

## Implementation of Teaching Modules on The Topic of Indonesian Flag in Merdeka Curriculum

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### ABSTRACT

Curriculum changes continue to occur because they need to adapt to the times and the needs of society. Until now, the curriculum used is the Merdeka Curriculum, but in its implementation, not all schools have implemented it, one of the reasons is that teachers do not understand how to compile and use teaching modules which are teaching tools used in the Merdeka Curriculum. This study discusses the implementation of the teaching module on the topic of the Indonesian flag using a qualitative case study research method. The data collection techniques used in the research are interviews, active observation, and documentation involving the principal, class A teacher and 10 class A students at KB Al-Khoiriyah Al-Husna. Data analysis is used in research through three stages, namely the data reduction stage, the data presentation stage, and the conclusion drawing stage. Qualitative methods can describe in depth the implementation of the teaching module on the topic of Indonesian Flags with the overall result that students have achieved learning objectives based on learning outcomes and learning is more effective because of the implementation of teaching modules that follow the concept of Merdeka Curriculum in the early childhood education where learning activities combined with play activities are daily learning activities for early childhood so that the learning carried out becomes more meaningful. Because learning becomes more meaningful for students, students will find it easier to recognize the learning topic, namely the Indonesian flag, which is a national identity that needs to be recognized early on so that it is not lost

### INTRODUCTION

Demanding knowledge is an obligation for everyone, especially for a Muslim. Quoted in a piece of hadith narrated by Ibnu Majah regarding as a Muslim, we are obliged to seek knowledge;

.... طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ....

"...Seeking knowledge is an obligation for every Muslim..." (HR. Ibnu Majah).

Demanding knowledge itself can be obtained by pursuing an education. Education in Indonesia aims to increase the potential of students. This goal is stated in Undang-Undang Republik Indonesia No. 20 Tahun 2003 (Maulida, 2022). Education in Indonesia itself begins at the early childhood education level. The early childhood education is the first step in providing an educational stimulus where the early childhood education has a goal that is in

accordance with Undang-Undang Republik Indonesia No. 20 Tahun 2003 Pasal 9 Ayat 1, namely to provide education to children to develop the personality and intelligence of the child in accordance with the interests and talents of the child (Harahap, 2021).

In the implementation of education, there is a need for a curriculum. The curriculum is the main idea and a guide to the preparation of learning activities carried out at school. With the learning curriculum being implemented, it will be directed. The curriculum is important to evaluate innovatively, dynamically, and periodically in accordance with the growth of the times (Barlian et al., 2022). Curriculum changes also need to meet all the needs and solve problems in society (Julaeha, 2019). Curriculum changes in Indonesia occur based on government policies and the results of the TIMSS (*Trends in International Mathematics and Science Study*) and PISA (*Program for International Student Assessment*) tests (Suprpto et al., 2021). Based on the results of the 2019 PISA test in the fields of mathematics and literacy, Indonesia is ranked 74th out of 79 countries that took the test (Marisa, 2021) so the Ministry of Education, Culture, Research and Technology (Kemendikburistek) made changes to the old curriculum to the Merdeka Curriculum to restore the problems that occurred.

However, the implementation of the Independent Curriculum has not been evenly implemented in schools. One of the reasons for the non-implementation of the independent curriculum based on the results of interviews that have been carried out at KB Al-Khoiriyah Al-Husna is because the teacher does not understand the making and implementing of teaching modules as teaching tools and students have not adapted to the independent curriculum.

This study aims to determine how the implementation of teaching modules with the big theme I Love Indonesia and the topic of the Indonesian Flag. The topic used is the Indonesian Flag which aims to instill the basic concept of the Indonesian Flag as the identity of the Indonesian nation which needs to be understood and introduced early because at this time humans can receive all the information and events received (Luthfillah et al., 2022). In addition, early childhood has high curiosity and children will ask a lot of questions when they feel interested (Wasis, 2022) with this curiosity can be utilized to introduce the basic concepts of the Indonesian flag, therefore, the introduction of basic concepts about the Indonesian Flag in early childhood will be suitable to be implemented.

## METHODS

This research uses qualitative methods and the approach used in this research is a case study. Qualitative method is a method where the research process is carried out to obtain a human or social phenomenon with a comprehensive and complex picture. Qualitative is used to obtain an in-depth explanation of the problems encountered (Adlini et al., 2022). *Case study* is an approach that is carried out to obtain in-depth information on a problem or situation (Assyakurrohim et al., 2022). This approach is carried out in detail and what is studied can be in the form of activities, events, and programs that aim to obtain information where the case taken is real and ongoing (Adlini et al., 2022). In this study, researchers took a case regarding the Merdeka Curriculum teaching tool, namely the teaching module, where researchers used qualitative methods to get an in-depth description of the implementation of the teaching module on the topic of the Indonesian flag at KB Al-Khoiriyah Al-Husna, which is located at Perum Cimahpar Endah Ii, Jalan Pipit, No. 50b, Pasirhalang, Sukaraja District, Sukabumi Regency.

To get an in-depth picture of the implementation of the teaching module on the topic of the Indonesian Flag in the Merdeka Curriculum at KB Al-Khoiriyah Al-Husna, interview techniques, active observation and documentation were used. Interviews were conducted with the principal and class A teachers regarding the implementation of teaching modules at the school and interviews with 10 class A students at KB Al-Khoiriyah Al-Husna regarding the implementation of the teaching module on the topic of the Indonesian Flag. The observation carried out is active observation, where in this observation the researcher directly involves himself in the activities and social situations under study, the object used is 10 grade A students at KB Al-Khoiriyah Al-Husna on the implementation of teaching modules with the topic of the Indonesian Flag and the documentation used in this study is the teaching module on the topic of the Indonesian Flag.

The data analysis used is a data analysis technique according to Mathew B. Miles & Michael Huberman which consists of three stages, namely the data reduction stage, the data presentation stage, and the conclusion drawing stage (Fadli, 2021).




## RESULT

Based on the results of initial interviews conducted with the principal and class A teachers at KB Al-Khoiriyah Al-Husna regarding the implementation of the Merdeka Curriculum, there are obstacles that occur in its implementation due to the teacher's lack of understanding of the preparation and use of the teaching module itself. In fact, there needs to be a real example in implementing the teaching module itself. In preparing the teaching module on the topic of the Indonesian flag, the initial stage carried out was an observation of students' interests and the needs that students need to learn. Based on observations that have been carried out, grade A students at KB Al-Khoiriyah Al-Husna need to know more about the concept of state identity, namely the Indonesian flag. The next step in the preparation of the teaching module on the topic of the Indonesian flag is to develop learning objectives. The learning objectives in this teaching module are; students can perform worship activities such as praying according to their respective beliefs; students can play without discriminating against friends; students can control and express their emotions; students can choose what they like and try new things; learners accept failure and want to try again and feel proud of the results of their own efforts; learners are proud of their identity as Indonesians; learners actively participate in activities that involve gross and fine motor skills; learners understand the material provided by the teacher and can ask questions; learners are aware of the letters of the alphabet; learners recognize and can use simple technology. These learning objectives are in accordance with the learning outcomes and what students need to achieve and need. In the final stage of preparing the teaching module, namely compiling the entire teaching module.

In its implementation, based on the observations obtained on the implementation of the teaching module on the topic of the Indonesian Flag, there are three stages of activity, each of which has a purpose, as follows:

**Table 1.** Learning activities using the teaching module on the topic of the Indonesian Flag

<b>Activity Stages</b>	<b>Activity Description</b>	<b>Activity Objective</b>
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Opening	Implementation of service implementation standard opening activities (pray, motivate to learn and check attendance)	Carry out the habituation of the opening activities
	Teacher question and answer discussion with students about the Indonesian flag	To find out the extent of students' prior knowledge about the Indonesian flag
	Watch a video for children's about the Indonesian Flag	Introducing the concept of the Indonesian Flag as a national identity and providing information about the colors of the flag, the location of the colors of the Indonesian flag and the meaning of the colors of the flag.
	Discussion about what has been watched	To train out the students concentration and what the students got during watching
Main Activity	Singing the Indonesian national song "Berkibarlah Benderaku"	Getting to know the Indonesian national song "Berkibarlah Benderaku" and increasing student enthusiasm
	Explaining the attitude when raising the flag	Provide information about the attitude when raising the flag
	Directly practicing the attitude when raising the flag	Illustrate to students how to salute when the Indonesian flag is hoisted
	Discussing rules and informing play activities	Students and teacher make an agreement on the rules of the play activity
	Divide learners into heterogeneous groups	Train students to cooperate and interact without discriminating against friends
	Play Activities: Area 1 (Arranging letters into flag words)	In area 1 aims to introduce students to the letters of the alphabet that make up the word flag and introduce students to colors
		 <p><b>Picture 1.</b> Students playing in area 1</p>
	Area 2 (Dipping tissue in red water)	Area 2 aims to train concentration, caution and repeat information about the correct color location of the Indonesian flag.
		 <p><b>Picture 2.</b> Students playing in area 2</p>
	Area 3 (Embroidering red paper with white)	Area 3 aims to train students' fine motor skills and to repeat information about the meaning of the colors of the Indonesian flag.
		

**Picture 3.** Students playing in area 3

Closing	Ask about the play activities that have been done by children	Provide opportunities for students to share their learning experiences
	Reflection of feelings and appreciation	Asked the students how they felt and gave appreciation to the students
	Reinforce the concepts that students have obtained (conduct a question and answer session with students)	To find out the extent of knowledge that students have gained about the Indonesian flag
	Implementation of service implementation standard closing activities (pray and go home).	Carry out the habituation of the closing activities

Based on observations that have been carried out, the knowledge that students have at first is only limited to knowing the color of the flag and the time when the flag is raised. After the activity of watching children's videos about the Indonesian flag, students began to recognize the concept of the Indonesian Flag as a national identity and know information about the colors of the flag, the location of the colors of the Indonesian flag and the meaning of the flag colors.



**Picture 4.** Students watch a video for children's about the Indonesian flag

From the results of observations and interviews with students, the most preferred activity is play. Students feel happy, enthusiastic and active during learning even though in the overall implementation there are still five students who need help from friends and motivation from the teacher. As in area one, namely arranging letters into flag words, there are two students who are confused about arranging words, in the second area, namely dipping tissue in red water, there is one student who fails but he still wants to try again, and in the third area, namely embroidering red paper with white, there are three students who need help from friends to complete it.

Based on the overall results of the research on the implementation of the Indonesian flag teaching module, all students have met and achieved the learning objectives that have been made. All students are active in learning activities and complete their play activities to completion. Many positive social-emotional values obtained by students in play while learning activities such as students are willing to mingle and play with any friend, students can choose the game they like, students have the motivation to try again when they fail and students are willing to help their friends who are struggling. In terms of the concepts that students have about the Indonesian flag based on the evaluation carried out in the activity of strengthening the concepts that students have obtained, students can answer all questions given by the teacher about the Indonesian flag.

## DISCUSSION

The curriculum serves to help students carry out learning that can provide knowledge and skills for their future. Learning needs to be efficient and innovative so that students can utilize the learning for their lives. Therefore, it is important for a teacher to have skills in using the curriculum and understanding the curriculum (Haryani et al., 2021). The curriculum has a function as a guide for educators in carrying out the learning process (Sriandila et al., 2023). With the curriculum, educators will have guidelines in carrying out their duties and in carrying out their duties, educators will be more directed (Huda, 2017). The curriculum is the main key in the implementation of learning activities. As educators need to understand the curriculum that is being used because by understanding the curriculum used, learning activities will be more directed.

The curriculum in Indonesia is a curriculum managed by the Ministry of Education and Culture of the Republic of Indonesia (*Kementrian Pendidikan dan Kebudayaan Republik Indonesia* which is shortened to Kemendikbud RI), which holds the management of 82% of schools in Indonesia (Mas'ud et al., 2019). The curriculum used in Indonesia is the Merdeka Curriculum, which was created by Kemendikbud RI based on the 2019 PISA test results. Merdeka Curriculum or Merdeka Belajar is a curriculum that realizes an exciting learning experience (Arviansyah & Shagena, 2022). The meaning of the word merdeka in the Merdeka Curriculum is that teachers are given the freedom to create a teaching tool that is tailored to the interests, potential and needs of students (Nafisa & Fitri, 2023). In the early childhood education units, it is also known as Merdeka Play. This concept is taken because the form of learning in early childhood is playing so that the concept of the Merdeka Curriculum in the early childhood education units is "*learning while playing and playing while learning*" (Retnaningsih & Khairiyah, 2022). With this concept, students will be more active and learning will not become monotonous by only learning to read, write, count and do children's worksheets (Nafisa & Fitri, 2023). Play is important to stimulate children's development by stimulating children with play will help optimize children's development (Samad et al., 2023). In its implementation, the concept provided by the Merdeka Curriculum in the early childhood education is appropriate because the essence of activities that are suitable for children to do is play because early childhood is a child who has a happy mood and wants to keep moving. By playing, it is easier for students to get the information provided and students will be more active and enthusiastic about the learning activities provided, so the learning atmosphere will be more enjoyable.

In the Merdeka Curriculum, there are two learning activities, namely intracurricular learning and the project of strengthening Pancasila students. Intracurricular learning is learning that is carried out every day with reference to the teaching module. Teaching module is a teaching tool in the Merdeka Curriculum (Salsabilla et al., 2023). The teaching module has competency standards that are used, namely learning outcomes and learning objectives (Maulida, 2022). The learning outcomes used in the early childhood education have three elements, namely; religious values and ethics; identity; and the basics of literacy, materials, science, technology, engineering and art. Religious and ethical values are the activities of the

basics of religion and noble morals such as carrying out worship activities, loving cleanliness and living things created by God, maintaining health, and personal safety, and having noble behavior. identity is an understanding of oneself such as self-distinctive characteristics, self-identity, emotions possessed, and loving oneself. The basics of literacy, mathematics, science, technology, engineering and art are the basis of STEAM (Science, Technology, Engineering, Art and Mathematic) which can make children more creative, explorative, imaginative and can use simple technology and the basis of literacy and mathematics is not just calistung (read, write and calculate) but children can speak actively, write, read, count, and solve problems mathematically (Retnaningsih & Khairiyah, 2022). This learning outcome is a framework before making a learning objective where the learning objective is a goal of what students will achieve through learning that will take place.

Preparation of teaching modules teachers need to understand how to compile, develop and use them. Developing teaching modules in the early stages that need to be done is to know what learning students need and determine learning objectives. In the teaching module itself, ideally the preparation of the teaching module consists of three components, namely general information, core components and attachments (Maulida, 2022). In general information, contains the identity of the teaching module (theme, subtheme, topic and learning objectives), class and teacher identity, infrastructure and media used. The core component contains the learning plan, assessment, and reflection. And the attachment component contains attachments to activities that have been carried out.

Early childhood is a golden age where children can receive all the information and events received (Luthfillah et al., 2022). Early childhood will experience a rapid cognitive development, especially in memory, language function, symbolic thinking, and self-control. However, all of these developments depend on how the experiences the child has (Rai et al., 2023). Therefore, guidance is needed in utilizing children's cognitive development by providing useful information such as introducing the basic concepts of state identity, namely the Indonesian flag. The red and white flag is a symbol that our nation has been independent and each color on the flag has a meaning as quoted in Undang-Undang Dasar Negara Republik Indonesia (UUD RI) 1945 pasal 35 (Rizqy et al., 2022). Introducing the basic concepts of the Indonesian flag needs to be done early so as not to lose the nation's identity.

### CONCLUSION

Based on research on the implementation of teaching modules on the topic of the Indonesian flag, it can be concluded that educators have an important role in planning and implementing learning activities in the Merdeka Curriculum so that teachers need to understand the interests and potential of students and understand how to compile and implement teaching modules. That way the learning activity process will be more effective and directed.

The concept of Merdeka Curriculum in the early childhood education is suitable for use at the early childhood education level. This is because, at this time, the activities carried out by children are playing and during the implementation of learning activities, it will be more meaningful and fun. In accordance with the results of the research that has been conducted, by playing while learning or learning while playing, students become more active and happy and in students' social-emotional being more positive where students can play with their friends

without discriminating against friends, have a sense of wanting to help, and have the motivation to try again when they fail. In addition, learning becomes more meaningful because with the implementation of the teaching module on the topic of the Indonesian flag, students have a basic concept of knowing the identity of the Indonesian flag country, including the colors of the flag, the location of the flag colors, the meaning of the flag colors, and how to behave when the flag is raised.

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