. 19, Kauman, Klojen District, Malang City.

The three kindergarten institutions have implemented an independent curriculum and teachers have prepared teaching modules as guidelines for the implementation of activities.

2.2.2. Research Time

The research was carried out on May 7-15, 2024 and July 23-25, 2024.

2.3. Data Source

The data source in this study is an independent curriculum-based teaching module that has been compiled along with the results of interviews with one teacher from each of the three kindergarten institutions as a representative, including the completeness of the components in the teaching module, the inhibiting factors experienced and the supporting inhibiting factors.

2.4. Data Collection Techniques

This study uses the following data collection techniques.

2.4.1. Interview

The interviews were conducted with teachers in several kindergartens located in Klojen District, Malang City and aimed to find out the supporting and inhibiting factors that affect teachers' ability to compile teaching modules.

2.4.2. Observation

The observation technique is carried out by observing the teaching module prepared by the teacher. This aims to find out the completeness of the components of the teaching module which is prepared in accordance with the provisions of the Ministry of Education and Culture.

2.4.3. Documentation

The results of the documentation are in the form of photos when carrying out research activities at the destination location.

2.5. Data Analysis Techniques

There are three stages of activities in qualitative data analysis, namely data condensation, data presentation, and drawing conclusion (Miles, et al., 2013).

2.5.1. Data Condensation

At this stage, the researcher collected the results of interviews regarding the completeness of the components in the teaching module, the inhibiting factors experienced, and the supporting factors that helped kindergarten teachers and then described briefly but still informatively.

2.5.2. Data Presentation

At this stage, the results of the interviews with the kindergarten teachers are reviewed so that they can be easily understood and used to draw conclusions.

2.5.3. Drawing conclusions

At this stage, conclusions are drawn based on the results of interviews with kindergarten teachers and other data that have been obtained in accordance with the formulation of the problem presented.

2.6. Data Validity

The validity of data in qualitative research includes credibility, transferability, dependability, and confirmability (Sugiyono, 2018).

2.6.1. Credibility

Credibility involves determining qualitative research results that can be trusted from the perspective of the participants in the study (Saleh, 2017).

2.6.2. Transferability

Transferability is a technique that requires researchers to report the results of their research so that the description is carried out as accurately as possible by describing the context of the location of the research being held and specifically revealing everything that the reader needs in order to understand the data obtained (Saleh, 2017).

2.6.3. Dependability

Research can be said to meet dependability if the researcher subsequently replicates or repeats the series of research processes that have been made (Mekarisce, 2020).

2.6.4. Confirmability

Confirmability is the willingness of researchers to openly disclose the processes and elements in their research, so that it is possible to make assessments by other parties or researchers regarding the results of research data (Susanto et al., 2023).

3. Results and Discussion

3.1. Result

3.1.1. Teachers' Ability in Compiling Teaching Modules Based on the Merdeka Curriculum in Kindergarten, Klojen District, Malang City

3.1.1.1. Modul Identity

Of the three kindergartens that have been studied, have included module identity components in the teaching modules that have been prepared.

Figure 1. BA Restu Malang Modul Identity

MODUL AJAR KELOMPOK B
TK TAMAN INDRIA 1
TAHUN 2024/2025

A. INFORMASI UMUM

Nama	Mulyani Dewi, S.Pd	Jenjang/Kelas	TK/TK B
Asal Sekolah	TK Taman Indria 1	Mata Pelajaran	-
Alokasi Waktu	1 - 5 pertemuan	Jumlah siswa	14 anak

Figure 2. Taman Indria 1 Malang Kindergarten Modul Identity

TAMAN KANAK-KANAK AISYIYAH BUSTANULATHALAH
NPSN : 2052011070
NPSN : 20520110
Jl. Arjuno No. 11A, Telp. (0341) 348853
M A L A N G

I. IDENTITAS UMUM

Nama	Nita Lita, S.Pd
Jumlah Kelompok	TK/A
Fase	Fondasi
Topik	Lingkungan Sekolahku
Karakter	Keagamaan Islam
Alat dan Bahan	Kertas Gambar, Krayon, Pensil
Sarana Prasarana	Ruang Kelas
Waktu	120 Menit

Figure 3. ABA 9 Malang Kindergarten Modul Identity

3.1.1.2. Initial Competence

Of the three kindergartens that have been studied, BA Restu 1 Malang has included the initial competency component items into the teaching module that has been prepared. The documentation is as follows.

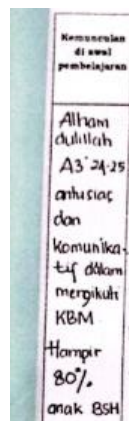


Figure 4. BA Restu 1 Malang Initial Competence

3.1.1.3. Pancasila Student Profile

Of the three kindergartens that have been studied, BA Restu 1 Malang and Kindergarten Taman Indria 1 Malang have included the components of the Pancasila Student Profile into the teaching module that has been prepared.



Figure 5. BA Restu 1 Malang Pancasila Student Profile

Profil Pelajar Pancasila yang berkaitan	<ol style="list-style-type: none"> 1) Beriman, bertakwa kepada Tuhan Yang Maha Esa 2) Mandiri 3) Bernalar kritis 4) Kreatif
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Figure 6. Taman Indria 1 Malang Kindergarten Pancasila Student Profile

3.1.1.4. Facilities and Infrastructure

Of the three kindergartens that have been studied, have included the components of facilities and infrastructure into the teaching modules that have been prepared.

3) Alat dan Bahan serta Media/Sumber Belajar

Alat dan Bahan serta Media/Sumber Belajar
PSRA (Bermain dan Bekerjasama/ Kita Semua Bersaudara) <ul style="list-style-type: none"> • Smart TV pengenalan adat dan budaya suku bangsa Indonesia • Baju Adat Indonesia • Peralatan membuat • Musik tradisional • Perlengkapan menggambar dan mewarnai Topeng Malangan • Alat dan bahan bermain tradisional.

Figure 7. BA Restu 1 Malang Facilities and Infrastructure

Alat dan Bahan	<ul style="list-style-type: none"> - Kertas gambar - Crayon - Gunting - Berbagai material loose part - Spidol - Pensil warna - Lem - pewarna - dll
Sarana Prasarana	Ruangan kelas dan halaman sekolah

Figure 8. Taman Indria 1 Malang Kindergarten Facilities and Infrastructure

Alat dan Bahan	<ul style="list-style-type: none"> Beras Jagung Ketela Gambar Bakul Nasi Alat Cocok Krayon Pensil
Sarana Prasarana	Ruang Kelas

Figure 9. ABA 9 Malang Kindergarten Facilities and Infrastructure

3.1.1.5. Student Target

Of the three kindergartens that have been studied, none have included the target student component items in the teaching modules that have been prepared.

3.1.1.6. Learning Model

Of the three kindergartens that have been studied, Taman Indria 1 Malang Kindergarten has included the components of the learning model into the teaching module that has been prepared.

Model Pembelajaran	Tatap Muka
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Figure 10. Taman Indria 1 Malang Kindergarten Learning Model

3.1.1.7. Learning Objectives

Of the three kindergartens that have been studied, the components of learning objectives have been included in the teaching modules that have been prepared.

PORA					
Dimensi	Elemen	Subelemen	Nilai Moderasi Beragama	Sub Nilai	Indikator
Sikap, Perilaku, dan Penilaian Moral	Aktif kepada sesama	<ul style="list-style-type: none"> Menggunakan bahasa yang santun dan sopan Menggunakan bahasa yang santun dan sopan 	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya
	Aktif beragama	Mendukung nilai dan norma sebagai warga negara Indonesia	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya
Kemampuan dan Keterampilan	Mengenal dan memahami budaya	Mendukung budaya dan identitas budaya	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya
	Kemampuan dan keterampilan anak	Mendukung budaya dan identitas budaya	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya
Siang Pagi	Kelompok	Kelompok dan kemampuan untuk bekerja sama	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya
Kreatif	Mengenal seni dan budaya yang estetik	Mengenal seni dan budaya yang estetik	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya
	Mengenal seni	Mengenal seni dan budaya yang estetik	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya
Membaca Kritis	Mengenal seni dan budaya yang estetik	Mengenal seni dan budaya yang estetik	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya
	Mengenal seni dan budaya yang estetik	Mengenal seni dan budaya yang estetik	Kerjasama dan ketertarikan (Mau berteman)	Kepercayaan	Menggunakan sikap santun dan sopan sebagai norma budaya Indonesia, menunjukkan sikap santun dan sopan, serta memperhatikan norma budaya sebagai norma dan budaya

Figure 11. BA Restu 1 Malang Learning Objectives

Tujuan Pembelajaran	<ol style="list-style-type: none"> 1) Mengenal Allah melalui ciptaanNya 2) Menunjukkan sikap menyayangi sesama makhluk hidup 3) Mengenal kegiatan ibadah sehari-hari 4) Menunjukkan keterampilan untuk melakukan koordinasi motoric kasar dan halus 5) Menunjukkan kebanggan terhadap hasil karya 6) Memiliki perilaku yang mencerminkan sikap kemandirian 7) Menyimak dan merespon orang lain dalam berbagai konteks 8) Mengenal bahasa ekspresif. 9) memahami konsep pola 10) Memiliki perilaku yang mencerminkan sikap kreatif 11) Melakukan aktifitas seni
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Figure 12. Taman Indria 1 Malang Kindergarten Learning Objectives

- A. Tujuan Pembelajaran
- 1.1. Mempercayai adanya Tuhan melalui ciptaan-Nya
 - 2.4. Memiliki perilaku yang mencerminkan sikap estetik
 - 2.6. Memiliki perilaku yang mencerminkan sikap taat terhadap aturan sehari-hari untuk melatih kedisiplinan
 - 2.13. Memiliki perilaku yang mencerminkan sikap jujur
 - 3.4. Mengetahui cara hidup sehat
 - 4.4. Mampu menolong diri sendiri untuk hidup sehat
 - 3.12. Mengenal keaksaraan awal melalui bermain
 - 4.12. Menunjukkan kemampuan keaksaraan awal dalam berbagai bentuk karya

Figure 13. ABA 9 Malang Kindergarten Learning Objectives

3.1.1.8. Meaningful Understanding

Of the three kindergartens that have been studied, BA Restu 1 Malang and Kindergarten Taman Indria 1 Malang have included meaningful understanding components into the teaching modules that have been prepared.

Tahap Kenali

- Inspirasi awal dengan literasi menggunakan smart TV dan buku tentang adat dan budaya suku bangsa Indonesia.
- Inspirasi awal dengan literasi mengikuti permainan moderasi Beragama
- Inspirasi awal dengan literasi menggunakan smart TV tentang cara membuat dengan teknik jumpitan.

Figure 14. BA Restu 1 Malang Meaningful Understanding

PILAR KARAKTER

Cerita dan Diskusi tentang Rutinitas Saat Datang di Pagi Hari

Tahapan Kegiatan :

1. Anak berlayari yel-yel di kelas
2. Guru mengajak anak berdiskusi tentang rutinitas saat datang di pagi hari seperti : salam pada guru, menyimpan tas , sepatu dengan rapi di loker, menempel absen.
3. Anak di motivasi untuk percaya diri memberikann pendapatnya.
4. Guru membahas rutinitas yang perlu di sepakati satu-persatu dan memberi kesempatan anak-anak untuk memberikan pendapat.

Figure 15. Taman Indria 1 Malang Kindergarten Meaningful Understanding

3.1.1.9. Trigger Questions

Of the three kindergartens that have been studied, BA Restu 1 Malang and Kindergarten Taman Indria 1 Malang have included the components of the trigger questions into the teaching module that has been prepared.

2) Pertanyaan pemantik

- a) Apa yang kamu ketahui tentang arti Bhineka Tunggal Ika?
- b) Seberapa ekspresif kamu bergerak saat mengikuti tari tradisional?
- c) Seberapa banyak pakaian adat Indonesia yang kamu tahu?
- d) Dapatkah kamu menyebutkan macam-macam makanan tradisional?
- e) Permainan tradisional apa saja yang pernah kamu mainkan?
- f) Seberapa kreatif kamu berkarya membuat dengan teknik jumpitan dan teknik ecoprint.

Figure 16. BA Restu 1 Malang Trigger Questions

3) Anak berdiskusi bersama guru tentang :

- Apa saja yang ada di sekolah mu?"
- Apa saja yang bisa kamu lakukan di sekolah?"
- Apa saja yang dapat kamu lakukan untuk menjaga lingkungan sekolah agar menjadi tempat yang nyaman, bersih dan sehat ?"

Figure 17. Taman Indria 1 Malang Kindergarten Trigger Questions

3.1.1.10. Learning Activities

Of the three kindergartens that have been studied, the components of learning activities have been included in the teaching modules that have been prepared.

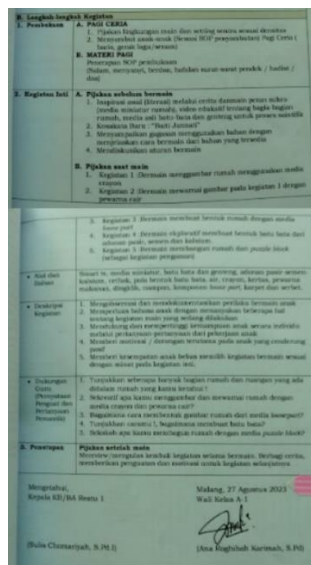


Figure 18. BA Restu 1 Malang Learning Activities

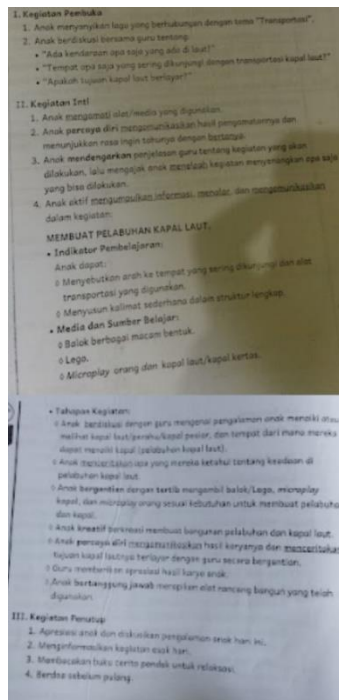


Figure 19. Taman Indria 1 Malang Kindergarten Learning Activities

- B. Kegiatan Pembelajaran**
- 1) Pembukaan
 - Penerapan SOP pembukaan
 - Berdiskusi tentang guna makanan bagi tubuh
 - Bercerita tentang menjaga kebersihan dan keamanan rumah
 - Menyanyi lagu "Rumahku"
 - Mengenalkan kegiatan dan aturan yang digunakan bermain
 - 2) Inti
 - Mencicipi nasi
 - Mengenalkan macam-macam makanan pokok
 - Meneliti tulisan nama-nama makanan pokok
 - Mencecekkkan gambar bakul nasi

RECALLING

 - Merapikan alat-alat yang telah digunakan
 - Diskusi tentang perasaan diri selama melakukan kegiatan bermain
 - Bila ada perilaku yang kurang tepat harus didiskusikan bersama
 - Menceritakan dan menunjukkan hasil karyanya
 - Penguatan pengetahuan yang didapat anak

ISTIRAHAT
 - 3) Penutup
 - Menanyakan perasaannya selama hari ini
 - Berdiskusi kegiatan apa saja yang sudah diminkannya hari ini, mainan apa yang paling disukai
 - Bercerita pendek yang berisi pesan-pesan
 - Menginformasikan kegiatan untuk besok
 - Penerapan SOP penutupan

Figure 20. ABA 9 Malang Kindergarten Learning Activities

3.1.1.11. Assessment

Of the three kindergartens that have been studied, the assessment component items have been included in the teaching module that has been prepared.

Figure 21. BA Restu 1 Malang Assessment

Figure 22. Taman Indria 1 Malang Kindergarten Assessment

C. Rencana Asesmen

- 1) Sikap
 - Menyukuri bahwa makanan sebagai anugerah dari Tuhan
 - Mengucapkan kata sopan pada saat bertamya
- 2) Pengetahuan dan ketrampilan
 - Dapat menyebutkan sumber-sumber makanan pokok
 - Dapat mengenal jenis-jenis makanan pokok
 - Dapat mencocokkan gambar bakul nasi
 - Dapat menebali nama-nama makanan pokok
 - Dapat menyebutkan guna makanan bagi tubuh

Mengetahui,

Guru Kelompok A2

FAHMATUS SA'ADAH S.Pi S.Psi

NURIA ULFA, S.Pi

Figure 23. ABA 9 Malang Kindergarten Assessment

3.1.1.12. Enrichment and Remedial

Of the three kindergartens that have been studied, BA Restu 1 Malang has included enrichment and remedial component items into the teaching module that has been prepared.

Aspek Pengetahuan	Aspek Keterampilan	Keterampilan
Aliran dan bentuk AS 2-29 aktivitas dan komunikasi	Mengenal nama-nama gambar dan gambar	Mengenal dan menyebutkan nama-nama gambar
Mengenal KBM	Mengenal gambar dan gambar	Mengenal dan menyebutkan nama-nama gambar
Mengenal KBM	Mengenal gambar dan gambar	Mengenal dan menyebutkan nama-nama gambar
Mengenal KBM	Mengenal gambar dan gambar	Mengenal dan menyebutkan nama-nama gambar

Figure 24. BA Restu 1 Malang Enrichment and Remedial

3.1.1.13. Student Worksheet

Of the three kindergartens that have been studied, Taman Indria 1 Malang Kindergarten has included the component items of the student worksheet into the teaching module that has been prepared.

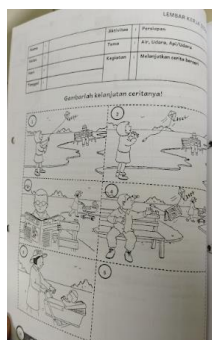


Figure 25. Taman Indria 1 Malang Kindergarten Student Worksheet

3.1.1.14. Teacher and Student Reading Materials

Of the three kindergartens that have been studied, Taman Indria 1 Malang Kindergarten has included the components of teacher and student reading materials into the teaching module that has been prepared.

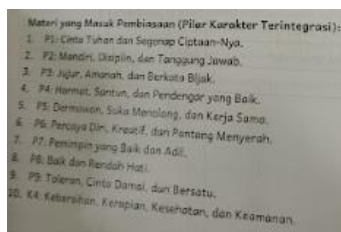


Figure 26. Taman Indria 1 Malang Kindergarten Teacher and Student Reading Materials

3.1.1.15. Glossary

Of the three kindergartens that have been studied, none have included the components of the glossary component in the teaching module that has been prepared.

3.1.1.16. Bibliography

Of the three kindergartens that have been researched, BA Restu 1 Malang has been able to included the components of bibliography into the teaching modules that have been compiled.



Figure 27. BA Restu 1 Malang Bibliography

3.1.2. Supporting Factors Experienced by Kindergarten Teachers in Developing Merdeka Curriculum-Based Teaching Modules

The inhibiting factors experienced are that the teaching module requires many attachments so that it is too long and makes it difficult for teachers to compile it, the self-awareness of some teachers who still lack to immediately complete the preparation of the teaching module, learning activities that sometimes do not match the content in the teaching module that has been prepared, and the teacher has difficulty determining the learning media in the teaching module that is in accordance with the learning activities.

3.1.3. Supporting Factors that Assist Kindergarten Teachers in Compiling Teaching Modules Based on the Merdeka Curriculum

The supporting factors that help are that teachers have received training on efforts to prepare teaching modules along with their manuals, teachers who are free to work with other fellow teachers to prepare teaching modules, and teachers who can easily prepare teaching modules according to the weekly program that has been made.

3.2 Discussion

3.2.1. Teachers' Ability in Compiling Teaching Modules Based on the Merdeka Curriculum in Kindergarten, Klojen District, Malang City

3.2.1.1. Module Identity

Module identity is the first step in compiling a teaching module, including the name of the compiler, school origin, level, class, and time allocation (Jannah & Fathuddi, 2023). It is known that BA Restu 1 Malang, Taman Indria 1 Malang Kindergarten, and ABA 9 Malang Kindergarten have been able to compile a complete module identity.

3.2.1.2. Initial Competence

Initial competence is the knowledge that students already have before learning a certain topic (Kemendikbud, 2021). It is known that BA Restu 1 Malang has been able to compile initial competencies. Kindergarten Taman Indria 1 Malang has not listed, but has made journal activities such as free drawing journals and selected journals that aim to free children to choose activities to show the initial

competencies possessed by children. Kindergarten ABA 9 Malang has also not been listed because it has been written in another special book.

3.2.1.3. Pancasila Student Profile

Pancasila Student Profile is a student who has global competence and behaves in accordance with Pancasila values, including global diversity, mutual cooperation, creativity, critical reasoning, independence, faith and fear of God Almighty, and noble character (Kemendikbudristek, 2021). It is known that BA Restu 1 Malang and Kindergarten Taman Indria 1 Malang have been able to compile a Pancasila Student Profile. Kindergarten ABA 9 Malang has not included the Pancasila Student Profile because it is still in the transition period from the old curriculum to the independent curriculum.

3.2.1.4. Facilities and Infrastructure

Facilities and infrastructure are facilities and materials used by teachers and children to carry out learning in the classroom (Maulinda, 2022). It is known that BA Restu 1 Malang, Taman Indria 1 Malang Kindergarten, and ABA 9 Malang Kindergarten have been able to develop facilities and infrastructure. There are several things that are considered by the teachers of BA Restu 1 Malang in determining the facilities and infrastructure used, namely the materials used must be easy to find around the children's play environment, affordable prices, increase children's creativity, and in accordance with the theme/topic raised. For Taman Indria 1 Malang Kindergarten, the teachers adjust to the budget given and often use materials in the surrounding environment. At Kindergarten ABA 9 Malang, teachers take advantage of materials that are easy to get around the school environment.

3.2.1.5. Students Target

Students Target can be considered from the psychological side of students before starting learning activities (Jannah & Fathuddi, 2023). It is known that BA Restu 1 Malang has not listed the target of students, but to determine it must be adjusted to the learning outcomes guided by the Decree of the Director of Pendis No. 3211 Year. 2022, covering religious and ethical values, identity, and the basics of literacy, mathematics, science, technology, engineering, and communication as well as participating in pre-reading activities (Suparyanto & Rosad, 2022). Kindergarten Taman Indria 1 Malang has also not listed, but to determine the teachers focus on assessing two children per day in turn, so that it can make it easier for teachers. In Kindergarten ABA 9 Malang, it has not been listed, but the implementation of learning activities is always aimed at regular students.

3.2.1.6. Learning Model

Learning model is a component of the teaching module that is used to determine what kind of learning activities will be carried out. The learning models in the independent curriculum are diverse and

adapt to the material and class, including face-to-face learning, online distance learning, offline distance learning, and blended learning (N. S. Salsabilla, 2023). It is known that Taman Indria 1 Malang Kindergarten has been able to develop a learning model. BA Restu 1 Malang has not yet listed, but the learning activities carried out are in the form of moving centers. Kindergarten ABA 9 Malang has also not been listed, but learning activities are always carried out face-to-face.

3.2.1.7. Learning Objectives

Learning objectives are descriptions of the achievement of three aspects of competence including knowledge, skills, and attitudes acquired by children in one or more learning activities (Pusmendik, 2022). It is known that BA Restu 1 Malang, Taman Indria 1 Malang Kindergarten, and ABA 9 Malang Kindergarten have been able to develop learning objectives. The thing that BA Restu 1 Malang considers in compiling it is that the teachers use two sources that have been provided by the Ministry of Religion and the Ministry of Education and Culture. This is because the BA institution is under the auspices of the Ministry of Religion, while for KB is under the auspices of the Ministry of Education and Culture. For Taman Indria 1 Malang Kindergarten, the teachers discussed together to determine the learning objectives after the theme taught in the previous week ended. At ABA 9 Malang Kindergarten, teachers are guided by the semester program that has been made.

3.2.1.8. Meaningful Understanding

Meaningful understanding is a learning process that not only memorizes concepts or phenomena, but also needs to apply activities that connect these concepts to form a good understanding of children so that the concepts that have been designed by teachers can shape children's behavior (I. Salsabilla et al., 2023). It is known that BA Restu 1 Malang and Kindergarten Taman Indria 1 Malang have been able to develop meaningful understanding. Kindergarten ABA 9 Malang has not listed, but the teachers have applied it directly into learning activities.

3.2.1.9. Trigger Questions

Trigger questions are components prepared by teachers and contain questions to be addressed to students. The component of the triggering question serves to arouse students' speaking intelligence and curiosity (Trisnawati, 2022). It is known that BA Restu 1 Malang and Kindergarten Taman Indria 1 Malang are able to compile triggering questions. The thing that BA Restu 1 Malang considers in compiling it is that teachers are obliged to know what knowledge they want to convey to children, and in general, the triggering questions that are compiled are based on the Qur'an and hadith. For Taman Indria 1 Malang Kindergarten, teachers pay attention to conditioning in the classroom. In Kindergarten ABA 9 Malang, it has not been listed, but it has been carried out directly into learning activities.

3.2.1.10. Learning Activities

Learning activities contain learning scenarios inside or outside the classroom and have a systematic sequence of activities and times that can be included with alternative learning according to the learning needs of students (Kemendikbud, 2021). It is known that BA Restu 1 Malang, Taman Indria 1 Malang Kindergarten, and ABA 9 Malang Kindergarten have been able to organize learning activities. The thing that BA Restu 1 Malang considers in determining it is that the teachers adjust to the elements in P5. For Taman Indria 1 Malang Kindergarten, the teachers discussed together according to the theme that will be raised. At ABA 9 Malang Kindergarten, teachers pay attention to the abilities and needs of children.

3.2.1.11. Assessment

Assessment is a component that is prepared to measure children's achievement during or at the end of learning activities, including diagnostic and formative assessments (Salsabilla, 2023). BA Restu 1 Malang, Taman Indria 1 Malang Kindergarten, and ABA 9 Malang Kindergarten have been able to prepare an assessment assessment. In BA Restu 1 Malang, diagnostic assessments are carried out to students and at the beginning of the activity to show the early appearance of the child, while formative assessments are carried out once a week. For Taman Indria 1 Malang Kindergarten, formative assessments have been included in the teaching modules that have been prepared, but for diagnostic assessments are recorded in other special books. In Kindergarten ABA 9 Malang, both assessments have been listed but for further assessments are recorded outside the teaching module.

3.2.1.12. Enrichment and Remedial

Enrichment and remedial are given to children with high achievement and children who need additional guidance to deepen the material (Maulinda, 2022). It is known that BA Restu 1 Malang has listed enrichment and remedial named follow-up. In its implementation, the teachers of BA Restu 1 Malang repeated activities that children felt had shortcomings. The teachers reduced the difficulty level and replaced the media used in the repetition of the activity. Kindergarten Taman Indria 1 Malang and Kindergarten ABA 9 Malang have not been listed, but have been recorded in a special enrichment and remedial book.

3.2.1.13. Student Worksheet

Student worksheet is a sheet that is worked on by children and contains discussions, summaries, and ways to work on learning tasks (Pratiwi & Indrayani, 2023). It is known that Taman Indria 1 Malang Kindergarten has been able to compile student worksheets. BA Restu 1 Malang does not list because it wants to focus on exploratory activities and reduce the use of paper. In Kindergarten ABA 9 Malang, it has not been listed, but there is a special book containing student worksheets.

3.2.1.14. Teachers' and Students' Reading Materials

Teachers' and students' reading materials are components that contain attachments about reading materials used before starting

learning activities, and can be used to deepen the material (Kemendikbud, 2021). It is known that Taman Indria 1 Malang Kindergarten has been able to compile teachers' and student's reading materials. BA Restu 1 Malang and Kindergarten ABA 9 Malang have not listed, but have used Teacher and Student Reading Materials in the implementation of learning activities and have provided a library.

3.2.1.15. Glossary

Glossary is a component that contains an attachment to a collection of difficult terms equipped with meaning (Susanti, 2016). It is known that BA Restu 1 Malang, Kindergarten Taman Indria 1 Malang, and Kindergarten ABA 9 Malang do not include a glossary because there are no difficult terms used in compiling teaching modules.

3.2.1.16. Bibliography

Bibliography contains references used from various other people's thoughts (Rahman & Jumino, 2019). It is known that BA Restu 1 Malang, Taman Indria 1 Malang Kindergarten, and ABA 9 Kindergarten have not included a bibliography. In Taman Indria 1 Malang Kindergarten, teachers tend to create their own learning resources such as singing or movement videos, while BA Restu 1 Malang and ABA 9 Malang Kindergarten have the same reason, namely not using a bibliography to list the learning resources used.

4. Conclusion

The ability of teachers in compiling teaching modules based on the Merdeka Curriculum in Klojen District Kindergarten, Malang City includes BA Restu 1 Malang, Taman Indria 1 Malang Kindergarten, and ABA 9 Malang Kindergarten are included in the sufficient category because they have included general information components in the form of module identities, Pancasila Student Profiles, facilities and infrastructure, and core components in the form of learning objectives, meaningful understanding, triggering questions, learning activities, assessments. There are shortcomings because they do not include initial competencies, target students, learning models, enrichment and remedial, student worksheets, teacher and student reading materials, glossaries, and bibliographies. This research cannot necessarily represent the ability of teachers in compiling teaching modules based on the independent curriculum because it uses the case study method.

The inhibiting factors experienced by kindergarten teachers in compiling teaching modules based on the Merdeka curriculum include: (1) teachers who experience difficulties in compiling teaching modules because they need a lot of attachments and are too long, (2) different teachers' self-awareness when compiling teaching modules, (3) the content of teaching modules that sometimes do not match the application of learning activities in the classroom, (4) tend to have difficulty in determining appropriate learning media.

Supporting factors that help kindergarten teachers in compiling teaching modules based on the Merdeka curriculum include: (1) teachers who have received training on efforts to compile teaching modules and their guidebooks, (2) are free to work with other fellow teachers to compile teaching modules, (3) can easily compile teaching modules according to the weekly program that has been made.

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