Analysis of Teachers' Ability to Compile Merdeka Curriculum Teaching Tools in Elementary School

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Abstract. This study aims to analyze: 1) the ability of teachers to compile the Merdeka Curriculum teaching module, 2) the obstacles to compiling the teaching module, and 3) solutions in overcoming the obstacles of compiling the Merdeka Curriculum teaching module. Methodology: The method in this study uses qualitative phenomenology by involving the principal and teacher as the research subject. The research was conducted at Elementary School of 06 Sima Moga Pemalang, Central Java. Data collection through interviews and documentation. The validity of the data is carried out by engineering triangulation and source triangulation. Data analysis is carried out inductively. The results of this study obtained three things that were emphasized. 1) At Elementary School of 6 Sima already has a good ability in carrying out Merdeka curriculum learning by being able to compile teaching modules independently, and it is mandatory for each teacher to compile teaching modules. 2) The obstacles experienced are teacher competence in the field of technology, which is still lacking, especially teachers who are elderly, heterogeneous student character, and inadequate facility conditions. 3) The solution to overcome this is by conducting guidance in accordance with government regulations and maximum utilization of reference teaching modules provided by the government which can be accessed easily on the official platform of the Ministry of Education and Culture Ristek. The difference in this research lies in the research time, object, and research focus, namely the ability to compile teaching modules with the Merdeka Curriculum.

Keywords: Teacher's Ability · Merdeka Curriculum · Teaching Tools

1 Introduction

Education is the door to a better life that every human being passes through by fighting for it [1]. Education is a concerted effort to mentor, instruct, or train students in preparation for their role in the future [2]. According to Law Number 20 of 2003, Education is a deliberate and planned effort to establish a learning environment and learning process so that students actively develop their potential to have the qualities that themselves, society, and the state require such as religious spiritual power, self-control, personality, intelligence, and noble character. The purpose of national education, namely increasing the

potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [3].

In today's competitive era, humans are required to be able to keep pace with the progress of knowledge, one of which is in the field of Indonesian education. The 21st century is marked as the century of openness or the century of globalization, meaning that human life in the 21st century undergoes fundamental changes that are different from the system of life in the previous century [4]. The 21st century has many differences with the 20th century in various aspects, including in work, social life and self-actualization. The 21st century is characterized by the rapid development of information technology and the development of automation where many jobs that are routine and repetitive work begin to be replaced by machines, both production machines and computers. As is already known in the 21st century, it has completely changed both society and the world of education [5].

The first two decades of the 21st century have been marked as an era with diverse and different learning conditions and circumstances to the 20th century, in which the study of curricula emerged as a science, with principles and methodologies, and was not seen simply as content or subject matter [6]. Curriculum is a tool for achieving educational objectives and serving as a guide when putting education into practice [7]. The curriculum journey in Indonesia has undergone many changes that are adapted to the needs of the existing times [8]. In the history of curriculum development in Indonesia has been recorded eleven times, namely since 1945, the national education curriculum has undergone changes in 1947, 1952, 1964, 1968, 1973, 1975, 1984, 1994, 1999, 2004, 2006 and 2013. Where each curriculum has benefits and drawbacks. And this curriculum can change at any time according to the needs of education in Indonesia [9]. With the development of the times and technology, the Ministry of Education and Culture is currently making a policy of independent learning in education in Indonesia. To improve the quality of human resources, with the development of the times and technology today, the Minister of Education and Culture implements the "Merdeka Belajar" education program which is used as a direction for future learning.

According to Sherly et al. (2020), Merdeka Belajar is one of the initiatives to foster a joyful learning environment in classrooms, one that is joyful for both students and teachers [10]. The background of the learning launched Merdeka Belajar's program is the number of complaints from parents in the national education system that has been in effect so far including the minimum completion score that students must achieve which varies in each subject. Implicitly, the government establishes this curriculum to adjust the learning flow at the level of achievement and characteristics of students. This policy emphasizes the freedom of educational institutions in terms of exploring the abilities and potential of their students. Merdeka Belajar or this prototype has 4 main programs, including: 1) Comprehensive USBN (National Standardized School Examination) Assessment, 2) UN (National Examination) which is formulated into AKM (Minimum Competency Assessment), 3) Zoning System in the implementation of new student admissions which is more flexible, 4) Simplification in the preparation of RPP (Learning Implementation Plan) which is now called the teaching module.

Changes in the Merdeka Curriculum, of course, followed by changes in teacher abilities that are in line with the curriculum. One of the abilities or competencies that teachers must prepare in facing the new curriculum is pedagogic competence. Pedagogic competence according to Lubis (2018) is one of the absolute competencies that need to be mastered by teachers, in essence this competency is the capability of teachers in managing learning in the classroom [11]. This can be said to determine the success rate of the learning process and learning outcomes. Teacher performance is a form of teacher behavior in the Teaching and Learning Process, namely, how a teacher plans teaching, carries out teaching and learning activities and assesses learning outcomes [12].

In achieving learning goals or outcomes, teachers as learning leaders must plan or design programs. Learning activities will not run smoothly without careful planning. Learning planning is an important part of learning activities. The purpose of learning planning is to prepare learning plans or decisions as a reference for teachers in teaching the knowledge and skills needed to achieve basic competencies and goals set [13]. All teachers in the education unit are required to compile a Learning Implementation Plan (RPP) or what is now called a complete and systematic teaching module to facilitate interactive learning, inspire students, make learning fun, and challenge students to actively participate. However there are not a few teachers who do not have a good understanding of what the Merdeka Curriculum teaching module looks like.

Teaching module is a teaching design or tool that is prepared based on a curriculum to achieve learning objectives and competency standards that have been set. Teaching modules have an important role for teachers in designing classroom learning [14]. Through teaching modules, teachers are expected to be able to apply learning programmatically. In the preparation of tools or lesson plans, teachers have an important role. Teachers are required to innovate as creatively as possible in teaching modules. Therefore, the preparation of this teaching module is a pedagogical competence of teachers that needs to be developed for effective, efficient, and appropriate classroom learning to occur.

Based on research from Manik et al.(2022) and Mariati(2021), mentioned that the Merdeka Curriculum is a challenge for teachers to create learning that can develop students' thinking power [15, 16]. A Merdeka curriculum frees teachers to manage the learning carried out for the implementation of fun learning, so that teachers must have the ability to design learning and compile modules [17]. But based on research from Turi et al. (2017) which states that in the preparation of the device, the ability of teachers still needs to be improved [18]. Although it is quite in accordance with the national standards body of education, the average quality of the device only reaches 9.78%. It is still found that the components of the learning implementation plan (RPP) are not complete such as in learning objectives, assessments, and learning steps that are still shallow [19]. This is reinforced by Dwiyani et al. (2016) which shows the obstacles encountered by teachers in the preparation of learning tools such as teacher busyness, lack of guidance and assistance, and not optimal socialization regarding the preparation of learning tools [20].

Based on the description above, researchers are interested in analyzing the ability of teachers at Elementary School of 6 Sima in compiling the Merdeka Curriculum teaching module. The researcher will raise the research title: The Ability of Teachers to Compile Merdeka Curriculum Teaching Tools in Elementary Schools. The focus of this research

is how the teacher's abilities, obstacles for teachers, and solutions to existing obstacles in compiling teaching modules based on the Merdeka Curriculum. From this research, it is hoped that it can be used as study material for teachers and schools in improving their quality.

2   Method

This study is a qualitative research with a phenomenological approach, because it is related to qualitative data, which is in the form of words, sentences, attitudes, behaviors in implementation which aims to 1) analyze the ability of teachers to carry out the preparation of teaching modules, 2) obstacles to compiling teaching modules for the Merdeka Curriculum, and 3) solutions in overcoming obstacles in compiling teaching modules for the Merdeka Curriculum. This research was conducted at Elementary School of 6 Sima for approximately three months, from August to October.

The sources of research data are the principal, the grade IV teacher, and the teaching module archive. The data in this study is qualitative data in the form of words, and or sentences from interviews, and documentation that supports the research. Data collection in this study used interviews and documentation. Interviews were conducted with the principal and teachers of class IV. The principal's interview is related to the provisions for the preparation of teaching modules, examination of teaching modules, obstacles, and solutions. Interviews with teachers regarding knowledge and preparation of teaching modules. The documentation used is official documentation, which is a teaching module document that has been prepared by the class teacher. Analysis of documents regarding the suitability and completeness of class IV teaching modules.

The validity of the research data of this study was carried out using triangulation techniques. Triangulation techniques are carried out by comparing data or information collected through other techniques [21]. As in this study, the data obtained from interviews, observations and documentation will be compared and then obtained the validity of the data. Meanwhile, triangulation of data sources is carried out by asking the truth of certain data or information obtained from an informant to another informant. For example, data on the obligation to make teaching modules, what are the obstacles in compiling teaching modules from interviews with principals, compared to the same data from interviews with teachers. The data analysis process is carried out inductively.

3   Results and Discussion

After conducting interviews and documents to the research subjects at Elementary School of 6 Sima, the research results were obtained in the form of teaching modules used at Elementary School of 6 Sima in accordance with the Merdeka Curriculum. The subjects used were teachers and principals at Elementary School of 6 Sima. The results and discussions in this study will emphasize 1) The ability of teachers to compile teaching modules, 2) Obstacles to compiling teaching modules for the Merdeka Curriculum, 3) Solutions in overcoming the difficulties of compiling teaching modules for the Merdeka Curriculum.

3.1 Teacher's Ability to Compile Teaching Modules

Curriculum, all education practitioners must re-adjust to all existing changes. Merdeka Belajar is one of the Ministry of Education and Culture's initiative programs in creating a happy learning atmosphere, both for students and teachers. With that, good readiness is needed in carrying out independent learning. Teacher readiness itself can be interpreted as the condition of a teacher who has sufficient competence or ability both physically, socially and emotionally [22]. Therefore, with the changes in the existing curriculum, teachers are required to quickly adjust and must always be ready. Adjustments to the changes in the Merdeka curriculum were also experienced at Elementary School of 06 Sima. One of the readiness of teachers at Elementary School of 6 Sima in carrying out Merdeka Belajar learning is to compile teaching modules. The teaching module itself can be a reference in conducting Independent learning, for this reason, Elementary School of 6 Sima requires each teacher to compile a teaching module. In accordance with what was conveyed by Mr. Abdul Wahid, as the Principal at Elementary School of 6 Sima.

"…Saya mewajibkan semua guru di sini untuk membuat modul mengajar sendiri, karena itu adalah salah satu pegangan atau referensi ketika mengajar nanti, jadi yaa.. Sekolah kami (SD 06 Sima) sudah cukup siap melaksanakan pembelajaran Merdeka Belajar…" ("…I require all teachers here to make their own teaching modules, because that is one of the handles or references when teaching later, so… Our school (Elementary School of 06 Sima) is quite ready to carry out Merdeka Belajar learning…"). (Principal Interview: Bapak Abdul Wahid, 2022)

With regulations requiring each teacher to compile his own teaching module, teachers are indirectly required to be ready for all changes and must adjust quickly and precisely. Each school has a different readiness to carry out independent learning, such as the research conducted by Afista et al. (2020), which states that the readiness of teachers in welcoming the independent learning policy includes assessments in the form of scientific papers in lieu of USBN, AKM, making concise RPP and so on [23]. By compiling their own teaching modules, teachers must also understand the systematics of preparing teaching modules for the Merdeka Curriculum. As stated by Mrs. Ertina, a class IV teacher.

"….Saya menyusun sendiri modul ajar saya sendiri, sehingga saya juga memahami apa itu sistematika, yaitu ada informasi umum yang letaknya paling penting seperti identitas sekolah, kemudian kompetensi awal, profil siswa pancasila, sarana dan prasarana, target siswa, model pembelajaran, kompetensi inti, penilaian dan yang terbaru ada refleksi…". ("….I fully compiled my own teaching modules, so I also understand what the systematics are, namely there is general information that is located most importantly miss such as school identity, then initial competencies, pancasila student profiles, facilities and infrastructure, student targets, learning models, core competencies, assessments and most recently there is reflection…") (Class IV Teacher Interviews: Mrs. Ertina, 2022)

In the teaching module that has been made contains three main parts, the first of which there is general information, core components and attachments. Where in general information provides information about teaching modules such as the name of the compiler, institution, year of preparation, school level, class and time allocation and explains the initial information, Pancasila student profile, facilities and infrastructure, student targets and learning models, with the information provided it can explain from

the beginning that this module is targeted at whom and what class and in the module will discuss what material. That's an illustration of the other parts of the module. Then in the module, continued with the core components which contain learning objectives, meaningful understanding, lighter questions and learning activities. This section helps students understand the material described by the teacher and becomes the teacher's reference for what material will be presented to students. Then continued with an attachment containing student worksheets, teacher and student reading materials and evaluation sheets, in this section it aims to see to what extent students understand the material that has been delivered by working on worksheets and evaluations. That way the teaching modules that have been made are quite in accordance with the systematics in the preparation of good and correct teaching modules (Fig. 1).

The results of the interview are also supported by documentation carried out related to the teaching module compiled by one of the teachers at Elementary School of 06 Sima.

Systematics of teaching modules according to Maulida (2022), Broadly speaking, there are several components such as general information, core components, and attachments [24]. In detail, the teaching module contains the identity of the compiler, level, class, time allocation, content domain, phase, Pancasila Student Profile, learning outcomes, student targets, learning activities, materials, tools & materials, criteria, references and student worksheets [25]. That way the teaching modules that are compiled are in accordance with the existing systematics, but there are still some shortcomings found in the teaching modules that have been made such as in the teaching modules there are no rubrics of assessment, enrichment and remedial, glossary and bibliography. The assessment rubric itself is a tool that teachers can use in setting task assessment criteria, in addition to the need to provide enrichment and remedial in teaching modules so that teachers can see the extent of students' abilities and are able to enrich the learning process. The glossary in the teaching module contains a collection of terms or words that are difficult or unfamiliar to students, so that the glossary can help students understand the teaching module used by the teacher. Although these shortcomings are not included in the core part of the teaching module, if the teaching module is equipped with these parts, it will make the teaching module can maximally help the learning process independent of learning. With the existing shortcomings, it has shown that the ability of teachers at Elementary School of 6 Sima is quite good in carrying out Merdeka Belajar learning (Fig. 2).

In addition to complying with the existing systematics, each module made by the teacher also always passes a check by the principal at the beginning of each semester or the end of the year during supervision. With the results of the interview obtained, the principal stated that the teaching module standards compiled by teachers at Elementary School of 06 Sima were in accordance with government standards so that the ability of teachers at SD Negeri 06 was quite good. The examination is carried out so that the principal knows whether the teaching modules compiled are good or not, besides that it is also a benchmark for the success of Merdeka Belajar learning in the classroom. This is also one of the readiness in carrying out learning with the Merdeka Curriculum (Fig. 3).

Based on the interviews conducted, it was also obtained that in addition to making rules for the obligation to make teaching modules, teachers are also required to be

Modul Ajar

A. Informasi Umum
  1. Informasi Tentang Modul Ajar
     - Nama Penyusun   : Ertina Lidyawati, S.Pd
     - Institusi   : SDN 06 Sima
     - Tahun Penyusunan : 2022
     - Jenjang Sekolah   : Fase B
     - Kelas   4
     - Alokasi Waktu   : 2x35 jp

  2. Informasi Awal
     Siswa mengetahui bagian-bagian tubuh tumbuhan

  3. Profil Pelajar Pancasila
     - Mandiri
     - Kreatif
     - Bernalar kritis

  4. Sarana dan Prasarana
     - Tumbuhan di lingkungan sekitar

  5. Target Peserta
     Didik Siswa kelas
     4

  6. Model Pembelajaran : Kontekstual

TEACHING MODULE

A.   General Information
  1.   Information About Teaching Modules
     - Compiler Name : Ertina Lidyawati, S.Pd
     - Institution : SDN 06 Sima
     - Year of Compiler : 2022
     - School Level : Phase B
     - Class : 4
     - Time Allocation : 2 x 35
  2.   Initial Information
       Students know the body parts of plants
  3.   Pancasila Student Profile
     - Independent
     - Creative
     - Critical Reasoning
  4.   Facilities and Infrastructure
     - Plants and the surrounding environment
  5.   Target Learners
       4th graders
  6.   Learning Model : Contextual

Fig. 1. General Information in Teaching Modules

technologically literate in conducting learning. In making teaching modules themselves, good technological knowledge is also needed. In accordance with Soetopo & Soemanto (1991), which states that the rapid development of science and technology is one of the factors in curriculum changes [26].

The research conducted showed the results that teachers at Elementary School of 6 Sima already have a good ability in compiling teaching modules for learning the Merdeka Belajar curriculum by being able to compile teaching modules independently. This is

B. Kompetensi Inti
  1. Tujuan Pembelajaran
    - Peserta didik dapat mengidentifikasi bagian-bagian tubuh tumbuhan
    - Peserta didik memahami fungsi dari masing-masing bagian tubuh tumbuhan
    - Peserta didik dapat mengidentifikasi jenis-jenis tulang daun.

  2. Pemahaman Bermakna
    - Peserta didik dapat mengidentifikasi bagian-bagian tubuh tumbuhan serta dapat memahami fungsi dari masing-masing bagian tubuh tumbuhan.

  3. Pertanyaan Pemantik
    - Apa saja bagian tubuh tumbuhan?
    - Apa fungsi dari setiap bagian tubuh tumbuhan?

  4. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Persiapan dan Motivasi 1. Guru memberikan salam, menyapa, dan mengkondisikan siswa pada situasi yang menyenangkan 2. Siswa berdoa sesuai dengan kepercayaan masing-masing dipimpin oleh salah satu siswa	15 menit

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B. Core Competencies
1. Learning Objectives
   - Students can identify plant body parts
   - Students understand the function of each part of the plant body
   - Students can identify the types of leaf bones
2. Meaningful understanding
   - Students can identify plant body parts after understanding the function of each part of the plant body
3. lighter question
   - What are the parts of the plant body
   - What is the function of each part of the plant body
4. Learning Activities

Activities	Activity Description	Time allocation
Introduction	Preparation and motivation 1. Teachers greeting, and coordinating students on pleasant situations 2. Students pray according to their respective beliefs led by one of the students	15 Minute

Fig. 2. Core Competencies in Modules

C. Lampiran
    a. Lembar Kerja Peserta Didik

Nama Siswa: Tanggal:
Kelas: Guru penilai:

Mengamati Tulang Daun

1. Amati 4 daun yang ada di sekitar kalian
2. Carilah daun-daun yang memiliki bentuk tulang daun berbeda
3. Gambarlah tulang daun itu pada buku tugas kalian!
4. Ceritakan hasilnya kepada teman dan guru di sekolah.

DAUN 1	DAUN 2
DAUN 3	DAUN 4

C. Attachment

a. Learner Worksheets

Student name:

Class:

Date :

Appraisal teacher:

Observing leaf bones

1. Observe the 4 leaves around you
2. Look for leaves that have different leaf bone shapes
3. draw the leaf bone in your task book
4. tell the results to friends and teachers at school

Leaf 1	Leaf 2
Leaf 3	Leaf 4

Fig. 3. Appendix in Teaching Module

in line with previous studies, conducted by Rahimah, (2022) the teacher has been able to compile teaching modules, after mentoring activities are carried out [24]. However

studies with different results were conducted by Mawardi (2019), stated that with an independent learning curriculum, teachers are required to be able to compile lesson plans / teaching modules, but it is not uncommon for teachers to take shortcuts, namely searching the internet [28]. That way the readiness in implementing the independent learning curriculum is marked by the teacher's ability to compile teaching modules.

3.2   Obstacles to Compiling Teaching Modules for the Merdeka Curriculum

In adjusting something new, there must be difficulties or obstacles that must be passed. As well as adjustments in carrying out the Merdeka Curriculum, Elementary School of 06 Sima itself experienced some difficulties in carrying out the Merdeka Curriculum, especially in the preparation of teaching modules. Module preparation constraints can come from internal or external. Internal constraints can come from the teacher, this is in accordance with what is conveyed by the principal, as follows.

"…Untuk kendala penyusunan modul ajar tentunya ada, karena banyak guru di sini (SD 06 Sima) yang lansia, sehingga *sangat sulit di bidang IT. Sehingga, juga menjadi kendala dalam menyusun modul ajar jika tidak mumpuni dalam teknologi…" ("…For the obstacles to the preparation of teaching modules, of course, there are many, because many teachers here (Elementary School of 06 Sima) are elderly, so it is very difficult in the IT field. So, it is also an obstacle in compiling teaching modules if they are not qualified in technology…").* (Principal Interview: Mr. Abdul Wahid, 2022)

Weak mastery in the IT field is one of the obstacles to the preparation of teaching modules at Elementary School of 6 Sima. Especially in elderly teachers. Teachers of advanced age will take longer to learn the science of technology, compared to teachers who are still young. Meanwhile, curriculum changes require teachers to be able to quickly adjust the technology used. As stated by Sinomi (2022), What hinders the implementation of independent learning can come from the inadequate quality of human resources or teachers, where teacher competence is still low, while teachers must be able to quickly adjust to current changes [29]. The results of an interview conducted with one of the teachers also stated that teacher understanding is also an obstacle in compiling the Merdeka Curriculum teaching module, where the teacher still does not understand the learning objectives to be achieved so they are confused in determining the material to be included in the teaching module.

Apart from coming from teachers, other obstacles also come from external factors, namely in students and facility conditions. It was conveyed directly by one of the teachers in the interview, who stated that the obstacles experienced in compiling teaching modules are from students where with heterogeneous student traits make it difficult for teachers to adapt teaching modules to all existing students, in addition to the condition of facilities in schools that are not suitable or inadequate with the modules that have been compiled so that the teaching modules must always be changed. The heterogeneous character of students is indeed something that needs to be considered in the preparation of teaching modules, so that they can know what actions to take during classroom learning [30]. With the lack of school facilities, it will also hinder the implementation of the Merdeka Curriculum, especially when learning the Merdeka curriculum requires digital media facilities and infrastructure that support [29]. With limited facilities, the teaching modules must also always be adjusted to the existing facilities, this will make the teaching modules

do not develop and the learning will not be in accordance with the Merdeka Belajar curriculum.

Each school has different obstacles in preparing the Merdeka Curriculum teaching module. However, there is also something in line with this research, namely the research conducted by Efyanto (2021), which states that one of the obstacles in implementing the Merdeka Curriculum is the lack of teacher experience, which affects the skills and knowledge possessed [31]. In addition, the research conducted by Rahimah (2022), also produces the same thing, namely teachers have difficulties and still feel confused in developing the teaching module of the independent learning curriculum [27].

3.3 Solutions in Overcoming Obstacles to Compiling Teaching Modules for the Merdeka Curriculum

With all the obstacles experienced in compiling the Merdeka Curriculum teaching modules such as teacher competence that is still lacking in the field of Technology, heterogeneous student character, and inadequate facility conditions. Therefore, a solution is needed to overcome all obstacles experienced by Elementary School of 6 Sima in carrying out the preparation of teaching modules for the independent learning curriculum. Several efforts have been made by the headmaster to overcome the existing obstacles, as stated in the interview as follows.

"…Tentunya dengan kendala yang ada, saya juga memberikan solusi. Saya membantu membimbing para guru di sini dalam menyusun modul pengajaran sesuai dengan arahan dan ketentuan pemerintah. Saya sudah melaksanakan bimbingan itu saat ini atau biasanya di awal tahun ajaran. Selain itu, saya juga memfasilitasi *pelatihan dalam penyusunan modul, seperti kegiatan yang kami selenggarakan adalah pelatihan dan workshop…" ("…Of course, with the existing obstacles, I also provide a solution. I help guide the teachers here in compiling teaching modules in accordance with the directions and provisions of the government. I have carried out that guidance at this time or usually at the beginning of the school year, Miss. In addition, I also facilitate training in module preparation, such as the activities we hold are training and workshops…")* (Principal Interview: Mr. Abdul Wahid, 2022)

That way, the solution carried out by the principal is expected to overcome the obstacles at Elementary School of 6 Sima. The person in charge of the guidance given to the teacher in compiling the teaching module is carried out by senior teachers and supervisors. By conducting training and workshops, it is also hoped that it can improve the ability of teachers to compile teaching modules that are in accordance with existing systematics and can help in maximizing the learning process of independent learning. Other solutions can be done by training and mentoring principals, school supervisors as well as overseers and teachers, in addition to the implementation of technology [32]. According to an interview conducted with one of the teachers at Elementary School of 6 Sima, as follows.

"…Guru pasti memiliki kesulitan tersendiri dalam menyusun modul mengajar, untuk diri saya sendiri biasanya saya melihat referensi di internet dari platform Merdeka Mengajar yang disediakan secara resmi oleh Kemendikbud Ristek, kemudian saya merevisi dan menyesuaikan dengan kondisi di SDN 06 Sami dan saya juga menyesuaikan karakter

siswa di sini, lalu aku menggunakannya untuk melakukan pembelajaran...." *("...Teachers must have their own difficulties in compiling teaching modules, for myself I usually see references on the internet from the Merdeka Mengajar platform provided officially by the Ministry of Education and Culture Ristek, then I revise and adjust to the conditions at SDN 06 Sami and I also adjust the character of the students here, then I use it to do learning....").* (Class IV Teacher Interview: Mrs. Ertina, 2022)

So that another solution, which can be given, is to take advantage of the internet media that has been provided by the government in obtaining references to create teaching modules. For this reason, teachers are quite helped by the existence of references, especially in determining teaching materials that will be used in learning the independent learning curriculum. So, at Elementary School of 06 Sima, in overcoming the obstacles to the preparation of teaching modules, it is to carry out guidance in accordance with government regulations that are usually carried out at the beginning of the academic year, in addition to utilizing the reference teaching modules provided by the government on its official platform at the Ministry of Education and Culture Ristek. This is supported by previous research conducted by Rahimah (2022), by providing assistance in compiling teaching modules, it is able to improve the ability of teachers to compile teaching modules for the independent learning curriculum[27]. In addition, the research conducted by Tukan (2019), that to overcome existing obstacles, teachers can increase reading, follow socialization and also look for references on the internet or in other sources [33].

4   Conclusion

Based on the purpose of this study, namely to describe the ability of teachers to compile learning tools for the Merdeka Curriculum in Elementary Schools, three things were emphasized. Teachers at Elementary School of 06 Sima already have a good ability in compiling learning modules for the Merdeka Curriculum by being able to compile teaching modules independently, and it is mandatory for each teacher to compile a lesson plan before carrying out teaching and learning activities. The preparation of teaching modules carried out at Elementary School of 06 Sima, must have obstacles experienced, namely teacher competence in the field of technology which is still lacking, especially teachers who are elderly, heterogeneous student character makes it difficult for teachers to determine appropriate teaching modules for all existing students, and the condition of facilities that are still inadequate to support teaching modules, So that teachers have to compile teaching modules that are adapted to the facilities in the school. Some of the obstacles that exist at Elementary School of 6 Sima in compiling teaching modules, make the principal provide solutions to overcome them, such as conducting guidance in accordance with government regulations that are carried out at the beginning of the learning year then the maximum use of reference teaching modules provided by the government which can be accessed easily on the official platform of the Ministry of Education and Culture Ristek. With all the readiness, obstacles and solutions experienced by Elementary School of 06 Sima in carrying out the preparation of the Merdeka Curriculum teaching module, the author hopes that this research will be able to provide benefits for other schools and education practitioners in carrying out Merdeka Curriculum learning. It is also hoped that the implementation of the Merdeka Curriculum

learning will be able to run well and smoothly so that it can provide positive changes in accordance with existing technological developments. In this study, it only examines at the elementary school level, for this reason, in subsequent studies it can be expanded again the levels used such as Junior High School and Senior High School, so that the scope of this research is wider and provides broad benefits as well.

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