

TRAINING NEEDS ANALYSIS IN DEVELOPING TEACHING MODULES FOR THE MERDEKA CURRICULUM

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Abstract: *The objective of this study is to conduct a training needs analysis (TNA) to develop teaching modules based on the Merdeka Curriculum for teachers of SDN Garuda. Utilizing a mixed methods approach with a sequential explanatory design, this research combines quantitative and qualitative analysis in an integrated manner. The initial stage of the research is the collection of quantitative data through the administration of a closed questionnaire to eight teachers. The instruments utilized in this study have been tested for validity and reliability. The second stage of the research involved the collection of qualitative data. This was achieved through in-depth interviews with school principals and direct observation of lesson-planning documents. The findings of the quantitative analysis demonstrate that teachers' pedagogical competence in developing teaching modules remains at the middle to low level, with an average score of 30 out of a maximum score of 50. A mere 5 out of 8 respondents (62.5%) achieved a minimum score of 30, while the remaining 3 teachers fell below the standard. A more in-depth analysis through a qualitative approach revealed that the contributing factors include: The training provided was theoretical, with no direct practical components. Furthermore, post-training assistance was absent, and access to teaching module examples that were aligned with the context of the Merdeka Curriculum was restricted. In light of the findings, it is recommended that a comprehensive training program be designed utilizing the ADDIE (Analysis-Design-Development-Implementation-Evaluation) model framework, with an emphasis on the following: The three key elements of the program are as follows: (1) hands-on module development, (2) integration of technology in learning, and (3) project-based learning. The training evaluation adopts the Kirkpatrick model, with a focus on level 2 (learning) and level 3 (behavior change). The study also posits the importance of ongoing mentoring and the development of teacher-learning communities to ensure the sustainability of competency improvement.*

Keywords: *TNA, Developing Teaching Modules, Merdeka Curriculum*

Abstrak: Penelitian ini bertujuan untuk melakukan analisis kebutuhan pelatihan (Training Needs Analysis/TNA) dalam pengembangan modul ajar berbasis Kurikulum Merdeka bagi guru-guru SDN Garuda. Menggunakan pendekatan metode campuran (mixed methods) dengan desain eksplanatori sekuensial, penelitian ini mengombinasikan analisis kuantitatif dan kualitatif secara terintegrasi. Tahap pertama berupa pengumpulan data kuantitatif melalui kuesioner tertutup yang diisi oleh 8 orang guru, dengan instrumen yang telah diuji validitas dan reliabilitasnya. Tahap kedua melibatkan pengumpulan data kualitatif melalui wawancara mendalam dengan kepala sekolah dan observasi langsung terhadap dokumen perencanaan pembelajaran. Hasil analisis kuantitatif menunjukkan bahwa kompetensi pedagogik guru dalam menyusun modul ajar masih berada pada level menengah ke bawah, dengan skor rata-rata 30 dari skor maksimal 50. Hanya 5 dari 8 responden (62,5%) yang mencapai skor minimal 30, sementara 3 guru lainnya berada di bawah standar. Analisis lebih mendalam melalui pendekatan kualitatif mengungkap bahwa faktor penyebabnya meliputi: (1) pelatihan yang selama ini diberikan bersifat teoritis tanpa praktik langsung, (2) minimnya pendampingan pasca pelatihan, dan (3) keterbatasan akses terhadap contoh modul ajar yang sesuai dengan konteks Kurikulum Merdeka. Berdasarkan temuan tersebut, penelitian ini merekomendasikan program pelatihan komprehensif yang dirancang menggunakan kerangka kerja model ADDIE (Analysis-Design-Development-Implementation-Evaluation) dengan penekanan pada: (1) praktik langsung penyusunan modul, (2) integrasi teknologi dalam pembelajaran, dan (3)

pembelajaran berbasis proyek. Evaluasi pelatihan mengadopsi model Kirkpatrick dengan fokus pada level 2 (pembelajaran) dan level 3 (perubahan perilaku). Studi ini juga menyarankan pentingnya pendampingan berkelanjutan dan pengembangan komunitas belajar guru untuk memastikan keberlanjutan peningkatan kompetensi.

Kata kunci: TNA, Pengembangan Modul Ajar, Kurikulum Merdeka

In the context of Indonesian education, enhancing and ensuring equitable educational quality has emerged as a significant challenge for the government. (Hamdi et al., 2022). Developed countries have demonstrated a commitment to enhancing the quality of their education to cultivate competitive human resources. (Andriani et al., 2023). Education plays a pivotal role in nurturing the life of society, nation, and state based on the principles of the five principles of the Indonesian state (Pancasila) (A. Hidayat, 2023). The concept of "Bhineka Tunggal Ika," which translates to "unity in diversity," underscores the necessity for education to cultivate a sense of identity and unity in diversity by integrating local wisdom and cultural values. The prevailing educational objective is to actualize an advanced Indonesia that is sovereign, independent, and possesses a distinct character, achieved through the cultivation of students who are critical, creative, independent, faithful, devoted to God, possess a noble character, collaborate, and possess a global perspective. (Wenda et al., 2023). In light of the aforementioned perspectives, it is imperative to underscore the significance of educational initiatives. A pivotal approach entails fostering creative learning methodologies, with a constant emphasis on innovation within the educational landscape. A notable illustration of this commitment is the recent curriculum transformation from the 2013 curriculum to the independent curriculum.

The government has implemented modifications to the school curriculum, transitioning from the 2013 curriculum to an independent curriculum that emphasizes character and ethics formation, to prepare students to confront global challenges (Marsaulina et al., 2023). This shift in curriculum does not exclusively focus on students' academic competencies; it is also intended to enhance student behavior across all academic domains. The objective is to cultivate graduates who are not only

academically proficient but also demonstrate moral integrity (Sunarni & Karyono, 2023). The Minister of Education, Culture, Research, and Technology of the Republic of Indonesia has proposed the Merdeka Curriculum, which aims to enhance curriculum quality in Indonesia and realize an advanced Indonesia that is sovereign, independent, and has a distinct character. This curriculum aspires to nurture students who embody the values of the five principles of the nation, namely, critical thinking, creativity, independence, faith in God Almighty, nobility, cooperation, and diversity (Nisa et al., 2023). The independent curriculum is defined as a learning approach that enables students to showcase their innate abilities in a tranquil, unhurried, and pressure-free environment (Agus et al., 2022). In this context, the necessity arises for a more refined independent curriculum learning design that aligns with the essence of the independent curriculum itself, characterized by serenity, composure, and freedom from constraints.

Learning design is imperative to ensure systematicity and ease of implementation. The evolution of learning scenarios, from the previous curriculum to the current one, has been substantial. However, the fundamental objective remains constant: to foster active and creative learning in a conducive environment. Teachers are transitioning from a role that exclusively disseminates knowledge to that of facilitators of diverse learning experiences, promoting a student-centered approach (Pitaloka & Sadiki, 2024). Teachers must possess the capacity to devise engaging learning scenarios for students, in addition to demonstrating competence in the personal, professional, social, and pedagogical domains (Ningsih, 2024). It can be posited that learning scenarios are synonymous with teaching modules, which are designed for ease of use and have received high practicality ratings from educators, thus facilitating their integration into classroom settings (Beckham et al., 2024). To ensure

the successful execution of tasks, educators must consistently endeavor to perform with utmost dedication (Yuanita Ferdian et al., 2021). This assertion underscores the notion that diligent effort signifies an individual's genuine endeavor to surmount obstacles and accomplish objectives in their lifetimes. Concentrating on the objective to achieve that objective invariably fosters positive energy and motivation. In the context of an independent curriculum, these modules function as a substitute for lesson plans, offering a systematic organization that encompasses subject matter, methods, interpretation, and evaluation techniques, thereby enabling teachers to prioritize other aspects of their practice (Rizal et al., 2022).

These modules are meticulously designed to encompass a wide range of components, including learning materials, methods, and evaluation techniques. The overarching objective of these modules is to enhance student learning outcomes and alleviate teacher workload (Jannah & Fathuddi, 2023). The integration of teaching modules is instrumental in cultivating students' competencies that are essential for navigating contemporary life. Beyond fostering independent learning, these modules also play a pivotal role in enhancing teachers' pedagogical skills. The design of these modules, which is informed by 21st-century skills development, is a critical component of the learning activities incorporated within them (Wenda et al., 2023).

In the Independent Curriculum, the subject matter is intended to be aligned with national education standards, known as independent curriculum teaching modules (Oliviranti et al., 2024). These modules are currently considered a very important tool for implementing new learning paradigms or modes, especially the transformation of the industrial and digital revolution (Maipita et al., 2021). Teachers must develop a comprehensive understanding of the concept of teaching modules to enhance the learning process, making it more engaging and meaningful for students (Islamati et al., 2024). Studies have demonstrated that the integration of teaching modules leads to enhanced student engagement and improved learning outcomes (Maipita et al., 2021). The

design of teaching modules must consider the desired learning outcomes and be aligned with long-term educational goals (R. Setiawan et al., 2022). Following a thorough evaluation, the teaching module is designed to address students' needs and optimize the potential of educational human resources, specifically teachers, to enhance their creativity in the learning process and align with the demands of 21st-century competencies (Maryam et al., 2022).

However, in reality, the majority of teachers at SDN Garuda lack the understanding and ability to develop suitable teaching modules. This finding is supported by the results of an interview with the principal of SDN Garuda in West Bandung Regency, who stated that some of their teachers have encountered difficulties in compiling teaching modules due to their limited familiarity with the independent curriculum. At their school, the implementation of the independent curriculum has only reached the independent learning stage. The learning tools employed in these settings continue to adhere to Curriculum 13, while the learning principles are guided by the Independent Curriculum. The teachers' skills are further hindered by the lack of hands-on training opportunities provided by the education office. The workshops and seminars organized by the education office are predominantly theoretical, lacking practical applications, and are often geographically distant from the teachers' locations.

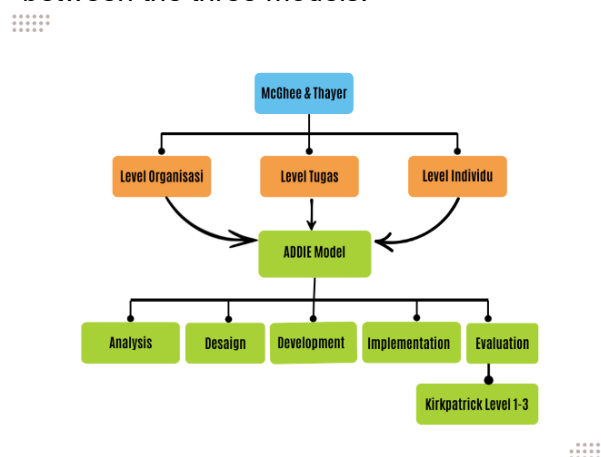
In such cases, direct training has been identified as the optimal solution to address the aforementioned challenges (Andalas et al., 2024). To align with the independent curriculum, continuous training, and mentoring have been identified as crucial elements for educators, enabling them to develop modules that adhere to educational standards (Hu & AlSaqqaf, 2024). Interactive training activities have been shown to enhance educators' confidence and their effectiveness in module development (Nurhalim & Puspita, 2021). This record should be maintained by all organizations as a reference or benchmark for the development and implementation of training programs, ensuring the fulfillment of their goals and objectives (Nurhalim & Puspita, 2021). A pivotal aspect of human resource

management is the training needs analysis (TNA), which aims to assess the training and development needs of employees (Gadzali et al., 2024). TNA facilitates the development of training programs that align with the distinct needs of employees and the strategic objectives of the company (Puryanto, 2024). Training Needs Analysis (TNA) ensures that training programs are customized to enhance employee performance by identifying the discrepancy between specific skills and training requirements (Alhowaih, 2024). TNA also mitigates the probability of employing inappropriate training methods (Suganda et al., 2021).

The present study employs the TNA Model (1989) framework developed by McGhee and Thayer to guide its analysis of training needs at three distinct levels: firstly, at the organizational level, with a focus on the needs of Garuda Elementary School in implementing the Merdeka Curriculum; secondly, at the task level, with an emphasis on competence in designing teaching modules; and thirdly, at the individual level, with a focus on teachers' pedagogical scores. McGhee and Thayer's TNA model places significant emphasis on organizational analysis, task analysis, and individual analysis, and asserts that training must be systematically identified. The objective is to ensure that training is aligned with organizational goals and the performance needs of employees (Hassane et al., 2023). The results of the analysis were then linked to the phases of the ADDIE Model (Branch, 2009) in order to design the training, specifically at the Analysis and Design stages. The ADDIE method is comprised of five distinct stages: The following sequence of processes is followed: analysis, design, development, implementation, and evaluation. The application of iterative feedback has been demonstrated to enhance the design of training programs. Applicable to both face-to-face and online learning environments, it ensures thorough implementation of educational projects (Hassane et al., 2023). Meanwhile, the training evaluation refers to the Kirkpatrick Model (1994) with a focus on Level 2 (learning) and Level 3 (behavior change), given that preliminary findings show that

62.5% of teachers have not achieved ideal competencies. The Kirkpatrick Model is a framework used to evaluate the effectiveness of training programmes. It comprises four levels: reaction, learning, behaviour, and outcome. The system has been employed across a range of sectors, including healthcare and business, thus demonstrating its relevance and adaptability. It has also been shown to provide an organised system for assessing training outcomes and assisting with decision-making about future training (Haqiki et al., 2024).

The theoretical framework underpinning this research is characterised by three interconnected concepts. The TNA is to be utilised as the basis for determining needs; pedagogical competence is to be employed as the enhancing factor; and independent curriculum is to be regarded as the policy context. As demonstrated in Diagram 1, the relationship between TNA and input for training design (ADDIE) is such that the final outcome is teaching modules that comply with curriculum standards. The following image illustrates the relationship between the three models:



Picture 1. Integrasi Model McGhee & Thayer, ADDIE, dan Kirkpatrick

A situation analysis was conducted to determine the necessity of training for elementary school teachers at SDN Garuda regarding the preparation of teaching modules. This analysis sought to identify the requirements for the development of these modules as a component of an independent curriculum implementation.

METHOD

The present study employed a mixed-methods descriptive exploratory approach in order to respond to the research questions. This approach combines quantitative and qualitative methods. Exploratory descriptive research is defined as research that describes the condition of a phenomenon, the existence of certain variables, symptoms, or conditions (Faujiah et al., 2023). The mixed method employs a combination of explanatory sequential design. The methodological approach employed in this study commences with a quantitative stage, subsequently followed by a qualitative stage, with the objective of providing a more comprehensive elucidation of the quantitative outcomes (Nadila et al., 2021). This standpoint is consistent with the assertion put forth by (S. Hidayat et al., 2023), which posits that the fundamental objective of exploratory descriptive research is to elucidate the circumstances or phenomena that arise. It is evident that the descriptive stage is employed with the objective of elucidating the outcomes of the identification of strengthening teacher character education, which is accomplished through the utilisation of the Educational Needs Survey method. The present study employed a questionnaire instrument to this end (Winarni et al., 2022). In the meantime, the exploratory stage is utilised for the combination and elucidation of designs that have been posited for HR development (Rozi, 2023).

The research method employed in this study is aligned with the research objectives, which are to ascertain the necessity for training related to the process of preparing teaching modules for elementary school teachers at SDN Garuda and to determine the requirements for the preparation of these modules. The study population comprised principals, vice principals, and teachers at SDN Garuda, and the study was conducted over two days on November 29, 2023. The study commenced with a preliminary discussion between researchers' principals and vice principals regarding potential training topics. Subsequently, on December 15,

2023, a session was conducted by the teachers to discuss the instrument.

This study employed three primary instruments: observation, interviews, and questionnaires. First, interviews were conducted to acquire the desired results during the interview process, which entailed the collection of specific data, the elicitation of clarifications, or the comprehension of particular viewpoints (Arianto & Rani, 2021). To this end, interviews were conducted with the principal, vice principal, and teachers to gain further insights into the implementation of the independent curriculum, how the independent curriculum-based teaching modules were developed, and how they were implemented at SDN Garuda. Second, direct observation reduces the risk of bias and social desirability effects and allows researchers to collect data without relying on participants' self-reports (Graan et al., 2024). Direct observation was carried out at SDN Garuda to assess the implementation of the independent curriculum by the leadership and teachers and to review documents related to the independent curriculum teaching modules. Third, for quantitative data, closed questions or questionnaires are preferred because they produce results that are easy to compare (Kircher, 2022). To mitigate potential biases, it is imperative to ensure the validity and reliability of the questionnaire (Nursalam & Djaha, 2023). The study's questionnaire was distributed to 8 teachers at SDN Garuda, aiming to garner authentic insights into their perceptions and experiences with the implementation of the independent curriculum.

Table 1. Respondent Data

| No | Teachers Name | Status | Subject Code Research |
|----|---------------|---------|-----------------------|
| 1 | SI | PNS | R1 |
| 2 | TK | Non-ASN | R2 |
| 3 | HI | Non-ASN | R3 |
| 4 | MI | PNS | R4 |
| 5 | AL | Non-ASN | R5 |
| 6 | RE | Honorar | R6 |
| 7 | IL | PNS | R7 |
| 8 | EAS | Honorar | R8 |

Source: Multidimensional Vocational
 School Personnel Data

This need analysis constitutes the preliminary stage in identifying the competencies expected of employees. The description of indicators and sub-indicators of teacher pedagogical competence in terms of designing independent curriculum teaching modules, in other words, three dimensions, three indicators, and ten sub-indicators, serve as explanations and parameters for measuring how the government expects teachers' pedagogical competence in terms of designing independent curriculum teaching modules to manifest. To further elucidate the attainment of teachers' pedagogical competence in designing independent curriculum teaching modules, it is imperative to map the level of competency achievement on each indicator and sub-indicator. This level of achievement category will clarify teachers' pedagogical competence in designing independent curriculum teaching modules at each sub-indicator. It is anticipated that this will lead to subsequent enhancement of their pedagogical competence, through training and non-training approaches.

(training needs survey) through questionnaire techniques effectively for 2 days at SDN Garuda on November 29, 2023. The activity started with a brief discussion between the researcher and the principal on the topics that could be included in the training. Then, on December 15, 2023, it was continued with the instrument pairing session. To minimize the potential for errors in completing the questionnaire, each respondent completed the questionnaire directly with other respondents in the presence of the author, as can be seen in Figure 1.



Picture 2
 The process of instrument filling

Table 1 below delineates the respondent's identity with the respondent code and showcases the calculation of the questionnaire data as a data recapitulation process.

RESULTS

The training needs analysis activities were conducted using a survey approach

Table 1:

Synopsis of the Training Needs Analysis Results Teacher Pedagogical Competence in Designing Teaching Modules for the Merdeka Curriculum at Garuda Elementary School

The following section delineates the significance of each level for each sub-indicator:

| The following section identified the significance of each level for each sub-indicator. | | | | | | | | | | | |
|---|---|-----|---------|-----|---------|-----|------------|------|------|-----|-------------------------|
| Level 1 | Level 2 | | Level 3 | | Level 4 | | Level 5 | | | | |
| Newly Developed | Evolving | | Worth | | Cachet | | Proficient | | | | |
| Research Respondent Code | Sub-Indicators & Level Numbers Based on the results of the questionnaire | | | | | | | | | | Score Calculation Level |
| | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.1 | |
| R1 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 32 |
| R2 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 32 |
| R3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 32 |
| R4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 33 |

| Research Respondent Code | Sub-Indicators & Level Numbers Based on the results of the questionnaire | | | | | | | | | | Score Calculation Level |
|--------------------------|---|-----|------|-----|-------|------|-------|-------|-------|-----|-------------------------|
| | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.1 | |
| R5 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 33 |
| R6 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 29 |
| R7 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 27 |
| R8 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 22 |
| Average | 3.125 | 3 | 3.25 | 3 | 2.875 | 3.25 | 2.875 | 2.875 | 2.875 | 3,2 | 240 : 8 = 30 |

As indicated in Table 1, the majority of respondents indicated that the level of numeracy competence has not yet reached the ideal value. The following score was observed:

| | |
|-----------------------------------|-------------------------------|
| Teachers with scores 22-27 | R8, R7 |
| Teachers with scores 29-33 | R6, R1, R2, R3, R4, R5 |

The level score of teachers at SDN Garuda is a critical component in the assessment of pedagogical competence. When the proficient level score (5) is multiplied by the number of sub-indicators/questionnaire questions (10), the maximum score is 50. In this case, 50 represents the benchmark for not conducting training for respondents (i.e., teachers at SDN Garuda). Conversely, if the standard of pedagogical competence of teachers in designing teaching modules for the independent curriculum is assumed to decrease to level 3, for instance, with the expectation of an eventual increase to a higher level, the ideal score would be 30, a feasible level. Therefore, given that the average final score is only 30, it can be concluded that only 5 respondents meet the ideal score, while the rest are below the minimum level and none have reached the maximum or advanced level.

This finding underscores the necessity for training programs targeting teachers at SDN Garuda, with the ultimate objective of enhancing their pedagogical competence in designing teaching modules for the independent curriculum. The training initiatives are expected to not only elevate the current level of competence but also to foster the attainment of maximum or advanced levels in the future.

In consideration of the findings from the aforementioned review, the following hypothesis is proposed:

Should the proposed model be entered and described utilizing the three models

employed in this study – namely, the McGhee & Thayer's TNA Model (1989), the ADDIE Model (Branch, 2009), and the Kirkpatrick Model (1994) – then the following results are to be expected:

The McGhee & Thayer Model of Training Needs Analysis

The McGhee & Thayer Model (1989) is predicated on three levels of training needs analysis.

- **Organisational Level:** It is evident that SDN Garuda requires training in order to meet the demands of the Merdeka Curriculum, specifically with regard to the principal interview.
- **The task has been categorised according to the following level:** It is imperative that teachers possess the requisite competencies to design project-based modules.
- **Individual Level:** The mean pedagogical competency score of teachers (30/50) indicates the necessity for training.

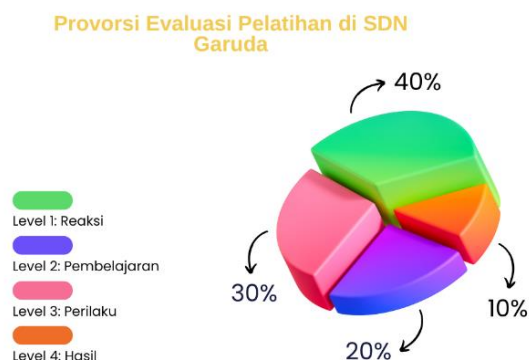
The ADDIE phases (Branch, 2009) are adapted as follows:

- The following analysis is presented for your consideration: The identification of competency gaps is facilitated by TNA.
- The program is designed to provide a comprehensive learning experience, with 32 JP training hours allocated for practical application (for instance, module development simulations).
- The following section will deal with the topic of development. -The development of real case-based materials at Garuda

Elementary School is an area of research that has been undertaken.

- The subsequent section will address the implementation of the aforementioned points. The training program is of a hybrid nature, incorporating both offline and online components.
- The following section will present the evaluation. The evaluation was conducted employing Kirkpatrick's Levels 1-3, with Level 4 being omitted due to constraints on time.

Kirkpatrick Model for Evaluation The evaluation of the training was based on Kirkpatrick (1994):



The figure is entitled "Proportion of Training Evaluation at Garuda Primary School" and shows the percentage distribution of training evaluation divided into levels. The proportion is divided into four main sections, as outlined below: 10%, 20%, 30% and 40%, respectively. The majority of the text, constituting 40% of the total, is dedicated to four levels of evaluation: Level 1 (Reaction), Level 2 (Learning), Level 3 (Behaviour), and Level 4 (Results). These levels are drawn from commonly utilized training evaluation models, such as the Kirkpatrick model, wherein each level signifies an increasingly profound stage in the assessment of training effectiveness. Conversely, the remaining three percentages (10%, 20%, and 30%) may be associated with supplementary components or alternative categories pertaining to training evaluation, though a more comprehensive elucidation is not provided in the figure. This information suggests that SDN Garuda employs a comprehensive approach to evaluating training, with particular emphasis on the levels of evaluation that include participant reactions, learning, behavior change, and outcomes.

DISCUSSION

After conducting a training needs analysis using a survey approach through questionnaire techniques and in-depth observation as previously explained, it was found that the teachers at SDN Garuda exhibit varying levels of competence. The smallest 'gap' was shown by R4 and R5, while the other teachers were at an average level across each sub-indicator. However, one teacher among them displayed a 'larger' gap, as their obtained score was 22. To address these diverse gaps, efforts are needed to elevate all human resources at SDN Garuda to a proficient level (5). This requires human resource development with an appropriate analytical approach.

Should the analysis and description of the discussion be conducted using three models, namely the Training Needs Analysis with **McGhee & Thayer's TNA Model (1989)**, it is possible to identify training needs through three levels of analysis:

- **Organisational Level:** As asserted by the school principal during the interview, SDN Garuda requires training in order to adapt to the demands of the Merdeka Curriculum. This outcome demonstrates that the training program aligns with the institution's vision and established policies.
- The task has been categorized according to the following level: Teachers must develop increased competence in designing project-based modules, which is a key skill in implementing the Merdeka Curriculum.
- At the individual level, the following observations were made. The mean score for teachers' pedagogical competence (30/50) indicates a discrepancy that necessitates remediation through training.
- The following implications should be considered: This finding serves to emphasize the pressing need for training,

as the necessity is identified in a comprehensive manner, spanning from the policy level to the individual competencies of teachers.

In the process of designing training using the **ADDIE model (Branch, 2009)**, the five phases of ADDIE are employed:

- Analysis: The identification of competency gaps was facilitated by means of a Training Needs Assessment (TNA).
- Design: The training program is meticulously structured to encompass 32 JP (Lesson Hours), with a substantial emphasis on practical application (for instance, simulating module preparation) to ensure the acquisition of applicable skills.
- The following section will deal with the topic of development. - The materials were developed based on real cases at Garuda Primary School in order to ensure their relevance to the school context.
- The subsequent section will address the implementation of the aforementioned points. The training was conducted in a hybrid manner (offline and online) to maximize flexibility and participation.
- The following section will present the evaluation. The evaluation was conducted up to Kirkpatrick Level 3 (time constraints prevented the conduction of a Level 4 evaluation). Implications: ADDIE's systematic approach ensures that the training is not only theoretical but also practical, with contextualized materials and adaptive methods.

In accordance with the Kirkpatrick Model of Training Evaluation (1994), the results of the training evaluation at Garuda Primary School demonstrated the following proportions:

- The subject's performance on Level 1 of the Reaction test is documented as follows: The satisfaction of the participants in relation to the training is to be evaluated.
- The second level of the program is focused on learning, with a 20% allocation of the total program time. The objective of the present study is to measure the increase in teacher knowledge and skills.

- The third level of the program is focused on behavior and is worth 30% of the overall mark. The present study aims to assess changes in teacher behavior in teaching practice.
- The fourth level of the program is concerned with outcomes, for which the required percentage is 40%. The intention had been to measure the impact of the training on student learning outcomes; however, this has not yet been fully implemented.
- As illustrated in Figure 2, the predominant proportion (40%) signifies the significance of long-term impact evaluation (Level 4). However, it should be noted that the implementation has only attained Level 3, primarily due to temporal constraints.
- It is evident from this distribution that Garuda Primary School adopts a comprehensive approach, commencing from participants' reactions to behavioral changes. Nevertheless, it is imperative that outcome evaluation (Level 4) be the focal point of subsequent follow-up.

According to (Susanti et al., 2024), the management of human resources entails the organization and supervision of personnel. Furthermore, the creation of an employee-friendly work environment is imperative to enhance organizational performance. Human resource governance that prioritizes individual competencies and team interactions is crucial for achieving this objective (Sabouri et al., 2024). To accurately ascertain the necessity for HR development, an analysis must be conducted (Nurhal et al., 2023). The findings of this analysis will serve as the foundation for determining the specific training to be implemented for primary school teachers (Syahid et al., 2023).

A critical analysis of training needs and the identification of the types of teacher competencies required to design independent curriculum teaching modules based on competency levels indicates the necessity to develop the most efficient model. A study demonstrated that 80% of teachers emphasized the importance of the self-opening element in the module (B. Setiawan et al., 2023). Teachers indicated that when confronted with challenges in comprehending the teaching module, particularly when

grasping only half of its components (R. Setiawan et al., 2022), it becomes imperative to implement follow-up measures. This underscores the significance of continuous professional development, such as learning communities and workshops, in enhancing teachers' competencies (Halisa et al., 2024). Ongoing professional development activities, such as collaboration and critical thinking, are highly valued by teachers and contribute to overall classroom growth and success (Marcelo et al., 2025). To enhance the

professionalism of educators, training activities have been shown to improve their knowledge and skills, enable them to implement the curriculum independently, and transform them into more effective learning facilitators (Jamhari et al., 2023).

The following is a synthesis table of previous studies on Teaching Module Training and Merdeka Curriculum from the results of data that has been processed and associated with several relevant theories, in this case, arranged to be more structured.

Table 3 Synthesis of Previous Studies on Teaching Module Training and Independent Curriculum:

| No | Author (Year) | Key Findings | Relevance to This Training |
|----|------------------------|---|--|
| 1 | Jamhari et al. (2023) | Hands-on training increases teacher competence by 40% | Arguing for the importance of hands-on training for teachers at SDN Garuda |
| 2 | Wenda et al. (2023) | Project-based modules are effective for the Merdeka Curriculum | Relevant to the needs of SDN Garuda, which implements the Merdeka Curriculum |
| 3 | Hu & AlSaqqaf (2024) | ICT integration in teaching modules increases student engagement | Highlighting the gaps at SDN Garuda: only 2 teachers are digitally literate |
| 4 | Halisa et al. (2024) | Continuous training with mentoring is key to success | Supports recommendations for a post-training mentoring program |
| 5 | Setiawan et al. (2023) | 80% of teachers have difficulty understanding differentiated assessment | Corresponds with interview findings at SDN Garuda |

Furthermore, it is imperative that the government, and specifically the education office, allocate greater attention to this issue. The education office must take immediate action by implementing strategic measures, including the organization of intensive assistance, special training related to modules, and the evaluation of module designs to ensure their suitability for teacher needs. This follow-up is of paramount importance in ensuring the effective implementation of educational materials and the fulfillment of student's rights to a quality education. Teachers frequently lack awareness of innovative learning designs, thereby impeding their capacity to develop efficacious teaching modules (Andalas et al., 2024). As posited by (Enda et al., 2023), the training and assistance program has demonstrated favorable outcomes. Consequently, instructors are now able to develop modules that align with the stipulated educational criteria. The necessity for

structured training to enhance educators' competencies is indisputable, as evidenced by the findings of (Sanjaya et al., 2022), who reported that a significant proportion of educators lack the requisite preparation to implement the Independent Curriculum. As asserted by (Nashito et al., 2023), the efficacy of educational modules is directly correlated with the quality of education and student engagement. It has been contended by some pedagogues that an exclusive emphasis on training can serve as a diversion from other imperative educational imperatives, including the sharing of resources and the provision of support services for students. Nevertheless, should teacher preparedness be overlooked, the Independent Curriculum risks being ineffective in its entirety.

The training program, which focused on e-modules and contextualized teaching, resulted in a significant improvement in teachers' ability to create relevant learning

materials. This improvement is evidenced by their enhanced capacity to prepare modules for a variety of contexts (Jamhari et al., 2023). The implementation of training programs has been identified as a strategy to assist educators in adapting to novel educational frameworks, such as the Merdeka Curriculum, and in the adoption of creative teaching methodologies (Ridha et al., 2024). A substantial enhancement in educators' capacity to mentor students has been demonstrated, underscoring the efficacy of effective training in enhancing the quality of learning management. Consequently, the implementation of teaching module training activities is of paramount importance, as they contribute to the enhancement of teacher professionalism (Sangadji et al., 2022).

As elucidated in the foregoing explanation, it can be concluded that training is imperative for the development of teacher professionalism and the cultivation of proficiency in addressing novel challenges. The subsequent segment delineates the program structure of the training on the development of teaching modules for the Merdeka curriculum at SDN Garuda:

Name of activity

“Training on Making Teaching Modules as an Effort to Implement the Merdeka Curriculum for Garuda Elementary School Teachers in West Bandung Regency”.

Training Objectives

The training on the preparation of teaching modules on the Merdeka Curriculum at SDN Garuda is designed to equip teachers with the knowledge and skills necessary to design relevant and innovative teaching modules. The training is intended to facilitate the mastery of the principles of the Merdeka Curriculum by teachers, enabling them to integrate these principles into the teaching modules that they will compile.

Activity Results/Outputs

Training activities were conducted from 01-03 February 2024. It was held at SDN Garuda, Cisarua District, West Bandung Regency. The activity was attended by teachers from SDN Garuda, Cisarua District, West Bandung Regency. The target outcomes of the "Training for Preparing Teaching Modules on Merdeka Curriculum" activity are that the teachers of Garuda Elementary School can acquire knowledge on the teaching modules of Garuda Elementary School can acquire knowledge on the teaching modules of independent curriculum and achieve pedagogical competence at the advanced level (5).

Material structure/curriculum activities (complete with JP)

Materials for preparing teaching modules in a Merdeka curriculum (32 hours) 01- 03 February 2024.

Table 3. Material Structure/Curriculum Activities (complete with JP)

| No | Day/Date | Activity | Material | Description of Material | Time Allocation (JP) |
|----|----------|----------|--|--|----------------------|
| 1 | | Opening | Opening | Closing Prayer | 3 |
| 2 | | Training | Understanding of the Characteristics of Teacher Pedagogical Competence in the Merdeka Curriculum Teaching Module | <ul style="list-style-type: none">• Introduction to Pedagogical Competence• Introduction to Merdeka Curriculum• The role of the teacher in the Merdeka curriculum• The relationship between pedagogical | 5 |

| No | Day/Date | Activity | Material | Description of Material | Time Allocation (JP) |
|--------------|------------------------|----------|--|---|----------------------|
| 3 | Thursday 01.02.2024 | | Structured and sequential learning design to achieve learning objectives | competence and the Merdeka curriculum | 5 |
| | | | | <ul style="list-style-type: none"> The steps of developing a learning design are structured and sequential Supporting factors for structured and sequential learning design to achieve learning objectives | |
| 4 | | Training | Understand the potential of adaptive ICT in supporting learning | <ul style="list-style-type: none"> ICT integration in education Efforts to utilize the potential of ICT in learning. Various ICT media in learning Factors that support ICT in learning | 5 |
| 5 | Friday 02.02.2024 | | Learner-centered Merdeka curriculum assessment design | <ul style="list-style-type: none"> Theoretical foundation of learning assessment planning Various learning assessments in the Merdeka curriculum Steps for conducting assessment in a Merdeka curriculum | 5 |
| 6 | Saturday 03.03.2024 | Training | Preparation of learner achievement reports | <ul style="list-style-type: none"> Components of the learner learning achievement report Format of the learner learning achievement report Strategies for designing a simple learner achievement report | 5 |
| 7 | | Closing | Ceremonial | Closing Prayer | 4 |
| Total | | | | | 32 JP |

CONCLUSION

The Merdeka Curriculum is an educational program developed by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia to develop a more inclusive, sustainable, and adaptable education. The Merdeka Curriculum emphasizes student-centered learning by providing opportunities for students to be more involved in the learning process and by providing opportunities for students to be more involved in the learning process and to choose paths that are more in line with their interests, abilities, and needs. The Merdeka Curriculum also focuses on the development of 21st-century skills such as problem-solving, creativity, and collaboration, as well as the development of strong digital skills. In addition, the Merdeka Curriculum establishes the values of Pancasila and noble personality as the foundation of the educational process.

The research findings indicate that the pedagogical competence of teachers in developing teaching modules based on the Merdeka Curriculum at SDN Garuda is still at a suboptimal level. A quantitative analysis of the data reveals that the average score of teacher competence is only 30 out of a maximum score of 50, with only 5 out of 8 respondents meeting the ideal score. The remaining respondents fall below the minimum standard and have not reached a proficient level. This finding underscores a conspicuous gap in teachers' understanding and skills in designing teaching modules that align with the principles of the Merdeka Curriculum. A critical factor contributing to this suboptimal state of affairs is the dearth of practical training for teachers, with the majority of training activities being of a theoretical nature and failing to provide hands-on experience in module development.

Additionally, constrained access to quality training is a salient challenge, given the remote locations of training sessions and the paucity of ongoing mentoring support. Consequently, this study underscores the necessity for comprehensive, hands-on training to enhance teachers' competencies in designing innovative and pertinent teaching modules. With structured and continuous training, it is anticipated that teachers can attain higher levels of competence, facilitating

more effective implementation of the Merdeka Curriculum at SDN Garuda and exerting a positive influence on the quality of student learning.

SUGGESTION

1. SDN Garuda must organize practice-based training for teachers to improve their understanding and skills in developing Merdeka Curriculum teaching modules.
2. Training should be carried out in stages, starting from basic understanding to more complex module preparation practices.
3. In addition to training, regular mentoring and evaluation are needed to ensure the improvement of teachers' competence in implementing the Merdeka Curriculum.
4. Technology Utilization: Optimizing the use of technology in learning and preparing teaching modules to make it more effective and interesting for students.
5. Support from Related Parties: Schools, education offices, and training institutions must collaborate to ensure that training implementation runs optimally and has a real impact on improving the quality of learning.

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