

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The Teaching Module is one of the tools used to demonstrate how to implement the Independent Curriculum. Teaching modules are tools that educators use to achieve previously acquired learning objectives through textbooks. This is because of changes to the school curriculum. A comprehensive measuring tool is known as a teaching module. They have three primary uses: 1) as standalone units or as a whole; 2) as centralized learning activities that are suggested and made to help students achieve their learning objectives; and 3) as integrated teaching programs that include learning objectives, instructional materials, teaching strategies, instructional media, learning resources, and evaluation. One of the factors that must be considered when determining the appropriate development of a teaching module is the formulation of precise and unambiguous learning objectives. The objectives must be quantifiable in order to determine how well students meet the learning objectives. When designing learning activities, it is critical to consider a variety of factors, including the students' abilities, backgrounds, and characteristics. Thus, by tailoring the learning environment to the needs of the students, teaching module development solves their problems.

As a prerequisite for developing a teaching model, a diagnostic test measuring students' prior knowledge must be administered prior to creating the content. This test tries to match how the test questions are written to the module's goals. Learning activities are designed to help and guide students towards the competencies outlined in the objectives. Learning activities include playing role-playing games, watching movies, and listening to audio materials. The teaching module also includes a detailed profile of Pancasila students. Learning only involves one of the three components of critical reasoning: data collection and analysis.

In contrast, the other two elements have not been clearly and precisely demonstrated. Teaching modules are concrete expressions of concepts used in

teaching aids that are very effective for educators in carrying out the learning process that focuses on the Pancasila Student Profile to achieve learning outcomes, according to research that supports this research, such as Rahmat Setiawan's research. Furthermore, by examining the circumstances and needs of teachers, students, and schools, the teaching module must have a solid basis.

For both teachers and students, using teaching modules is critical to improving students' comprehension of the material. This teaching module aims to improve learning, help teachers implement instruction in closed and open classrooms, and present the content completely in accordance with the designated components. It also supports students' critical reasoning by focusing on essential reasoning components identified in the Pancasila student profile [2]. A curriculum aims to provide the fundamental knowledge and essential characteristics of a series of educational programs in a system that educators can use in schools [3]. The Indonesian curriculum is currently being taught independently.

The concepts of independent study and student-teacher collaboration will result in a more dynamic and successful learning environment for both parties. The independent study program includes a variety of extracurricular learning opportunities that aim to improve students' ideals and awareness while strengthening their skills. An independent curriculum encourages independence in the thinking process, with the teacher's teaching strategies determining the student's free thought.

Curriculum changes will always have an impact on the textbooks used by students; expect content errors that do not align with the current curriculum. Curriculum changes affect many aspects of education, including the resources teachers use to communicate with students. Independent learning aims to create a positive environment for educators, students, and parents [3]. It is believed that curriculum changes will improve education in Indonesia. Of course, collaboration between educators is required for this. Teachers must tailor their teaching methods to meet the needs of the curriculum. They must also tailor their activities to the expectations and requirements of the government, which may necessitate rethinking how educational materials are created.

Teachers must be familiar with and adhere to the principles that the government expects and requires, such as changing the concept of teaching materials. Curriculum is inextricably linked to education; one could argue that curriculum is a reference for implementing education in Indonesia because it is a tool used to achieve educational goals. This statement demonstrates that the program should not be underestimated as a document, tool, or reference for educational practitioners seeking to achieve educational goals through the best teaching and learning processes. The curriculum expresses the theoretical basis or perspective on life at school. This effectively summarises the learning objectives to be met in the classroom.

The program was created to make learning easier. The constant adjustment of the current curriculum causes confusion and impedes the educational process. "The curriculum is the comprehensive plan for a subject or school. It represents the program's philosophy (ideology), overall goals, content, and evaluation methods [3]. This implies that a program is made up of multiple teaching modules for a single subject. The content refers to the plan's goal or ideology. The curriculum is a comprehensive, targeted plan that individuals should consider before deciding on educational programs.

Instructional modules have taken the place of "instructional materials" in independent study programs. Module-based learning tools offer numerous advantages, including time savings, increased enthusiasm and motivation for independent learning, and reduced teacher workload [3]. Although the goal of creating instructional modules is to assist educators in implementing the learning process, the development of instructional modules within a self-contained curriculum should be guided by guidelines and learning assessments. Minister of Education, Culture, Research, and Technology (Kemendikbud Ristek) Nadiem Makarim launched the independent learning program to replace the 2013 program.

Teachers must create teaching modules that are tailored to the needs of their students. When designing instructional modules, educators must consider multiple perspectives as well as individual learning goals. Educators, scholars, researchers, and educational strategists must remain informed during

unstructured and unpredictable transitions. Any curriculum developed and implemented is based on several distinct principles. Teaching modules are designed to replace various types of learning implementation plans (LIPs), such as learning materials or content, learning methods, technical explanations, and assessments.

Teaching is organized in a systematic and engaging manner to achieve predetermined success indicators. Based on the rules, one can tentatively conclude that the Independent Curriculum has some advantages over the 2013 program, such as teachers' freedom to be creative and choose learning priorities [3]. To improve Pancasila students' soft skills and profiles, educational module preparation must be revised. When developing modules or teaching materials, teachers should consider whether the content is consistent with the subject's and independent learning objectives. Textbooks contain detailed information on specific subjects or professions, which is arranged and screened in accordance with predetermined performance standards.

These features are incorporated into learning objectives, learning outcomes (LPs), and learning materials in activities that align with the program's components. The Pancasila student profile is reflected in the curriculum, which emphasizes critical thinking skills across all learning objectives. Books designed specifically for classroom use have a distinct style in form, content, description, and content. Each reading material used in the classroom must support each student's learning process and skill in relation to the program goals [3]. The Independent Curriculum also includes a movement school program that allows English teachers to carry out teaching modules in class.

The Ministry of Education and Culture's movement school project (Sekolah Penggerak) aims to achieve Indonesian education's goal of fostering an advanced, sovereign, autonomous, and prosperous individual. This is made possible by the expansion of Pancasila's student population. Governments must prioritize equity if they want all teachers and schools to be able to effectively implement Independent Curriculums and students to achieve the expected educational outcomes. Make driving teacher preparation more common [2].

Teacher training modules are used to implement a self-directed curriculum and improve the profile of students who exhibit the Pancasila personality.

They were developing Learners for Pancasila. The findings indicate that Movement School prioritizes holistically creating learners' learning outcomes through the use of the Pancasila Learner Profile, which includes both cognitive and non-cognitive (personality) skills—proficiency in reading, writing, and mathematics. Senior human resources personnel, including principals and teachers, are the first to do so. The Pancasila Learner Profile is a graduate profile designed to reflect the admirable values of Pancasila stakeholders and learners while also demonstrating the moral fiber and proficiencies required for success. Pancasila learners are defined by six characteristics: 1) obedience, honour, and fear of God Almighty; 2) awareness of global diversity; 3) independence; 4) collaboration; 5) critical thinking skills; and 6) creativity [4]. The movement school facilitates the realization of the two main components of the Indonesian education vision: schools that prioritise the development of comprehensive student learning outcomes through the implementation of the Pancasila learner profile and the establishment of excellent human resources, particularly principals and teachers. Students as a whole benefit from recognising the Pancasila learner profile and starting with exceptional human resources, particularly teachers and principals. Given how quickly times are changing, schools must be innovative and creative in their teaching methods. With the world's rapid advancement in digital technology, the demands of this era are becoming more complex, and we must address this request.

Nadhim Makarim, Minister of Education and Culture (Kemendikbud), launched an initiative for movement schools. This year's movement school program represents a new educational initiative in Indonesia. The program focuses on the process and development of human resources. With the implementation of this program, schools are expected to see a greater degree of progress in the character development of their students. Furthermore, the local government's support for this program is extremely beneficial in developing a profile of analytical learners and raising student standards.

Identifying a student's characteristics and improving the quality of instruction in that area [5].

The Movement School Program encourages the use of innovative teaching paradigms in the classroom to improve Pancasila students' character profiles. The use of project-based learning and the development of 21st-century skills such as creativity, critical thinking, communication, and teamwork are examples of this. This is consistent with research findings that show students can be better prepared to compete in a globalized world by developing these skills [6].

Based on the above description, a researcher is interested in conducting a study titled “Analysis of the Teaching Module of the Independent Curriculum Designed by English Teachers of Mojokerto Movement High School”.

1.2 Formulation of the Problem

Based on the research context, some questions will be raised as issues in this analysis.

1. Are the teaching modules designed by English teachers of Mojokerto Movement High School consistent with the components of the independent study program teaching modules?
2. What are the challenges faced by English teachers of Movement School, Mojokerto Junior High School, in designing the teaching modules of the independent curriculum?

1.3 The Purposes of the Study

The objectives are:

1. Explained the teaching modules designed by Mojokerto Movement High School English teachers according to the elements of the independent curriculum.
2. Describe the challenges English teachers at Mojokerto Junior High School faced in designing instructional modules for the independent curriculum.

1.4 The Significances of the Study

Theoretically, the results of this study can provide valuable references for future research on teaching modules with similar issues.

1. Teachers

The results of this study can be helpful as additional information or reference materials for teachers, especially English teachers, to design practical teaching modules according to Independent curricula.

2. Program developers

Program developers can use this research paper as a reference for those who want to conduct research in the lecture module and teach Independent Curriculum references.

1.5 Limitations of the study

A researcher's focus in this study will be Mojokerto Junior High School's five-movement schools' grade 7 English teachers. A researcher examined the teaching modules to determine whether the elements offered in the English teachers' teaching modules at the five-movement schools aligned with the elements in the independent curriculum. A researcher examined how the independent curriculum and the English teachers' teaching modules in the five-movement schools were aligned.

1.6 A Systematic Overview of the Study

Initial observations were made, teaching modules of English teachers were analysed, and teachers were interviewed before this research was carried out. Once the data required for this study have been gathered, the findings will be examined using the qualitative descriptive method