

A CRITICAL EXAMINATION OF THE ENGLISH TEACHING MODULE CRAFTED FOR THE INDEPENDENT CURRICULUM BY TEACHERS AT MOJOKERTO JUNIOR HIGH SCHOOL

Devinta Nirmalasari *

Universitas Islam Majapahit

E-mail Address: nirmaladevintaaa7@gmail.com

Rini Lindawati

Universitas Islam Majapahit

E-mail Address: rinilindawati@unim.ac.id

Wiwik Mardiana

Universitas Islam Majapahit

E-mail Address: wiwik.mardiana@unim.ac.id

Abstract

This study aims to explore the unique curriculum instruction modules used by English teachers in five Movement Schools in Mojokerto junior high schools. A qualitative approach with a case study method was employed to examine how these modules are implemented. Data were collected through interviews with educators, analysis of relevant documents, and a review of the teaching module. The findings reveal that the five English teachers at these schools have structured their Teaching Modules in line with the components of the Independent Curriculum. However, they still face difficulties developing these modules and adapting the curriculum to meet students' needs. The study emphasizes that teaching modules should be designed to consider both the specific needs of local students and the national education guidelines. These findings significantly affect how secondary school teachers plan and develop instructional strategies.

Keywords: Teaching module, independent curriculum, English teachers, Educational engagement.

INTRODUCTION

The Teaching Module serves as a critical instrument for implementing the Independent Curriculum. It allows educators to meet learning goals in textbooks, reflecting changes in the school curriculum. Teaching modules are considered comprehensive assessment tools and can be utilized in three main ways: 1) as independent curriculum units or complete systems; 2) as centralized learning activities designed to help students achieve their learning objectives; and 3) as integrated teaching programs that encompass learning objectives, instructional materials, teaching strategies, instructional media, learning resources, and

assessment methods. An essential aspect of developing a practical teaching module is the formulation of clear and specific learning objectives. The researcher assessed the alignment of the modules with the Independent Curriculum and explored the challenges and solutions in creating a teaching module. A curriculum is designed to offer fundamental knowledge and critical elements of educational programs that educators can apply in schools. The current Indonesian curriculum is delivered through an independent approach.

This model fosters a dynamic and effective learning environment by integrating independent study programs and collaboration between students and teachers. These independent study programs offer a range of extracurricular learning experiences to enrich students' ideals and awareness while enhancing their skills. An independent curriculum encourages independent thinking, with the teacher's instructional strategies crucial in facilitating students' intellectual freedom. These features are integrated into learning objectives, learning outcomes (LPs), and educational materials, aligning with the program's components. The curriculum embodies the Pancasila student profile by emphasizing developing critical thinking skills across all learning objectives. Classroom books are tailored with specific form, content, and description styles to support each student's learning process and abilities following program goals.

The Independent Curriculum also incorporates a movement school program for English teachers to implement teaching modules during lessons. The Sekolah Penggerak project by the Ministry of Education and Culture aims to achieve Indonesian education's goal of developing a progressive, sovereign, autonomous, and uniquely individual educational system supported by the growth of Pancasila students. According to Patricia L. Smith, a Teaching Module is a structured and deliberate process that converts learning principles into designs for educational materials, activities, resources, and assessments (Smith & Ragan, 2004). Teachers can design, create, utilize, and enhance teaching modules with independent teaching support. Despite this, the focus remains on the three primary components of Teaching Modules: general information, core components, and appendices. Learning modules are instructional tools or designs aligned with the curriculum to achieve established competency standards.

The first step in creating teaching modules is to evaluate the needs of teachers, students, and the educational institution. This helps educators tailor government-provided modules to fit classroom dynamics, improving the teaching and learning process (Noviantari & Agustina, 2023). Teaching modules are strategies teachers develop through focused instruction, considering student needs and program goals. These modules become ineffective if they do not align with curriculum requirements (Fatah, 2023). This method allows teachers to monitor their teaching more effectively. Teaching is ineffective without prior preparation, including

planning lesson content, organizing activities, assessing students' prior knowledge, and preparing materials. Integrate to their students' learning process, teachers are responsible for implementing the curriculum. They must be skilled in program design, instruction, and assessment to ensure the program's success and enhance learning outcomes.

Planning is essential for effective learning, and the Independent Curriculum's learning plans are detailed in the educational modules, which serve as critical instructional tools. Nadiem Makarim describes the independent research program as a new reform and a breakthrough aimed at cultural transformation. He emphasizes that the Independent Curriculum must focus on management and approaches tailored to students, helping Pancasila students become well-rounded graduates. The Independent Curriculum began its trial phase in 2020 and was officially implemented in 2022. Initially proposed by Nadiem Makarim, the Minister of Education and Culture, in 2019, the curriculum was introduced following the 2019 Program for International Student Assessment (PISA) results, where Indonesian students ranked near the bottom. This outcome led to the development of a new curriculum concept focused on independence and educational freedom in Indonesia, allowing educators to choose the most effective methods for the teaching and learning process. The independent curriculum shares similarities with Paulo Freire's concept of liberal education, particularly in its aim of humanization, which seeks to ensure freedom of thought and expression during the learning process. According to this approach, education should lead to physical and mental liberation (Maulidina Tri Amanda et al., 2023). Ki Hadjar Dewantara, a national hero and founder of national education, similarly advocated for the freedom of all educational units and teachers to plan and teach according to their student's unique qualities and needs.

The Learning Movement Program is designed to achieve the vision of Indonesian education by developing a progressive, sovereign, and independent nation with a strong identity by cultivating Pancasila students. This program emphasizes comprehensive learning outcomes, including both skills and character development, starting with the improvement of principals and teachers. The Minister of Education and Culture Decree No. 1177/M/2020 provides guidelines for the School Movement Program. Its primary goal is to enhance students' skills and character through the Pancasila learner profile while ensuring equal access to quality education. This is achieved by effectively strengthening school principals' leadership to manage educational units (Syafi'i, 2021). Effective leadership by school principals is essential for providing quality education, building a solid educational ecosystem, focusing on quality improvement, and fostering collaboration among critical educational stakeholders at the school and government levels. If the autonomous curriculum has not yet been fully implemented in all schools, particularly in

Mojokerto, the teaching modules in these schools must align with it. As a result, this research focused on five secondary Movement Schools in Mojokerto.

The study aims to explain the teaching modules created by English teachers at Mojokerto Movement High Schools in alignment with the independent curriculum elements and to describe the challenges that English teachers at Mojokerto Junior High Schools encountered when designing instructional modules for the independent curriculum.

RESEARCH METHOD

Research methods encompass the procedures and steps used to collect data and information necessary for solving a problem or examining a research approach, which may include case studies. Data collection in a qualitative descriptive study aims to explore the specifics of the events under investigation. Qualitative research seeks to understand phenomena experienced by research subjects, such as behavior, perceptions, and motivations (Mulyani, 2013). It evaluates participants' phenomena, processes, or perspectives (Kiely & Hartman, 2011).

This study's data source is the independent curriculum teaching modules created by English teachers. The evaluation of these modules considers three factors: general information, core components, and appendices. Data was collected from English teachers and included document data observations and reviews of notes, reports, photos, and documents. The primary data comprised teaching modules Mojokerto junior high school English teachers developed. The evaluation considered appendices, core components, and general information. Data for the first objective was analyzed using a content analysis checklist, while data for the second objective came from interviews with English teachers at the five-movement schools. Content analysis, questionnaires, focus groups, and observations were also used as research instruments (Peter Birmingham, 2003).

An interview guide was used to validate and gather additional relevant information. Unstructured interviews were conducted in Indonesian with open-ended questions, allowing teachers and principals to provide detailed responses and additional insights. Data collection involved content analysis checklists, unstructured interviews, and documentary studies. Observations were conducted in February to gain initial insights and secure study permits for five Mojokerto movement schools: Integrated SMP Darul Dakwah, SMPN 1 Mojosari, SMPN 2 Mojosari, SMPN 2 Puri, and SMPN 1 Gedeg. Students gained practical experience in research and information gathering from March to May. The aim was to complete the data collection from all five schools. This process also aimed to develop students' seriousness, accuracy, and honesty while helping them become familiar with finding alternative solutions. The third phase involved obtaining permission to review the 7th-grade English teaching modules from the five-movement schools to assess their alignment with the

independent curriculum components. This review occurred in May and June. The final phase, conducted in May and June, involved reporting the evaluation results of the 7th-grade English teaching modules and presenting their suitability for the Independent Curriculum. Triangulation of data sources and methods was used to test validity—data analysis involved systematically studying and organizing information from interviews and documents to deepen understanding and present findings. The qualitative content analysis process began with identifying the research topic, examining predefined components in the teaching modules, comparing these modules with the independent curriculum components, and producing the final findings.

The analysis process involved several steps: First, the researcher reviewed the Independent Curriculum to assess if the English teaching modules developed by junior high school teachers in Mojokerto aligned with it. The focus was on three main aspects of the teaching modules: (1) General Information, (2) Core Components, and (3) Appendices. The researcher then explored English teachers' challenges in creating these modules and their strategies to address them. Evaluation techniques such as classification, identification, and grouping were employed to analyze the data, which included documents and interview results. Chapter 4 presents the data and research findings using descriptive language and categories. The analysis details the content and shortcomings of each aspect of the teaching modules, presented in a table comparing the modules with the Independent Curriculum components for the entire semester. Additionally, the chapter addresses the challenges English teachers face and their efforts to find solutions.

RESULT AND DISCUSSION

The researcher analyzed the English teaching modules from five Mojokerto schools that implemented the independent curriculum. The goal was to assess whether these teaching modules adhered to the independent curriculum components and identify English teachers' challenges in developing them. The study focused on three critical elements of the English teaching modules. A content analysis checklist was employed to evaluate the modules created by English teachers at the following schools: SMPN 1 Gedeg, SMPN 1 Mojosari, SMPN 2 Puri, SMPN 2 Mojosari, and SMP Terpadu Darul Dakwah. The modules were assessed using a checklist and reviewed by the research supervisor. Additional notes were gathered from the KEMENDIKBUDRISTEK Learning and Assessment Guidelines to support the analysis. These findings are summarized in the following table:

No	Movement Schools	Score
1	SMPN 1 Gedeg	82,35

2	SMPN 1 Mojosari	88,23
3	SMPN 2 Mojosari	76,47
4	SMPN 2 Puri	82,35
5	SMP Terpadu Darul Dakwah	82,35

The English Teaching modules from five Movement Schools in Mojokerto—SMPN 1 Gedeg, SMPN 2 Puri, SMPN 1 Mojosari, SMPN 2 Mojosari, and Integrated SMP Darul Dakwah—are suitable as teaching materials. These modules provide structured plans for effective teaching, helping teachers deliver content and manage classrooms. They are crucial to achieving learning objectives and vital to learning. The researcher analyzed these modules in detail in the even semester, following the Learning and Assessment Guidelines from KEMENDIKBUDRISTEK. The data collected from a questionnaire distributed to English teachers at Movement Schools in Mojokerto revealed five critical challenges related to the components of the teaching modules: student grouping, time constraints, selecting appropriate learning models, adapting to environmental conditions, and a shortage of educators. The teachers further confirmed these challenges during interviews. The English teaching modules used in five Movement Schools in Mojokerto—SMPN 1 Gedeg, SMPN 2 Puri, SMPN 1 Mojosari, SMPN 2 Mojosari, and Integrated SMP Darul Dakwah—are found to be suitable and practical as educational resources. These modules play a crucial role in the teaching and learning process, providing a structured framework that enhances both the material delivery and classroom dynamics management. A well-structured teaching module is essential for organizing and implementing learning activities efficiently. It offers a systematic plan that helps teachers convey content effectively and manage classroom interactions smoothly. By following a structured approach, teaching modules facilitate the achievement of learning objectives, ensuring that lessons are coherent and aligned with educational goals. This structured approach is vital for creating a productive learning environment and providing clarity and direction for teachers and students. The importance of teaching modules cannot be overstated. They are a fundamental tool in the educational process, helping teachers organize their instruction and manage their classrooms more effectively. The modules are designed to address the specific needs of students and ensure that all necessary components of the curriculum are covered. By providing a detailed plan for each lesson, teaching modules enable teachers to focus on delivering high-quality instruction while minimizing the time spent on lesson preparation.

The effectiveness of teaching modules is directly linked to their quality. Well-designed modules contribute significantly to the success of the learning experience, as they provide a clear framework for teaching and learning. The better the quality of the teaching module, the more influential the learning process becomes. High-quality

modules support teachers in delivering engaging and meaningful lessons, enhancing student learning and achievement. The study analyzed the English teaching modules for the entire semester in the five Movement Schools in detail. This analysis involved examining each module component to ensure they aligned with the Learning and Assessment Guidelines from KEMENDIKBUDRISTEK. The evaluation focused on three main aspects: General Information, Core Components, and Appendices.

1. **General Information:** This section includes the introductory elements of the module, such as the objectives, scope, and overall structure. It sets the context for the lesson and provides an overview of what will be covered.
2. **Core Components:** This part encompasses the main content of the module, including lesson plans, activities, and instructional strategies. It outlines how the curriculum content will be delivered and engages students in learning.
3. **Appendices:** The appendices include supplementary materials and resources that support the main content of the module. These may include additional readings, worksheets, and assessment tools that enhance the teaching and learning experience.

The research described the components of each teaching module in detail, comparing them with the guidelines provided by KEMENDIKBUDRISTEK. The analysis revealed that the modules aligned with the independent curriculum and met the required standards. This alignment ensures that the modules effectively achieve educational goals and support learning. In summary, the teaching modules used in the five Movement Schools in Mojokerto are appropriate and effective for educational purposes. They provide a structured plan for instruction, facilitate classroom management, and contribute to achieving learning objectives. Based on the Learning and Assessment Guidelines, the study's detailed analysis of the modules confirmed their suitability and effectiveness in supporting the educational process.

DISCUSSION

This analysis compares research findings with theories from Chapter II and previous studies. It highlights that some English teaching modules do not fully align with the independent curriculum, and teachers face challenges in their development. For Grade 7, teachers at the five Movement Schools prepare essential materials—Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and teaching modules—before instruction. Without these, lesson objectives might be unclear. The modules are designed to meet learning outcomes and largely follow government guidelines.

General Information:

1. Identity of the Module Author

The general information section of the teaching modules covers essential details such as the author's identity and time allocation. The NI, DM, and SM modules contain these details but have discrepancies in time allocation. The IS module is complete and accurate, while the YD module lacks only the year of creation.

2. Initial Competencies

The teaching modules created by English teachers in four of the five analyzed schools do not include learning outcomes that align with the Independent Curriculum. Learning outcomes outline the knowledge or skills students should acquire before studying a particular topic and are missing or not correctly integrated into these modules.

3. The Pancasila Students Profile

The teaching modules from the five Movement Schools all included relevant aspects of the Pancasila Student Profile, which emphasizes character development in areas like faith, independence, collaboration, diversity, critical thinking, and creativity. Teachers selected the most suitable elements for each module.

4. Facilities and Infrastructure

The teaching modules from the five schools included details on the required facilities and infrastructure, with variations reflecting each school's different learning needs and styles.

5. Target Students

Four schools aligned with the target student requirements in the five English teaching modules from Movement Schools in Mojokerto. The modules clarified that students generally had no difficulty comprehending and engaging with the teaching material over the semester.

6. Learning Model

In the teaching modules for English teachers across the five Movement Schools, each module includes different learning models tailored to the specific needs and characteristics of the students at each school. However, some teaching modules share similarities in addressing everyday student needs and characteristics. be able to be tested with various forms of assessment to demonstrate

Core Components:

1. Learning Objectives

Learning objectives should focus on key learning aspects and be assessable through different methods to show understanding. They guide activities, resources, student inclusivity, and assessment methods, covering knowledge,

skills, reasoning, and communication. In Mojokerto's five Movement Schools, one in four schools has learning objectives aligned with the independent curriculum components.

2. Meaningful Understanding

Meaningful understanding refers to the benefits students gain from learning, which they can later apply in their daily lives. Four out of five schools have incorporated meaningful knowledge in the teaching modules of English teachers at the five Movement Schools.

3. Igniter Question

Teachers develop igniter questions to stimulate curiosity and critical thinking in students. These questions help guide students toward meaningful understanding that is aligned with learning objectives. The English teaching modules in the five Movement Schools consist of two chapters: the first is "My School Activities," and the second is "This is My School," with each chapter including trigger questions for the even semester.

4. Learning Activities

The sequence of core learning activities consists of concrete steps, including options or alternatives to accommodate different student learning needs. These steps are organized sequentially according to the planned time, covering three stages: introduction, core, and conclusion, based on active learning methods (Indarwati & Rahmawati, 2023). In the English teaching modules at the five Movement Schools in Mojokerto, all five modules include learning steps that adapt to the needs and learning styles of students in each school.

5. Assessment

Assessment is utilized to evaluate learning outcomes at the end of an activity. The criteria for achievement should be clearly defined in alignment with the established learning objectives. Among the English teaching modules from the five analyzed schools, only one school incorporates formative assessments in the module for the even semester.

6. Reflection

Student and educator reflections are sincere expressions of students' feelings, offering insights and feedback on the learning experience with the teacher. Through reflection, teachers can self-assess and continuously improve their teaching skills to meet the goals set by the school. In the teaching modules for English teachers in the five Movement Schools, reflections from both students and educators have been included for one even semester.

Appendix:

1. Student Worksheets

This student worksheet is designed for students and can be reproduced as needed, including for non-regular students. In the English teaching modules for the five Movement Schools, four out of the five schools have included Student Worksheets (LKPD) in the English teaching module for one semester.

2. Enrichment and Remedial

The program was designed to support students who had not met the minimum competency criteria. The remediation program aims to help these students achieve better learning outcomes. In the English teaching modules for the five Movement Schools, all five schools have included enrichment and remediation tailored to their students' needs.

3. Reading Materials

Teachers and students use reading materials as a trigger before starting an activity or to deepen understanding during or after the learning process. Among the English teaching modules analyzed from the five Movement Schools, only one school includes teacher and student reading materials in the one-semester English module. The other four schools are unsuitable as they do not include materials aligned with the independent curriculum.

4. Glossary

A glossary is an alphabetical list of terms related to a specific field, accompanied by definitions and meanings. It helps provide detailed explanations of words or terms. Three of the five English teaching modules analyzed from the five schools include a glossary in the one-semester module. The remaining two schools did not include a glossary, a component required by the independent curriculum.

5. Bibliography

The bibliography includes the reference sources used to develop the teaching modules. In the English teaching modules for the five Movement Schools in Mojokerto, all five schools have included a bibliography in line with the components of the independent curriculum.

The Challenges of Creating Teaching Modules

In this discussion, the researcher addresses various challenges English teachers face in the five Movement Schools in Mojokerto. Despite the perception that Movement Schools are well-equipped with facilities, infrastructure, professional teachers, and advanced programs, many teachers still struggle to develop English teaching modules within their school environments. Several English teachers from these schools have identified challenges in developing English language teaching modules from issues with the school, students, and teachers. One fundamental problem is that many students have varying levels of understanding regarding the learning material. Teachers need to adjust to different student learning styles, as some students quickly understand the material, while others grasp it more slowly or

struggle. Teachers often group students by their learning characteristics to address this and tailor instruction to fit their abilities and interests. This approach, known as differentiated learning, helps prevent frustration and supports individual needs. It aligns with Ki Hajar Dewantara's philosophy, which focuses on guiding each child's natural strengths to achieve their full potential and happiness.

The Measures Taken by Teachers to Address Challenges

The peer tutoring method involves students having a firm grasp of the material, helping those who struggle, and creating a cooperative learning environment. To tackle challenges in developing teaching modules, some teachers adjust their strategies to engage students better and suit their environment, while others attend webinars and training. Continuous professional development is crucial, including improving discipline, motivation, supervision, and providing incentives. This approach helps teachers meet legal standards and improve their skills, ultimately enhancing their effectiveness and job satisfaction.

CONCLUSION

Based on the data and discussion from the earlier chapters, several conclusions can be drawn regarding the research problems. First, while some elements of the independent curriculum have been integrated into the English teachers' modules in the five Movement Schools for the even semester, errors are still present. For instance, some core components have been modified to align with the independent curriculum, but mistakes remain in the general information component.

Secondly, the research identified and categorized five challenges encountered in developing English learning modules for the independent curriculum. Although there were variations in how English was taught across the five schools—SMPN 1 Gedeg, SMPN 1 Mojosari, SMPN 2 Mojosari, SMPN 2 Puri, and SMP Terpadu Darul Dakwah—there were also common challenges that all teachers faced. Consequently, the researcher has categorized the difficulties experienced by English teachers in creating their Teaching Modules.

SUGGESTION

For English Teachers:

To ensure an efficient, relevant, and engaging teaching and learning experience in the classroom, it is recommended that teachers address gaps in their knowledge and skills, particularly in developing structured and consistent learning modules based on independent curriculum guidelines and key lesson components. Teachers should also focus on resolving issues related to the teaching modules, such as learning outcomes, objectives, meaningful understanding, and resources like reading materials and glossaries. Additionally, educators should use their time

effectively to create and organize teaching modules tailored to student interests and needs. Participation in regular seminars, webinars, or English language training is also recommended to enhance teaching quality and foster collaboration and dialogue among educators.

For Future Researchers:

It is recommended that future research should involve more detailed analyses of teaching modules with a more significant number of participants and their actual classroom implementation. This will help make broader generalizations, as current findings indicate significant issues or deficiencies in the learning modules developed by English teachers for the second semester at the five Movement Schools in Mojokerto. Such research could uncover additional strengths in the modules and identify areas of weakness that may be addressed in future studies.

REFERENCES

- Atiqah Nurul Asri, Aly Imron, & Satrio Binusa Suryadi. (2022). Development of English Teaching Module for Electrical Engineering Study Program. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3(1), 69–80. <https://doi.org/10.21460/saga.2022.31.120>
- D. Royadi, N. Susiana, F. A. K. (2019). Effectiveness Management of Qualitative Research in Writing Scientific Papers. *Aptisi Transactions on Management (ATM)*, 3, 84–90.
- Imam Fahrurrozi, Arfandi, L. M. (2023). Taklimuna: Journal of Education and Teaching, Vol.2 No.1, 2023. *Taklimuna: Jurnal of Education of Teaching*, 2(1), 65–72.
- Indarwati, N. A., & Rahmawati, L. E. (2023). *Feasibility of Class X Indonesian Language Teaching Modules with Independent Curriculum*. Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-086-2_132
- Kiely, R., & Hartman, E. (2011). *Qualitative Research Methodology and International Service Learning*.
- McTighe, J., Wiggins, G., Warso, A. W. D. D., Zahroh, S. H., Parno, Mufti, N., & Anggraena, Y. (2017). Panduan Pembelajaran dan Asesmen. *Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia*, 123.
- Smith, P. L., & Ragan, T. J. (2004). *Instructional Design*.
- Susanto, R., Rachmadtullah, R., & Rachbini, W. (2020). Technological and pedagogical models: Analysis of factors and measurement of learning outcomes in education. *Journal of Ethnic and Cultural Studies*, 7(2), 1–14. <https://doi.org/10.29333/ejecs/311>