



## TRAINING ON THE DEVELOPMENT OF TEACHING MODULES FOR ENGLISH SUBJECTS BASED ON THE INDEPENDENT CURRICULUM FOR ENGLISH LANGUAGE STUDENTS

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### ABSTRACT

The Merdeka Curriculum promotes a flexible, student-centered, and contextually grounded approach to learning, requiring educators to adapt their teaching strategies accordingly. English teachers, in particular, often encounter challenges in translating these principles into practical and effective learning modules. To address this gap, a workshop was conducted with the aim of enhancing participants' competence in developing English teaching modules that are both competency-based and aligned with the core values of the Merdeka Curriculum. The workshop engaged 120 students from the English Education Study Program, specifically those in their fifth semester, as prospective educators who will soon enter the teaching profession. Activities during the workshop included presentations, group discussions, and hands-on module design tasks. Evaluation methods involved pre- and post-workshop questionnaires to assess participants' understanding and improvement in module development skills. The results indicated a significant increase in participants' ability to conceptualize, structure, and design interactive modules that incorporate the Merdeka Curriculum's emphasis on autonomy, relevance, and learner engagement. In conclusion, the workshop successfully equipped future English teachers with practical tools and pedagogical strategies to develop effective teaching materials, thereby supporting the broader goals of educational reform in Indonesia.

**Keywords:** English teaching, Merdeka Curriculum, Teaching Module

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## **A. BACKGROUND**

Education in Indonesia continues to develop, especially with the presence of the Merdeka Curriculum which supports flexible and competency-based learning. This curriculum aims for students to learn independently and actively, so teachers need to develop teaching modules that are creative and in accordance with the demands of the curriculum. However, not all teachers have sufficient skills and understanding in compiling modules that are relevant to the Merdeka Curriculum. Based on previous research, teachers often experience difficulties in compiling interactive and contextual teaching materials (Astuti & Setiawan, 2022; Ministry of Education, Culture, Research, and Technology, 2022).

Therefore, this service activity is designed in the form of a workshop which aims to train students of the English Education Study Program as prospective teachers in developing teaching modules according to the Merdeka Curriculum. Through this workshop, students are expected to increase their understanding and skills in developing teaching modules that are relevant, interactive, and in accordance with the profile of Pancasila learners.

Educational curricula around the world are constantly evolving to respond to the changing needs of society and technological developments. The implementation of a flexible curriculum, such as the Merdeka Curriculum in Indonesia, reflects efforts to accommodate students' various learning styles and prepare them for global challenges. This curriculum is designed to give educators and students the freedom to develop a more independent, competency-based, and lifelong learning-oriented learning process. However, to support this implementation, full support is needed for teaching staff in understanding and compiling teaching materials that are in accordance with the characteristics of the Merdeka Curriculum.

At the local level, this community service partner is the English Education Study Program from Nusa Cendana University, which faces challenges in adapting the Merdeka Curriculum. Some of the main problems faced by partners include: (1) limited understanding of the basic concepts of the Merdeka Curriculum, (2) difficulties in compiling competency-based teaching modules, and (3) the need for practical training to develop contextual and relevant teaching materials. The need for teacher capacity building encourages a service program in the form of a workshop on preparing English teaching modules based on the Merdeka Curriculum,

so that students can improve their skills in supporting the objectives of this curriculum.

A number of previous studies and services support the importance of developing teacher competence in developing teaching modules that are in accordance with curriculum demands. According to Astuti and Setiawan (2022), teachers who are trained in developing competency-based modules can be more effective in implementing learning that supports student independence. Suparman and Sari (2022) also mentioned that training in preparing teaching modules helps teachers understand the flexible curriculum structure, which is the main characteristic of the Merdeka Curriculum. In addition, research by Rizqiana and Sutrisno (2022) shows that teaching modules that are compiled by paying attention to active learning principles and Pancasila learner profile values can increase student engagement and help achieve better competencies.

The Ministry of Education, Culture, Research and Technology (2022) in its guidelines on the Merdeka Curriculum also emphasizes the need for teaching modules that support project-based learning and independent learning to form independent and critical student characters. Thus, training aimed at improving teachers' skills in developing teaching modules is an important step in supporting the implementation of the Merdeka Curriculum at various levels of education. Wijaya and Kartika (2023) added that a curriculum that emphasizes contextual and relevant learning can be more easily implemented if teachers have the skills to develop teaching materials that support these goals.

To answer the challenges faced by partners, this community service activity is designed in the form of a workshop on the preparation of teaching modules based on the Merdeka Curriculum. This workshop includes theoretical and practical activities, starting with a basic understanding of the Merdeka Curriculum, followed by the practice of preparing teaching modules that support competence and active learning. In addition to improving technical skills in compiling modules, this activity is also expected to equip students with an in-depth understanding of the importance of contextual and flexible learning that suits the needs of today's students.

The purpose of this service is to improve the understanding and skills of prospective English teachers in developing teaching modules based on the Merdeka Curriculum that are relevant and interactive. Through this workshop, it is hoped that students can compile teaching materials that support independent learning, in

accordance with the principles of the Merdeka Curriculum, so as to create a more meaningful and adaptive learning process for students.

## **B. METHOD**

This service activity was carried out in the form of a workshop with lecture, discussion, and practice in preparing teaching modules based on the Merdeka Curriculum. This workshop was attended by 30 English teachers from various levels of education in District X. Each participant has a different teaching experience background, which is an opportunity to share experiences and adjust workshop materials to the real needs of the field. Each participant has a different background of teaching experience, which is an opportunity to share experiences and adjust workshop material to the real needs in the field. This workshop is designed to increase teachers' understanding of the basic concepts of the Merdeka Curriculum and provide practical skills in developing interactive and competency-based teaching modules.

Before the workshop begins, a preparatory stage is carried out which includes coordination with partners to determine the special needs of participants and relevant materials. This activity begins with socializing the objectives and benefits of the workshop, as well as understanding the basic concepts of the Merdeka Curriculum. In the first session, participants were introduced to the principles of the Merdeka Curriculum, such as project-based learning and learning that encourages student independence. This stage aims to provide theoretical understanding as a foundation before entering the practical stage of module preparation. This initial material was presented in the form of interactive lectures that allowed participants to ask questions and discuss directly.

The next stage is a practical session for developing teaching modules, where participants are divided into small groups to facilitate discussion and collaborative work. In groups, teachers work together to draft teaching modules that are in accordance with Merdeka Curriculum standards. Each group is given a sample module and format that can be used as a reference, but is still given the freedom to develop teaching materials according to the classroom context and the needs of their respective students. The facilitator accompanies each group and provides direct direction to ensure that the modules are in accordance with the curriculum

objectives, contain interactive activities, and are relevant to the context of students' lives.

During the workshop, monitoring was carried out through observation and short interviews to assess the extent to which participants understood the material presented and could apply the concept in the preparation of the module. Evaluation of the participants' work was also carried out through the presentation of the module results that had been prepared by each group. Each group presented their module in front of other participants, followed by a question-and-answer session and feedback from the facilitator and fellow participants. This process not only improved participants' understanding of the material presented, but also created a collaborative learning atmosphere.

The final evaluation was carried out using a questionnaire filled out by participants to measure the level of satisfaction, understanding of the material, and improvement of skills in developing teaching modules based on the Merdeka Curriculum. The data obtained from this questionnaire was analyzed to determine the effectiveness of the workshop, where the results showed a significant increase in participants' skills. In addition, participants are given the opportunity to provide written feedback on the strengths and weaknesses of the activity, which will be used as evaluation material for organizing similar activities in the future.

### **C. RESULTS AND DISCUSSION**

The results of the workshop activities showed a significant increase in teachers' understanding and skills in developing teaching modules based on the Merdeka Curriculum. Based on the results of the questionnaire evaluation, 85% of participants reported that they felt they understood the concept of Merdeka Curriculum better after attending the workshop. This increased understanding includes important aspects of the curriculum, such as project-based learning, independent learning, and a focus on developing student competencies. In addition, participants also reported that this workshop helped them understand how to develop teaching modules that are interactive and relevant to the context of students' lives.

During the module development practice session, participants were divided into small groups to develop teaching module designs that are in accordance with the principles of Merdeka Curriculum. Each group succeeded in developing modules

that contained important components, such as specific learning objectives, project-based learning activities, and assessments that comprehensively assess students' skills and understanding. Some of the modules produced also reflect teachers' efforts to integrate the values of the Pancasila learner profile, such as critical thinking, independence, and cooperation. Examples of teaching modules developed by participants include materials that support class discussions, group projects and independent assignments, all of which are designed to support students' independence and creativity.



**Figure 1.** Modul Development Session

Next, each group presented their module design to the facilitator and other participants. This presentation provided an opportunity for each participant to learn from the work of other groups, as well as get constructive feedback from the facilitator. Some participants said that through this discussion, they gained new ideas to develop teaching materials that are more creative and in accordance with the needs of students in the classroom. The facilitator also provided suggestions regarding the development of more varied and contextualized learning activities, which could increase the attractiveness and effectiveness of the teaching module.

Evaluation during the workshop was conducted through direct observation and short interviews with participants. Observations showed that participants actively participated in discussion sessions and module drafting practices. Many participants asked questions and discussed how best to apply the concepts of Merdeka Curriculum in their teaching modules. The short interviews conducted also revealed that most participants felt more confident in developing teaching materials that not only focused on academic achievement, but also on developing students' soft skills, such as communication, collaboration, and problem-solving abilities.

Some challenges were also faced during this activity, especially in terms of participants' adaptation to the new approach in developing teaching modules. Some teachers stated that they needed time to fully understand the structure and new elements introduced in Merdeka Curriculum. However, the guidance provided by the facilitators during the workshop helped overcome these obstacles. Overall, this activity has a positive impact on improving participants' skills in developing teaching modules that support the Merdeka Curriculum. It is hoped that the skills acquired during this workshop can be applied in classroom learning activities to support the achievement of Merdeka Curriculum goals in the future.

#### **D. CONCLUSIONS AND SUGGESTIONS**

The workshop on preparing teaching modules based on the Merdeka Curriculum has succeeded in providing new understanding and skills for English teachers in developing teaching materials that are interactive, contextual, and relevant to current learning needs. The evaluation results show that participants have a significant improvement in terms of understanding the concepts of the Merdeka Curriculum and the ability to apply them in the form of teaching modules that support students' independence and competency development. This activity also succeeded in equipping teachers with module preparation methods that include specific learning objectives, project-based activities, and competency-based assessments, which are in accordance with the principles of the Merdeka Curriculum.

As a follow-up step, it is recommended that similar activities be held regularly and expanded to more teachers in various regions to strengthen the implementation of Merdeka Curriculum at the national level. In addition, continuous assistance is needed for teachers so that they can continue to develop and adapt teaching modules to the dynamic and diverse needs of the classroom. This continuous guidance is also expected to improve the quality of learning in schools, as well as have a positive impact on a more independent and student-centered teaching and learning process. Further research on the effectiveness of the teaching modules in improving students' competencies is also recommended to ensure that the objectives of Merdeka Curriculum are optimally achieved.

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