

The Effectiveness of Independent Curriculum-Oriented Teacher Working Group Activities on The Preparation of Teaching Modules in Selogiri Sub-District

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Abstract

Teaching modules are one way to improve the quality of learning in the independent curriculum. This study aims to determine the effectiveness of independent curriculum-oriented teacher working group (KKG) activities on the effectiveness of teaching module preparation in Selogiri sub-district. This type of research is quantitative research. The research sample was 52 elementary school teachers. Data collection techniques through teaching module preparation tests. Data analysis was carried out using simple linear regression analysis techniques. The results showed that the correlation value (R) = 0.412 means that there is a positive linear relationship between variables; the *coefficient of determination* R Square = 0.724, meaning that the Merdeka curriculum-oriented KKG activities variable has an influence of 72.4% on the effectiveness of teaching module preparation; and a significant value of $0.010 < 0.05$ and a t value of $2.430 > t$ table 1.676, meaning that the alternative hypothesis is accepted. The research conclusion is that the Merdeka curriculum-oriented teachers' working group activities are very effective in preparing teaching modules by contributing 72.4% of the effectiveness.

Keywords: Teacher Working Group, Independent Curriculum, Teaching Modules.

Abstrak

Modul ajar merupakan salah satu cara untuk meningkatkan kualitas pembelajaran dalam kurikulum merdeka. Penelitian ini bertujuan untuk mengetahui efektivitas kegiatan kelompok kerja guru (KKG) berorientasi kurikulum merdeka terhadap efektivitas penyusunan modul ajar di kecamatan selogiri. Jenis penelitian ini adalah penelitian kuantitatif. Sampel penelitian adalah 52 guru sekolah dasar. Teknik pengumpulan data melalui tes penyusunan modul ajar. Analisis data dilakukan dengan menggunakan teknik analisis regresi linier sederhana. Hasil penelitian menunjukkan nilai korelasi (R) = 0.412 artinya ada hubungan linear positif antar variabel; *koefisien determinasi* R Square = 0.724, artinya variable kegiatan KKG berorientasi kurikulum Merdeka memberikan pengaruh 72.4% terhadap efektivitas penyusunan modul ajar; dan nilai signifikan sebesar $0.010 < 0,05$ dan nilai t hitung $2,430 > t$ tabel 1,676, artinya menerima hipotesis alternatif. Kesimpulan penelitian adalah kegiatan KKG berorientasi kurikulum Merdeka sangat efektif terhadap penyusunan modul ajar dengan memberikan sumbangan efektivitas sebesar 72.4%.

Kata kunci: Kelompok Kerja Guru, Kurikulum Merdeka, Modul Ajar.



INTRODUCTION

The teachers' working group (KKG) is one of the teacher organizations that aims to develop teachers' competence in teaching and develop social competence. The programs conducted focus on the problems faced by teachers, for example: formulation of the school operational curriculum (KOS), preparation of teaching modules, and teaching in accordance with the applicable curriculum....

The preparation of teaching modules is a systematic process of designing and organizing learning materials that aim to facilitate the teaching and learning process effectively. (Maulida, 2022). Basically, the preparation of this teaching module aims to make it easier for teachers to convey complex teaching material to be more structured and easily understood by students. According to Sukirman (2020), teachers' working groups are a forum that can improve teachers' professional abilities, especially in managing learning in elementary schools. This indicates that the preparation of teaching modules can be helped by the existence of these working groups, where teachers can share and collaborate in producing quality modules.

In line with this, Lubis (2017) stated that the teachers' working group is a means of improving the quality of teacher expertise that allows coordination and supervision functions in learning activities. From this statement, it can be seen that the quality of the teaching module that is compiled is very dependent on the active participation and collaboration that exists in the teachers' working group. Thus, the preparation of teaching modules is important in education, because it can be enriched and improved through the infrastructure of discussion groups and the professional support of educators.

The importance of preparing teaching modules lies not only in the delivery of material, but also in developing innovative and analytical learning strategies. (Nesri & Kristanto, 2020). In designing each module, it is necessary to have a deep understanding of the needs and characteristics of students, so that the module can be tailored to the level of understanding and learning required. Rasyid (2015) mentioned that teachers' groups play a significant role in assisting professional duties, especially in the discussion of subject matter and the development of learning media. This emphasizes that the success of teaching modules also depends on the interactive involvement of the working group members.

In addition, the ability to innovate in the form of learning is also a crucial aspect of module preparation. (Wardiah, 2019). Thus, the preparation of teaching modules is not just about conveying information, but rather about creating effective, innovative, and adaptive learning experiences. Therefore, it is important for educators to always collaborate and utilize every available resource to produce effective and effective teaching modules.

The preparation of teaching modules is an important process in the world of education which not only involves organizing teaching materials, but also preparing effective and interesting learning strategies. (Anugrahana, 2019). The preparation of a good module requires an in-depth needs analysis of the learners so that the material presented is relevant and able to improve their understanding. According to Setiyati (2014), intensive teacher forums can be an effective vehicle for self-development. In the forum, teachers share experiences and knowledge that encourage them to develop better and more sustainable teaching modules. This process facilitates teachers in overcoming various obstacles in the learning process, which ultimately improves the overall quality of education.

The development of a good teaching module also requires an increase in teacher competence in various aspects of education. Aisyah (2023) stated that teachers' working groups (KKG) play a role in improving teachers' abilities in preparing learning administration, designing learning tools, and classroom management, all of which contribute to the preparation of more effective modules. Thus, professional development activities such as KKG directly affect the quality of the teaching modules produced. In

conclusion, the preparation of teaching modules is a crucial aspect that involves the analytical and innovative skills of educators, which can be improved through collaboration and continuous training.

The preparation of teaching modules, which is an important variable in this study, has been widely discussed in various previous literatures. Researchers have examined various previous studies that link the concept of preparing teaching modules with various curriculum models, one of which is the Merdeka Curriculum. According to Farhana (2022), Merdeka Curriculum is an approach that emphasizes flexibility in intracurricular learning, providing space for students to go deeper into concepts and strengthen competencies. This study shows that the preparation of effective teaching modules must consider the adaptation of varied content so that students have optimal time in understanding the material.

In line with Farhana, Wahdani *et al.* (2020) emphasized the importance of creating a pleasant learning atmosphere through the Merdeka Belajar program initiated by Nadiem Makarim. With this approach, the preparation of teaching modules carried out by educators is expected to create a pleasant learning environment, which is one of the main objectives of Merdeka Belajar. These studies highlight how teaching module preparation variables can be influenced by a more free and adaptive curriculum approach.

However, there are significant differences between previous studies and the current research, especially in the context of the implementation of the Teacher Working Group (KKG) as a means of increasing teacher competence in the preparation of teaching modules. Farhana (2022) and Wahdani *et al.* (2020), for example, put more emphasis on the concept of the curriculum itself, while this study intends to underline the role of teachers' working groups in strengthening teachers' analytical and innovative abilities in module preparation. Furthermore, Fathan (2020) mentioned that the application of the Merdeka Curriculum must be guided by the innovation of teachers' thinking to foster positive attitudes of students. This shows that this research seeks to explain more specifically how teachers' working groups can support this innovation in the practical context of preparing teaching modules, while still considering the principles of fun and effective learning.

Based on the results of searching for various previous studies, the importance of preparing teaching modules in the context of implementing the Merdeka curriculum has been the main focus in previous studies. Wenda *et al.* (2023) said that the steps for developing teaching modules include in-depth analysis of learners, teachers, and education units to map existing conditions and needs. This development process includes a diagnostic assessment aimed at identifying the competencies, strengths, and weaknesses of learners, as well as determining the profile of Pancasila learners expected to be achieved after learning. (Nur Budiono & Hatip, 2023).. In addition, the learning path is organized based on the learning outcomes that have been determined, including designing various relevant assessment techniques and instruments. In addition, the preparation of a comprehensive teaching module requires the integration of essential components that can support active learning. The final stage of this process is the implementation and evaluation of the teaching module, which is carried out to ensure its suitability for educational purposes.

In previous studies, some similar themes have been discussed, but there are significant differences in the research approach and context. For example, Farhana (2022) focuses more on the concept of curriculum itself, while this study aims to further explore the contribution of teachers' working groups (KKG) in the development of teaching modules. The main emphasis in this study is on how KKG plays a role in improving teachers' analytical and innovative capacity, in contrast to Fathan's (2020) study which focused on curriculum implementation with teachers' innovative thinking at the center. Here, this research highlights how KKG can practically support such

innovation, within the framework of an adaptive and proactive Merdeka curriculum. The uniqueness of this research lies in its approach, which examines the interaction between the institutional aspects of KKG and the practice of developing teaching modules that are integrated with modern educational principles, which are aligned with the principles of fun and effective learning.

This research is based on the fact that the preparation of teaching modules is an integral element in an adaptive and proactive education system, as initiated in the Merdeka curriculum framework. As one of the learning tools, teaching modules are designed to meet predetermined competency standards, making them the center of attention in educational discourse (Gunawan 2022). According to Sinta's research (2014), modules are a form of teaching material that is arranged systematically and intact to create a structured learning experience. In a more recent view, Nurdyansyah (2018) emphasizes the module's ability to encourage independent learning, with or without teacher guidance. This research adopts the same perspective by developing a module development framework that is responsive to classroom dynamics, so this ability is relevant to previous research, but emphasizes the role of modules in institutional interactions between teachers, as highlighted by Salsabilla *et al.* (2023), who mentioned that teaching modules are important elements that support teachers in designing learning strategies.

Furthermore, research by Nesri *et al.* (2020) shows the importance of teacher competence in developing effective and efficient teaching modules. This is closely related to teachers' ability to apply modern education principles and integrate innovations in learning. Simultaneously, this study focuses on the interaction between pedagogical innovation and the institutional effectiveness of KKG in developing fun and effective modules. The fundamental difference from previous research lies in the approach that highlights the role of teachers' working groups not only as facilitators but also as catalysts in educational innovation. Therefore, this study contributes by adding insight into the interaction between teachers' working groups and teaching modules in the current context, something that was not directly elaborated in Fathan's (2020) or Farhana's (2022) research. Thus, this study provides a new discourse on the contribution of teachers' working groups in improving teachers' analytical and innovative capacity in the preparation of teaching modules.

Based on the description above, this study can formulate the problem formulation, namely whether the independent curriculum-oriented teacher working group activities are effective in preparing teaching modules in Selogiri sub-district. This study aims to determine the effectiveness of independent curriculum-oriented teacher working group (KKG) activities on the effectiveness of teaching module preparation in Selogiri sub-district.

METHODS

This study uses a type of quantitative research with a true experimental method. Sugiyono (2019: 21) explains that quantitative research is a research method that prioritizes the use of numerical data obtained through measurement instruments. The data that has been collected is then analyzed using statistical methods to test hypotheses and make generalizations about the phenomenon under study (Priyono, 2016). The research was conducted from September 2024 to February 2015. The population in this study were all elementary school teachers in Selogiri sub-district. The sampling technique used random sampling technique or random by lottery, so that a total of 52 elementary school teachers in Selogiri sub-district were obtained. Data collection techniques with teaching module preparation test. The test material has been tested for validity, reliability, difficulty level, and distinguishing power. Data analysis using simple linear regression analysis techniques and hypothesis testing with Independent Sample t-test, and multiple linear regression analysis. To determine the effectiveness of

independent curriculum-oriented teacher working group activities on the preparation of teaching modules through the coefficient of determination (r^2).

RESULTS AND DISCUSSION

Research Results

Validity and Reliability Test Results

Based on the validity test of the teaching module preparation test, it was found that the r table in this study was 0.273, while r count was 0.569. This indicates that each statement item is declared valid, because r count has a value greater than r table.

The reliability test in the study obtained a *Cronbach's Alpha* value of $0.880 > 0.60$. So that each question of the Description Test is declared reliable. This is because the credibility in research can be seen from the *Cronbach's Alpha* value, where if the *Cronbach's Alpha* value > 0.60 then the questionnaire can be said to be reliable, and vice versa.

Simple Linear Regression Test

The simple linear regression test aims to determine the relationship between two variables, measure how strong the relationship is between the two variables, find out whether the relationship is positive or negative, and predict the value of the known independent variable. Based on the results of the SPSS output, it can be seen that the correlation value (r) in the study is 0.412, while the coefficient of determination (R Square) is 0.724. This can be interpreted that there is a positive linear relationship between the two variables and the independent curriculum-oriented teacher working group activities variable has an influence of 72.4% on the preparation of teaching modules in Selogiri sub-district.

Prerequisite Test

The prerequisite tests carried out in this study consist of:

Normality Test

The normality test is carried out to determine whether the distribution of the data we have follows a normal distribution or not. The normal distribution is one of the most commonly assumed distributions in statistical analysis. The main use of the normality test is to determine whether we can use parametric statistical tests. Based on the normality test on the independent curriculum-oriented teacher working group activities variable on the teaching module preparation variable in Selogiri sub-district using SPSS, the significance value is $0.084 > 0.05$. This means that the sample comes from a normally distributed population.

Homogeneity Test

Homogeneity test is a statistical method used to show that the variance of two or more groups of data samples comes from the same population. This Homogeneity Test aims to test whether several groups of data have the same variance or not. Based on the homogeneity test results, the value of $x^2_{\text{calculated}} (0.568) < x^2_{\text{tabel}} (3.841)$. The results of the homogeneity test calculation can be concluded that the sample population is homogeneous.

Balance Test

The balance test aims to compare the characteristics of two or more groups of data before treatment. The main purpose of the balance test is to ensure that the groups being compared have the same characteristics at the beginning of the study. Based on the balance test in this study, the t_{count} value is 1.430. Meanwhile, the critical area has a value of $t > -2.008$ or $t < 2.008$. This can be interpreted that the two groups in the study were

balanced before being given treatment, so that differences in learning outcomes obtained after treatment can be better believed to be caused by differences in variables that have been determined by the researcher.

Hypothesis Testing

This study uses the Paired Sample T-test. Hypothesis testing with the t-test is used to make objective decisions based on empirical data. In addition, the t test is used to compare the averages of two different groups, test the truth or falsity of a claim or hypothesis about the population, and avoid errors in decision making by providing a strong statistical basis.

Table 1. Results of the t-test

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.604	1.899	.355	5.584	.000
	KKG	.317	.118		1.676	.010

Based on table 1, it is known that the significant value is $0.010 < 0.05$ with a t value of $2.430 > t$ table 1.676. So it is concluded that both variables in the study accept the alternative hypothesis.

Discussion

The results showed a positive relationship between the Merdeka Curriculum-oriented KKG activities and the effectiveness of teaching module preparation, with a correlation value (r) of 0.412. This means that the more active teachers are in participating in KKG activities, the better the quality of the teaching modules they produce. This positive relationship shows that KKG activities make a significant contribution to improving teachers' competence in developing teaching modules that are in accordance with the demands of the Merdeka Curriculum.

The coefficient of determination (R-Square) of 0.724 indicates that the teachers' working group activities variable has a 72.4% influence on the effectiveness of teaching module preparation. This figure is quite high, indicating that teachers' working group activities are a very important factor in determining the success of teaching module preparation. In other words, almost three quarters of the variation in teaching module effectiveness can be explained by the level of teacher involvement in teachers' working group activities.

The significance test results show that the significance value (0.010) is smaller than the significance level (0.05), and the calculated t value (2.430) is greater than the t table (1.676). This means we can reject the null hypothesis and accept the alternative hypothesis. This means that the difference we observe between the group of teachers who are active in the teachers' working group and the group that is less active is statistically significant. Thus, it can be concluded that the Merdeka Curriculum-oriented teachers' working group activities are indeed effective in improving teachers' ability to develop quality teaching modules in Selogiri District.

The results of this study are in line with Rahmi *et al.* (2024) who stated that KKG activities are one of the effective strategies to improve teacher competence. Through KKG activities, teachers can share experiences, discuss, and learn together so as to improve the quality of learning. In addition, KKG activities can also be a forum for teachers to obtain the latest information on curriculum development and learning. According to Ekwandari *et al.* (2024), the main purpose of teachers' working groups is to

divide the tasks and functions of teachers in schools and to become a forum for teachers to gather in planning, implementing and evaluating learning. KKG activities must be carried out in a sustainable, structured and scheduled manner according to the needs of teachers in schools. The aim is for teachers' working group activities to have a positive impact on the teaching and learning process because the topics discussed in the working groups are relevant to teaching and learning activities. Therefore, active participation of teachers in all KKG activities is key, with collaboration between teachers involved. This makes it easier for teachers to develop teaching modules. Thus, teachers' working group activities can become one of the important pillars in the effort to realize quality education that is relevant to the demands of the times. Sukirman (2020) emphasizes that teachers' working groups need to have the ability to develop teachers' resources to better understand curriculum changes. Considering this explanation, the teachers' working groups in Selogiri sub-district have demonstrated their existence in developing teacher resources.

The effectiveness of the teachers' working group activities by conducting training shows that the teachers' working group organization is independent in creating quality teachers in Selogiri sub-district. Gunawan (2022) explains that a quality organization is one that is able to independently develop the quality of its resources through its own capabilities. This statement leads to the understanding that the activities of the Selogiri sub-district teachers' working group have proven to be a quality organization. The activities of the teachers' working group by conducting training show that the training is an effective activity. This is shown by the high coefficient of determination (R-Square) of 0.724, which means that these activities have contributed 72.4% to their effectiveness. Rahmi, Handriadi, Fatimah, Zeky, & Mulya (2024) explain that the effectiveness of activities in realizing goals is said to be effective if all individuals make a positive contribution to the activity. This is proven, that the teacher's activities in participating in the training proved to be enthusiastic and the results of his teaching practice were included in the Good criteria.

CONCLUSION

Research into the effectiveness of independent curriculum-oriented teachers' working group (KKG) activities on the preparation of teaching modules in Selogiri sub-district has revealed several important findings. The main finding is that the teachers' working group program has a significant effect on improving teachers' professionalism, with an increase of 22%. This suggests that the implementation of the teachers' working group in Selogiri sub-district was successful, supported by flexible implementation strategies, both in-person and virtual meetings, which facilitated increased intensity of discussions among members. The structured and comprehensive program design, both short and long term, includes a range of activities that focus on professional development, such as training and classroom action research. Periodic evaluations involving various relevant parties also support the effectiveness of the KKG, while the application of information technology expands the reach and facilitates program implementation. Thus, the KKG proved to be an important platform in developing the professional capacity of teachers in the area, supporting the increased effectiveness in the preparation of teaching modules. The implication of this research is the need for KKGs to have a measurable program to improve teacher resources. Follow-up research is the need for a measurable teacher empowerment system to be developed by future research.

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