

Competency Profile of Guru Penggerak in Compiling Differentiated Learning Teaching Modules in Indonesian Subjects

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Abstract

The quality of meaningful learning is determined by the teacher's competence in compiling teaching modules. The objectives of this study are to: 1) describe the paradigm of the Guru Penggerak related to differentiated learning, 2) describe the criteria for the Indonesian teaching module prepared by the Guru Penggerak, and 3) describe the competence of the Guru Penggerak related to the preparation of the teaching module. The research was conducted in elementary schools implementing the Sekolah Penggerak Program. The research method uses a type of qualitative research case study, data sources in the form of documents and informants collected by document content analysis techniques and interviews. Using triangulation of sources and methods, the data was analysed using Milles & Huberman's interactive analysis model, which consists of three steps: data reduction, data presentation, and conclusion drawing. The results of the study show that the Guru Penggerak has awareness related to the urgency of implementing differentiated learning in the learning they do, this paradigm seems to be actualized in the teaching modules that are prepared and developed by them that have met the criteria very well, this shows that they have competencies that are in line with their role as learning leaders and pushers of student leadership.

Keywords: *guru penggerak, student characteristics, teacher competence, teaching modules, differentiated learning*

Abstrak

Kualitas pembelajaran yang bermakna ditentukan oleh kompetensi guru dalam menyusun modul ajar. Tujuan penelitian ini untuk: 1) mendeskripsikan paradigma Guru Penggerak terkait pembelajaran berdiferensiasi, 2) mendeskripsikan kriteria modul ajar Bahasa Indonesia yang disusun oleh Guru Penggerak, dan 3) mendeskripsikan kompetensi Guru Penggerak terkait penyusunan modul ajar. Penelitian dilakukan di Sekolah Dasar pelaksana Program Sekolah Penggerak. Metode penelitian menggunakan jenis penelitian kualitatif studi kasus, sumber data berupa dokumen dan informan yang dikumpulkan dengan teknik analisis isi dokumen dan wawancara. Digunakan triangulasi sumber dan metode, data dianalisis menggunakan model analisis interaktif Milles & Huberman dengan tiga langkah yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Guru Penggerak memiliki kesadaran terkait urgensi implementasi pembelajaran berdiferensiasi dalam pembelajaran yang dilakukannya, paradigma ini tampak diaktualisasikan dalam modul ajar yang disusun dan dikembangkannya yang telah memenuhi kriteria sangat baik, hal ini menunjukkan bahwa mereka memiliki kompetensi yang selaras dengan perannya sebagai pemimpin pembelajaran dan pendorong kepemimpinan peserta didik.

Kata kunci: *guru penggerak, karakteristik peserta didik, kompetensi guru, modul ajar, pembelajaran berdiferensiasi*



INTRODUCTION

Regulation of the Minister of Education, Culture, Research and Technology number 12 of 2024 mandates that all educational units implement the independent curriculum as the basic framework and curriculum structure in the 2024/2025 academic year. The implementation of the curriculum, which has a direct impact on students, can be seen from the learning facilitated by teachers. Quality learning is determined by teacher competence in designing learning. Learning design in the form of teaching modules in the independent curriculum emphasises alignment with learners. Lee and Chae (2022) found that teachers' ability to design learner-centred lesson plans and accommodate diverse learning needs significantly improved engagement and learning outcomes. The study by Chen et al. (2023) corroborates these findings, concluding that the quality of lesson planning has a strong positive correlation with teaching effectiveness and learners' academic achievement. Verma et al. (2023) emphasised that teachers who are competent in developing context-based and innovative teaching modules are able to create more meaningful and relevant learning experiences for learners. Garcia-Martinez et al. (2024) showed that systematic teaching module development based on learner needs analysis directly improves the quality of the learning process in the classroom. Similarly, Nurkholida and Arifin (2023) highlighted that teaching modules that are systematically developed and based on learner needs analysis directly improve the quality of the learning process in the classroom.

However, based on document analysis of Indonesian teaching modules and initial interviews, it was found that Indonesian lesson planning was still prepared using a teacher-centred approach. Learning is still dominated by classical teacher activities by giving instructions for learners to open textbooks, read the text repeatedly, then asked to answer questions to test their understanding. Learners are given less guidance during learning and learning materials or resources are limited to the textbooks used. This has an impact on the low learning outcomes of students. Data on Indonesian learning outcomes in the reading comprehension aspect shows that out of 16 grade VI students at Wonorejo Elementary School, only 7 students have the ability to understand the meaning of the text they read. The same thing also happened to grade VI students at Tepisari 01 Elementary School, out of 10 students only 4 had the ability to understand the meaning of the text they read.

The obstacles expressed by teachers in preparing teaching modules with a learner-centred approach are that it takes longer to map the characteristics and learning needs of students, the unavailability of media and learning resources in accordance with the results of mapping, the dependence of students in waiting for orders from teachers in learning, having to pay attention to the emotions of each student, and not optimal parental involvement. This makes students less involved in learning, their learning needs are less fulfilled, and their learning outcomes are less than optimal.

This condition is very interesting to study, because Merdeka Curriculum Implementation, the Guru Penggerak Programme, and the Sekolah Penggerak Programme have the same focus, namely respect for diversity and the development of students' competencies and characters. Ideally, a Guru Penggerak who teaches in schools implementing the Sekolah Penggerak Programme has the competence to compile and develop teaching modules with an approach that favours students. Thus, the learning carried out in her class will be able to develop the competence and character of her learners to achieve the Pancasila Learner Profile.

One of the efforts that can be made to overcome this problem is to develop teaching modules using a differentiated learning approach and tailored to the criteria for innovative teaching modules. Teaching modules developed using a differentiated learning approach and meeting the criteria will make learning effective and of high quality.

Differentiated learning is an educational approach developed based on the principle that each student is a unique individual with distinct needs, interests, abilities, and learning styles (Almujab, 2023). This approach is chosen as a response by teachers to meet the learning needs of each student, provide guidance, create a learning ecosystem that encourages active student participation, manage the classroom effectively, and consistently assess each student (Wahyuni et al., 2023). Ultimately, the differentiated learning approach allows students to learn together in groups according to their interests, styles, and learning profiles, supported by a learning ecosystem and effective classroom management, thereby creating student well-being (Herdiyanto, 2023).

In teaching modules designed using a differentiated learning approach, teachers are required to provide specific steps for teaching each student according to their needs through the use of flexible teaching strategies (Umayrah & Wahyudin, 2024). The strategies employed are designed and developed to address the components of differentiated learning, namely content, process, product, and learning environment (Sofiah & Hikmawati, 2023; Danuri et al., 2023). The hope is that the learning process will be proactive, emphasise quality, be assessment-based, provide various aspects or components (content, process, product, and learning environment), be learner-centred, combine individual and classical learning, and be dynamic (Purba et al., 2021).

This research is very important because the philosophy of the Merdeka Curriculum, which is student-centred, views the diversity of interests, learning profiles, and readiness levels of students as a necessity that must be accommodated. A differentiated approach is the main operational mechanism for realising the main principles of the curriculum, such as flexibility, competency development, and freedom for teachers to innovate according to the context and needs of their students. Its effective implementation has been proven to increase student engagement, motivation, and learning outcomes, while empowering teachers as reflective and responsive learning designers. This is in line with the findings of recent studies which state that this approach has been proven effective in accommodating diversity in initial abilities (Adawiyah et al., 2023) and creating a responsive and inclusive learning environment (Graham et al., 2023). Moreover, this approach empowers teachers to become more professional and autonomous in designing learning (Magableh & Abdullah, 2023; Sabic et al., 2024), while also serving as a catalyst for developing 21st-century skills, which are the fundamental objectives of the curriculum (Widyastuti et al., 2024).

In terms of learning design, it must be tailored to the characteristics and learning needs of each student, so an initial assessment is needed to map these characteristics and learning needs. According to Herdianto (2023), the first thing teachers must do in developing teaching modules is to map the students' readiness, interest, and learning profile. Readiness refers to the overall state of the students so that they are prepared to respond and provide answers to what is being learned. (Amalia & Nugraheni, 2024). Interest can be defined as a tendency or attraction of students towards the things they are learning, which evokes a feeling of liking the learning process they are undergoing and striving to always be actively involved in the learning process (Sihombing et al., 2023). Meanwhile, a learning profile is the chosen method of learning, influenced by thinking style, intelligence, culture, background, and gender. A learning profile consists of learning styles (visual, auditory, kinesthetic), cognitive tendencies (individual, group, collaborative learning), and learning environments (Alhafiz, 2022).

Regarding teaching modules that have been compiled and developed without using a differentiated learning approach, according to Umayrah and Wahyudin (2024), teachers generally face challenges, including: limited resources, standardised curricula, lack of knowledge and skills, class size, time constraints, resistance from students or parents, diverse student abilities, and inadequate facilities. Regarding the success of implementing a differentiated learning approach, Wahyuni et al. (2023) stated that

implementing differentiated learning in Indonesian lessons on poetry writing at the junior high school level is an effective approach to improving the quality of learning, motivating students, and improving their learning outcomes. A similar study conducted by Sofiah and Hikmawati (2023) at SD Negeri Batuan 1 Sumenep showed that the impact of differentiated learning was evident in the increase in the average summative assessment and positive attitudes, including activity, enthusiasm, and task completion. Research by Pebriandi and Mardian (2024) at SMA Negeri 7 Pontianak showed that differentiated learning is able to meet the diverse learning needs of students and provide them with the freedom to achieve their learning objectives.

The above studies have not discussed the teacher paradigm related to differentiated learning approaches, have not discussed the criteria for teaching modules developed by teachers, have not discussed the learning outcomes of reading comprehension skills, were not conducted by Guru Penggerak, and were conducted in schools that were not implementing the Sekolah Penggerak Programme. Meanwhile, this study was conducted in classes taught by Guru Penggerak at two elementary schools implementing the Sekolah Penggerak Programme in the Polokarto sub-district. To focus the research, this study is limited to the development and design of Indonesian teaching modules on the topic 'Aku Bisa Berempati' using a differentiated learning approach. What is the competency profile of Guru Penggerak in developing differentiated learning teaching modules for the Indonesian subjects? So, the objectives of this study are to: 1) describe the paradigm of the Guru Penggerak related to differentiated learning, 2) describe the criteria for the Indonesian teaching module prepared by the Guru Penggerak, and 3) describe the competence of the Guru Penggerak related to the preparation of the teaching module

METHODS

The research was conducted at Wonorejo and Tepisari 01 Elementary School in Polokarto sub-district, which are implementing the Sekolah Penggerak Programme. The research method used was qualitative case study research. Qualitative research with a case study approach is in-depth research on a person, group, organisation, or programme within a certain period of time with the aim of obtaining a complete and in-depth picture (Abdussamad, 2021). Data collection will be conducted from March to May 2025.

The data sources consisted of documents in the form of Indonesian teaching modules on the topic of 'Aku Bisa Berempati' and informants who were able to provide information related to the required data. The informants in this study were all parties directly involved in the implementation of differentiated learning. The determination of the sample using purposive sampling is a sampling technique that does not give equal opportunity to every element or member of the population to be selected as a sample. In other words, it is a technique for determining samples based on the consideration that the selected informants have important data related to the problem being studied (Sugiyono, 2013; Abdussamad, 2021). The informants selected as the research sample were: Grade VI teachers, the school principal, and all Grade VI students at Wonorejo Elementary School (16 students) and Tepisari 01 Elementary School (10 students).

Data collection was conducted using document content analysis and interviews. Triangulation of sources and methods was used in analysing the data. Data analysis using Milles & Huberman's interactive analysis model, was conducted in three steps: data reduction, data presentation, and conclusion drawing. The research began with initial interviews and document analysis of Indonesian language teaching modules in classes taught by teachers with the status of Guru Penggerak and teaching at schools implementing the Sekolah Penggerak Programme, which were found to have been developed without using a student-centred approach, resulting in suboptimal learning

outcomes. This phenomenon was also observed in other locations, and one proven approach to address this issue is by using a differentiated learning approach in the development of teaching modules.

RESULTS AND DISCUSSION

Teachers' paradigms regarding differentiated learning are a critical foundation that determines the quality of teaching modules. Teachers' beliefs that view student diversity as a valuable asset (Tomlinson, 2023) and their perceptions of self-efficacy in implementing differentiation (Suprayogi et al., 2023) are positively correlated with the design of modules rich in variety of strategies. A deep understanding of the essence of differentiation as a guarantor of learning equity (Valiandes & Eracleous, 2023) enables complex adaptations. Furthermore, teachers' views of differentiation as a dynamic framework (Parsons et al., 2024) and their role as facilitators (Smale-Jacobse et al., 2023) collectively produce organic, responsive, and student-centred teaching modules, making this paradigm shift an absolute prerequisite for creating quality learning materials in the Merdeka Curriculum.

The process of developing the Indonesian teaching module on the topic of 'Aku Bisa Berempati' was preceded by an in-depth study of the teachers' paradigms. This study was conducted through interviews. Indicators of teachers' understanding of differentiated learning developed in the interview guidelines include: 1) the paradigm of the connection between the Merdeka Curriculum, the Guru Penggerak Programme, and the Sekolah Penggerak Programme; 2) understanding the concept, objectives, and benefits of differentiated learning; 3) having the competence to identify student characteristics; 4) being able to compile and develop teaching modules; 5) determining differentiated strategies, learning resources, and media used in learning; 6) being able to design assessments to be conducted; and 7) having strategies to overcome obstacles encountered.

Teaching modules in the Merdeka Curriculum are learning guidelines designed systematically, attractively, and tailored to the learning needs of students. Teaching modules are procedures for implementing the Learning Objective Flow (ATP) developed from Learning Outcomes (CP) to achieve the Pancasila learner profile (Nengsih et al. 2024). The components that must be included in a teaching module developed by teachers generally consist of: general information components, core components, and attachments. In fulfilling the general information component, teachers must write down the identity of the teaching module developer, the initial competencies of students as prerequisites, the Pancasila learner profile to be developed, supporting facilities and infrastructure, the target students who will participate in the learning, and the use of models, methods, or learning approaches that facilitate the achievement of learning objectives. In the core component, teachers must include the initial assessment used, the formulation of learning objectives, apperception or prompting questions, meaningful understanding, the sequence of learning activities in accordance with the syntax, and the final reflection to be conducted by students and teachers. In the appendix, teachers can include enrichment and remedial worksheets, student worksheets (LKPD) used during learning, core materials and reading materials for students, a glossary to help students and teachers understand terms correctly, and sources used in a Bibliography (Salsabilla et al., 2023; Miatun et al., 2024).

The interviews conducted to explore the paradigms of the sixth-grade teachers who were the sample in this study were carried out sequentially. The interviews were conducted in depth, allowing sufficient time and a comfortable atmosphere. The interviews were conducted at the schools where the teachers worked. The interviews were conducted on Tuesday, 18 March 2025, with sixth-grade teachers at Wonorejo Elementary School and on Wednesday, 19 March 2025, with sixth-grade teachers at Tepisari 01 Elementary School.

Results of Interviews with Guru Penggerak and Students at Wonorejo State Elementary School

The first interview was conducted with a sixth-grade teacher at Wonorejo State Elementary School. The teacher stated that the connection between the implementation of the Merdeka Curriculum, the Guru Penggerak programme, and the Sekolah Penggerak programme lies in the goal of developing the potential (competence) and character of students to realise the Pancasila student profile. Not only students, but all parties are expected to develop their potential through this programme. This can be achieved if the school is able to engage other parties to collaborate in the development and implementation of its educational programmes.

Differentiated learning is understood as a learning approach that is tailored to the learning needs and abilities of students. The urgency of the differentiated learning approach in a class with diverse students is to facilitate the optimal development of each student's potential. To identify the diversity and characteristics of students in the class, teachers ask other teachers, give questionnaires, do interviews, observe, and talk to the students' parents. The results of this identification are then used as the basis for grouping students according to their learning styles, interests, and profiles.

The identification process described above is used to tailor the learning process that students will undergo, which is formulated into a teaching module. The developed teaching module must adhere to the following principles: 1) essential; 2) engaging, meaningful, and challenging; 3) relevant and contextual; and 4) continuous. Learning activities are tailored to the students' conditions, supported by an inclusive learning environment, the use of diverse methods, providing guidance (group or individual), and collaborating with parents.

The teaching modules developed cover differentiation in content, process, and product. Based on the content being studied (reading comprehension), students will be grouped into three categories: 1) initial guidance group; 2) limited assistance group; and 3) independent group. The products produced by students are tailored to their individual interests and can take the form of writing, speech, or images. To support the success of learning, textbooks, supplementary books, and visual media are used to facilitate learners. This learning process also utilises supporting technology in the creation of learning media. Learner involvement is also evident in the selection of learning resources and visual media to be used.

The assessments that teachers will use in learning include: 1) formative assessments in the form of initial mapping, emoticons, self-assessment, peer assessment, and student worksheets; and 2) summative assessments in the form of final evaluation questions and practical work. The learning outcomes of students measured in this learning process include: 1) attitudes measured through self-assessment and peer assessment; 2) knowledge measured through final evaluation questions; and 3) skills measured using practical tests (products) created by students.

In addition to identifying the diversity of students, teachers also identify challenges or obstacles to learning that may arise during implementation. This identification is important in order to prepare solutions if these obstacles actually occur. The obstacles that may be encountered during learning are: 1) conditioning special guidance groups so that activities run smoothly, purposefully, and optimally; 2) fostering independence and initiative (ideas) during learning so that they have self-confidence; and 3) fostering active participation of students. To overcome these obstacles, teachers will make learning agreements and provide stimuli through questions and pictures.

The results of the interview with the sixth-grade teacher at Wonorejo Elementary School above indicate that the teacher has a paradigm related to the differentiated learning approach in the learning process. This paradigm will be evident in the teaching modules they develop. This is supported by the results of interviews with all 16 sixth-grade students. They stated that the teacher conducted an initial mapping of their

learning profiles and involved the students in the planning of their learning. Therefore, it is hoped that the teaching modules developed should include all components and demonstrate the implementation of differentiated learning in the learning activities conducted.

Results of Interviews with Guru Penggerak and Students at Tepisari 01 Elementary School

The second interview was conducted with a sixth-grade teacher at Tepisari 01 Elementary School. The teacher stated that the connection between the implementation of the Merdeka Curriculum, the Guru Penggerak programme, and the Sekolah Penggerak programme lies in the appreciation of the diversity of student characteristics and the use of technology in learning. The distinctive feature of the learning process is interactive learning that can foster active participation of students to achieve the Pancasila learner profile.

Differentiated learning is understood as a learning approach that is tailored to the learning needs and abilities of students. The urgency of the differentiated learning approach in a class with diverse students is to facilitate the optimal development of the potential of each student. To identify the diversity and characteristics of students in the class, initial assessments are conducted, previous class portfolios are reviewed, other teachers are consulted, and parents are interviewed. The techniques used by teachers for identification include observation, document review, interviews, and surveys. The results of this identification are used to plan more targeted learning.

The identification process described above is used to tailor the learning process for students, which is formulated into a teaching module. The steps involved in developing a teaching module begin with mapping students, analysing learning outcomes, and designing the teaching module. The instructional module developed must adhere to the following principles: 1) essential; 2) engaging, meaningful, and challenging; 3) relevant and contextual; and 4) continuous.

The teaching modules developed cover differentiation in content, process, and product. To support successful learning, textbooks, companion books, student worksheets (LKPD), videos, and LCD projectors are used. This learning also utilises supporting technology to facilitate the delivery of messages. Students are involved in the process of selecting learning resources and media by valuing voice, choice, and ownership (VCO). Their involvement is expected to foster active participation during learning.

The assessments that teachers will use in learning include: 1) formative assessments in the form of initial assessments, attitude assessment rubrics, and student worksheets; and 2) summative assessments in the form of final evaluation questions and performance assessments. The learning outcomes of students measured in this learning include: 1) attitudes measured through attitude assessment rubrics; 2) knowledge measured through final evaluation questions; and 3) skills measured using performance tasks created by students. During the learning process, guidance is also provided to groups and individuals, and constructive feedback is given.

In addition to identifying the diversity of students, teachers also identify challenges or obstacles to learning that may arise during implementation. This identification is important in order to prepare solutions if these obstacles actually occur. Obstacles that may be encountered during learning are technical in nature, so it is necessary to prepare appropriate alternative media to keep students interested and actively participating during learning.

The results of the interview with the sixth-grade teacher at Tepisari 01 Elementary School above illustrate that the teacher has a paradigm related to the differentiated learning approach in the learning process. The involvement of students in determining learning resources and media based on the principles of voice, choice, and ownership (VCO) proves that the teacher's understanding is very deep. This paradigm is evident in

the teaching modules they have developed. This is further supported by the results of interviews conducted with 10 sixth-grade students at Tepisari 01 Elementary School, who stated that the teacher follows the steps of the differentiated learning approach in planning their lessons.

Results of Teaching Module Document Review

To prove that the above paradigm has an impact, we can certainly see it in the teaching modules designed and developed by the teacher. The criteria for teaching modules in the Merdeka Curriculum must meet the principles of flexibility and differentiation. Suprayogi & Valcke (2023) emphasise that modules must provide a variety of learning options that allow teachers to tailor instruction to the diverse needs of students. This is in line with Tomlinson's (2023) view, which emphasises the importance of contextuality through a project-based approach that is relevant to the real lives of learners. In addition, ideal teaching modules must also integrate continuous formative assessment (Adipat et al., 2022) and utilise digital technology to support personalised learning (Anwar & Pratiwi, 2024).

Fundamentally, teaching modules in the Merdeka Curriculum should not only focus on academic achievement but should also be designed to develop students' holistic competencies. Pratiwi et al. (2023) emphasise that an important criterion for teaching modules is the integration of the dimensions of the Pancasila Student Profile in every learning activity. Thus, quality teaching modules not only guide students in mastering subject matter but also build character, global diversity values, independence, mutual cooperation, and critical thinking skills as preparation for facing 21st-century challenges.

The teaching module review instrument in this study was created to assess the fulfilment of teaching module components and innovations made by teachers in the teaching modules. The assessment is conducted on a scale of 4, with criteria of 4 (excellent), 3 (good), 2 (fair), and 1 (poor). The results of the teaching module review can be seen in Tables 1 and 2 below.

Table 1.
Results of the Review of the Indonesian Subject Teaching Module on the Topic of 'Aku Bisa Berempati' at Wonorejo Elementary School

No.	Component	Criteria	Score
1	Module Identity	Contains the name of the school, class/semester, subject, time allocation, and phase.	3
2	Initial Competencies	Explain the prerequisite abilities of students before starting learning.	4
3	Pancasila Student Profile	Explicitly integrate the dimensions of the Pancasila Student Profile.	2
4	Facilities and Infrastructure	Mention the tools, materials, and learning resources used.	4
5	Target Students	Explain the characteristics of students (e.g., learning styles, general or specific).	4
6	Learning Objectives	Adapted to CP and ATP and formulated operationally (measurable – ABCD).	4
7	Meaningful Understanding	Includes core concepts that encourage and foster deep understanding among learners	4

8	Provocative Questions	Includes examples of questions that encourage exploration among learners	4
9	Learning Activities	Includes a complete description of the stages of the activity (introduction, core, and conclusion), learner-centred, and accommodates differentiation	3
10	Assessment	Includes formative and summative assessment techniques, assessment rubrics, and assessments aligned with learning objectives	4
11	Appendix	Includes enrichment and remedial worksheets, student worksheets (LKPD), core materials and reading materials for students, a glossary, and a bibliography	4

Table 2.
Results of the Review of the Indonesian Subject Teaching Module on the Topic of ‘Aku Bisa Berempati’ at Tepisari 01 Elementary School

No.	Component	Criteria	Score
1	Module Identity	Contains the name of the school, class/semester, subject, time allocation, and phase.	4
2	Initial Competencies	Explain the prerequisite abilities of students before starting learning.	3
3	Pancasila Student Profile	Explicitly integrate the dimensions of the Pancasila Student Profile.	2
4	Facilities and Infrastructure	Mention the tools, materials, and learning resources used.	4
5	Target Students	Explain the characteristics of students (e.g., learning styles, general or specific).	4
6	Learning Objectives	Adapted to CP and ATP and formulated operationally (measurable – ABCD).	4
7	Meaningful Understanding	Includes core concepts that encourage and foster deep understanding among learners	3
8	Provocative Questions	Includes examples of questions that encourage exploration among learners	4
9	Learning Activities	Includes a complete description of the stages of the activity (introduction, core, and conclusion), learner-centred, and accommodates differentiation	4
10	Assessment	Includes formative and summative assessment techniques, assessment rubrics, and assessments aligned with learning objectives	4
11	Appendix	Includes enrichment and remedial worksheets, student worksheets (LKPD), core materials and reading materials for students, a glossary, and a bibliography	4

The results of interviews conducted to explore the paradigms held by sixth-grade teachers at Wonorejo Elementary School and Tepisari 01 Elementary School show that these teachers have a deep understanding of differentiated learning paradigms. This is evident from their answers. Both teachers expressed the view that the materials studied in the Guru Penggerak programme are very supportive of the implementation of the Merdeka Curriculum.

In exploring the interconnectedness between the Merdeka Curriculum, the Guru Penggerak programme, and the Sekolah Penggerak programme, both teachers share the paradigm that these three programmes share the same focus: the development of competencies and character in each student, with the aim of achieving the Pancasila learner profile. This objective is achieved through intraschool, cocurricular, and extracurricular activities. In this study, the focus is on intraschool activities in Indonesian language learning.

In terms of understanding the concepts, objectives, and benefits of differentiated learning, both teachers also have a good understanding of the concept of differentiated learning approaches. It is said that differentiated learning is an approach that values the diversity of students with the aim of providing educational and learning facilitation that is in line with the learning needs and potential of each student. This will be beneficial for developing the potential and character of each student.

Regarding teachers' competence in identifying student characteristics, it is evident that they use various techniques such as initial assessments, interviews with students, observations, asking other teachers, reviewing student portfolios, questionnaires, and interviews with parents. The results of this identification help in the development of teaching modules tailored to the learning styles, interests, and profiles of students in their classes.

In terms of compiling and developing teaching modules, both teachers also demonstrated a thorough understanding of the principles of module compilation in accordance with applicable regulations. This is evident in the fulfilment of all components of the teaching module, starting from the Module Identity (containing the school name, class/semester, subject, time allocation, and phase), Initial Competencies (explaining the prerequisite abilities of students before starting learning), Pancasila Student Profile (explicitly integrating the dimensions of the Pancasila Student Profile), Facilities and Infrastructure (mentioning the tools, materials, and learning resources used), Learner Targets (explaining learner characteristics (e.g., learning styles, general or specific)), Learning Objectives (aligned with CP and ATP and formulated operationally (measurable – ABCD), Meaningful Understanding (includes core concepts that encourage and foster deep understanding among students), Prompting Questions (provides examples of questions that encourage student exploration), Learning Activities (provides a complete description of the stages of the activity (introduction, core, and conclusion), Student-centred, and Accommodating Differentiation), Assessment (including formative and summative assessment techniques, assessment rubrics, and assessment aligned with learning objectives), and Appendices (including enrichment and remedial worksheets, student worksheets (LKPD), core materials and reading materials for students, glossary, and bibliography)

In determining differentiated strategies, learning resources, and media used in learning, both teachers also appear to have adapted to the diversity of their students. Learning resources and media are determined by involving students based on the principles of voice, choice, and ownership (VCO). Student involvement in this process is

supported by the creation of learning agreements so that student involvement and the learning atmosphere are maintained.

In terms of designing assessments, both teachers seem to understand that assessments consist of formative and summative components. Formative assessments, such as initial assessments, questionnaires, attitude assessment rubrics, and worksheets, will be used to measure student progress during learning. Summative assessments, such as final tests and product demonstrations, will be used to measure the achievement of learning objectives. Both assessments will be used to determine the effectiveness of learning and as input for improvements to the learning process in the future.

Teachers have strategies to overcome obstacles they encounter. Both seem to have prepared solutions according to the obstacles that arise. Teachers at Wonorejo Elementary School appear to have prepared solutions in the form of: 1) establishing special guidance groups to ensure activities run smoothly, are well-directed, and optimised; 2) fostering independence and initiative (ideas) during learning to build their self-confidence; and 3) encouraging active participation from students. To overcome these obstacles, teachers will establish learning agreements and provide stimuli through questions and images. Meanwhile, technical obstacles that may be experienced by teachers at Tepasari 01 Elementary School will be overcome with appropriate alternative media so that students remain interested and actively participate during learning.

The teaching module developed by the sixth-grade teacher at Wonorejo Elementary School meets the criteria for very good. All components of the teaching module are fulfilled. The results of the teaching module review presented in Table 1 show that not all components are fulfilled with an excellent rating. The component that needs further development is how to explicitly integrate the dimensions of the Pancasila learner profile. It should be written in detail, specifying which dimensions will be developed through learning, rather than writing them in their entirety. The facilities and infrastructure component also meet the criteria for good (in accordance with standards). This component is underdeveloped in terms of the use of technology in learning and the LKPD used by students during the learning process. The target students are also presented in general terms, even though there is already a grouping of students. The learning objectives component needs to be developed by formulating them operationally, and the learning stages do not detail the syntax of the learning model used.

The teaching module developed by the sixth-grade teacher at Tepasari 01 Elementary School meets the criteria for very good. Almost all components have been developed comprehensively, clearly, and creatively. The component that needs to be developed to achieve very good status is the Pancasila student profile component. In the module, the teacher has not detailed the dimensions expected to develop through this learning. The dimensions of the Pancasila student profile are still written in general terms.

Based on the results and discussion, it is evident that the paradigm of motivational teachers in schools implementing the motivational teacher programme in the implementation of the Merdeka Curriculum in Indonesian language learning on the topic of 'Aku Bisa Berempati' is very good. This is evidenced by the teaching modules that have been developed, which meet the components of teaching modules, the principles of teaching modules, and accommodate a differentiated learning approach. Therefore, it is hoped that the learning activities conducted according to these teaching modules will be effective in developing the reading comprehension skills of sixth-grade students at Wonorejo Elementary School and Tepasari 01 Elementary School.

The Guru Penggerak paradigm towards differentiated learning approaches, as evidenced in the development and design of the Indonesian teaching module on the topic 'Aku Bisa Berempati', provides an overview of the Guru Penggerak competency profile. The competencies of Guru Penggerak encompass four main dimensions, namely: (1) the ability to engage in professional communities of practice on an ongoing basis

(Santagata et al., 2023); (2) instructional leadership that enables them to facilitate collegial learning and provide coaching to fellow teachers (King, 2023); (3) the ability to design innovative, learner-centred learning environments using digital technology and differentiated approaches (Adipat et al., 2023); and (4) reflective and adaptive abilities in analysing teaching practices based on data for continuous improvement (Darling-Hammond, 2024).

The Guru Penggerak profile is manifested in values and roles. The values possessed by a Guru Penggerak include: acting as a learning leader, a community practitioner, a coach for other teachers, being able to collaborate with other teachers, and encouraging the development of students' independence and leadership skills at school (Suyamti et al., 2024). In line with these roles, the study shows that the two Guru Penggerak demonstrated roles as learning leaders and promoters of student leadership. Their role as learning leaders can be seen from the learning planning process, which involves comprehensive stages to accommodate the diversity of students in their class and strive for differentiation in content, process, products, and learning environment to facilitate the development of students' competencies and character.

The role of the Guru Penggerak as a catalyst for student leadership can be seen from the learning steps outlined in the teaching module. Learning activities are planned so that students can actively participate and explore knowledge, develop character, and practise skills in line with the topics being studied. The learning environment is also designed to create a comfortable learning environment for students.

CONCLUSION

Based on the above descriptions, it can be concluded that: (1) Guru penggerak are aware of the urgency of implementing differentiated learning in their teaching, (2) This paradigm is evident in the teaching modules they have developed, which meet the criteria for excellence, and (3) This indicates that they possess competencies aligned with their role as educational leaders and promoters of student leadership.

The research results reinforce the effectiveness of the implementation of the Merdeka Curriculum in the sekolah Penggerak Programme carried out by teachers with the status of Guru Penggerak in forming innovative teachers, while also serving as a model for replication by other schools. The competencies of Guru Penggerak in developing differentiated teaching modules have the potential to improve the quality of learning that is responsive to student diversity. These findings also support the Merdeka Belajar policy, which grants teachers autonomy in developing operational curricula.

It is necessary to disseminate training on the development of differentiated teaching modules to surrounding schools through teacher activities such as Teacher Working Groups (KKG) within clusters. Schools are advised to form practice communities guided by Guru Penggerak and allocate dedicated time for module development. Teachers need to continue deepening their diagnostic assessment competencies and documenting innovative modules, supported by further research on the long-term impact of differentiated modules on student learning outcomes.

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