DEVELOPMENT OF PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN MODULE BASED ON CURRICULUM COMBINATION (K-13 AND MERDEKA) IN ISLAMIC PRIMARY SCHOOL

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ABSTRACT
The combination module was made with the aim of being an innovative form of teaching module because in practice, the 2013 curriculum (K-13) is still being implemented. The method applied in this research is research and development (RnD) based on the Rowntree model. The results of this research are the development of teaching modules. The teaching module developed is in the form of printed modules for Pancasila and Citizenship Education subjects in class 1 Madrasah Ibtidaiyah. The development process goes through three stages of the Rowntree model, namely: 1) the planning stage (planning) 2) at the writing preparation stage 3) editing. For conducting content/material testing, the researcher used a closed questionnaire and analyzed it using the gutman scale. The product attractiveness test was carried out to 15 respondents (students) through a close questionnaire and using analysis with the gutman scale. The results of the research from the feasibility test of the material/content and the level of product attractiveness showed that the module was considered feasible and obtained 87% of student responses who considered that the combination module was considered interesting to study.

INTRODUCTION

Curriculum is a form of a program planned to achieve educational and learning goals. The form of the curriculum itself is in the form of a concept that is used as a tool that can be changed or developed according to the needs and developments of the times (Hermawan et al., n.d.). Thus, the curriculum becomes a very important element in the concept of education. Because the program planned in the curriculum concept is in the form of a device that contains various forms of learning activities as a process of acquiring knowledge and experience (Sekolah & Madrasah, 2022).

The 2013 curriculum or K-13 is a refinement of the previous curriculum, namely KTSP (Kurikulum Tingkat Satuan Pendidikan). With the hope that K-13 will be able to complement and perfect the previous curriculum. Becomes K-13 strengthens several aspects, including attitudes, knowledge and skills (Mirnasulistyawati et al., 2013). The 2013 curriculum is a curriculum that emphasizes the use of scientific approaches, authentic assessments and integrative thematics in learning. This curriculum is expected to be able to produce critical and creative generations of Indonesians in accordance with the demands of the times (Budiani & Syamwil, 2017).

While the merdeka curriculum is a new generation in responding to the challenges of education in the current era. The concept of the merdeka curriculum aims to provide freedom for schools to carry out the learning process becomes it becomes an option in implementing it. Thus, the merdeka curriculum supports teachers becomes they are more flexible in choosing formats, experiences and learning materials that are suitable and essential to achieve learning goals (Sekolah & Madrasah, 2022).

In the context of learning recovery, schools are now given the freedom to determine which curriculum to choose. The first choice is the 2013 Curriculum in full, the second is the Emergency Curriculum, namely the 2013 Curriculum which was simplified during the pandemic, and the third is the Independent Curriculum. Schools that choose Independent Learning still use the 2013 Curriculum but have started to apply the principles in the Merdeka Curriculum, especially in the context of increasing literacy, numeracy competencies, strengthening character education and others in the Merdeka Curriculum (Jatim, n.d.).

Changes of merdeka curriculum are intended so that learning content in the realm of intra-curricular activities is more diverse and optimal in understanding lesson concepts and strengthening competence. Teachers are more merdeka (free) to choose teaching tools that suit the needs and characteristics of their students.(Kurikulum Merdeka - Direktorat Sekolah Dasar, n.d.) Several differences exist from the merdeka curriculum and K-13 in the basic framework, intended competencies, curriculum structure, learning, assessment, teaching tools provided by the government and curriculum tools (Perbandingan – Pusat Kurikulum Dan Pembelajaran, n.d.).

One of the tools needed in the curriculum is the teaching module. The teaching module is an independent learning package which includes a series of learning experiences that are systematically designed to help students achieve their learning goals. Thus, modules must be arranged creatively, innovatively, in accordance with basic competencies and the applicable curriculum, and the use of language that is easy for students to understand and can influence students' mindsets about learning material (Puspasari, 2013).

Teaching modules are learning tools that refer to the curriculum to achieve learning competency standards (Komang et al., 2022) and have a role in designing learning (Nurdyansyah & Mutala'liah, 2018). The curriculum design is made systematically based on a certain curriculum and is formed into the smallest learning so that students can learn independently at a certain time (Purwanto, 2007; Rahmi et al., 2021).

Teaching modules are considered quite crucial in learning because they carry a new paradigm, including in the realm of the industrial and digital revolutions (Maipita et al., 2021; Setiawan et al., 2022). Modules can function as curriculum, learning resources, learners becomes students can master the competencies being taught or in their learning activities properly (Rahmi et al., 2021).

Teaching modules can be termed as the body of a curriculum because they can replace learning plans in the independent curriculum (Howson et al., 2021). The module is formulated as a complete unit that focuses on student activity and creativity becomes learning is progress-oriented and sustainable (Instruksional et al., n.d.). The function of the module as teaching material is to serve as a guide for teachers and students in carrying out their learning activities as well as materials/tools for evaluating learning outcomes (Aisyah et al., 2020). For this reason, teachers need to develop and use teaching modules in their learning.

The teacher's role is not only limited to using and developing teaching modules as learning tools, but also needs to strive for compatibility with the curriculum. In this case, teachers need to be given freedom in planning and implementing learning and evaluating it. With this freedom, teachers can help students achieve competencies and learning objectives that can be utilized in the future (Merdeka et al., 2022).

Development of modules in accordance with procedures can improve learning outcomes. The benefits of implementing modules in learning itself can make students more interested in learning (Negara et al., 2019; Nilasari et al., 2016). Through curriculum-based modules, it is hoped that teachers can freely innovate in learning independently with an interesting and meaningful atmosphere (Setiawan et al., 2022).

Madrasah Ibtidaiyah or Islamic Primary School gradually began implementing the merdeka curriculum through guidelines for implementing the merdeka curriculum in primary school. The basis for its implementation is the Decree of the Ministry of Education concerning Primary Schoolss Implementing the Merdeka Curriculum TP 2022-2023 No. 3811 of 2022. Through this decision the Ministry of Religion seeks to implement an independent curriculum in madrasas effectively, especially in Islamic Primary School in grades 1 and 4 (Isom, 2022).

In terms of curriculum implementation, Kemenag RI No. 347, year.2022 concerning Guidelines for the Implementation of the Mereka Curriculum in Islamic Schools stipulates that for Islamic Schools that use K-13, apply content competencies and basic competencies set by the Ministry of Education and Culture. Whereas in the merdeka curriculum, learning outcomes refer to the applicable laws and regulations by giving full authority regarding their application to the relevant Islamic school which is carried out in stages. Meanwhile,

at the stage of the mechanism for implementing an merdeka curriculum at Islamic schools, namely implementing an merdeka curriculum by developing various tools (Jenderal et al., 2022).

In terms of curriculum implementation, specifically in chapter VIII concerning the Madrasah Operational Curriculum, point 5 stipulates that in the learning implementation plan document, madrasas can use, modif or adapt teaching modules provided by the government or other teaching modules that have suitability and accuracy (Jenderal et al., 2022). The development of teaching modules that are combined with these two curricula is in accordance with the basic provisions that apply as the development of teaching modules or as learning references in schools. The development of the module combined with these two curricula has never involved research, producted or media development before. So, this research and development is research and new products in media or educational learning resources with the aim of being an option in determining teacher learning innovations in schools, especially in selecting learning resources.

METHODS

The research method used in this research is research and development *(RnD)* based on the Rowntree model. *RnD* is a research method used to produce new product designs (Yuliani & Banjarnahor, 2021) in a particular area of expertise and has a good level of effectiveness (Saputro, 2017) Meanwhile, the Rowntree model is a model that is oriented towards product development (Ani Widiastuti, Yetty Rahelly, 2018; D, 2015). Through three stages of implementation, that's planning, preparing (*for writing*), and editing (*writing and re-writing*) (Bahij et al., 2022; S Prawiradilaga D, 2009).

The stage of planning, researchers studied and analyzed starting from the perspective of curriculum and teaching modules and analyzing the needs of teaching modules from the two curricula provided by the Kemendikbud. In the writing preparation stage, the developer combines and develops modules from the two curricula (merdeka and K-13 curriculum). As for the editing (writing and re-writing), the developer combines the two modules by implementing, adjusting, compiling and presenting them in the form of a draft that has been determined by the developer and includes evaluation material.

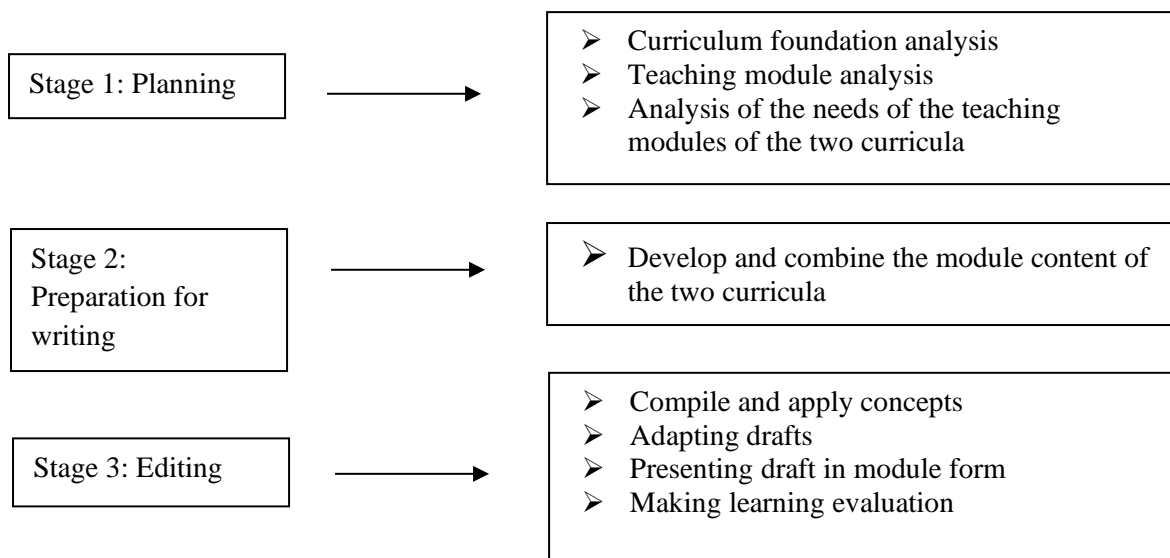Scheme or flow through the Rowntree model can be described as follows:

Stage 1: Planning	→	➢ Curriculum foundation analysis ➢ Teaching module analysis ➢ Analysis of the needs of the teaching modules of the two curricula
Stage 2: Preparation for writing	→	➢ Develop and combine the module content of the two curricula
Stage 3: Editing	→	➢ Compile and apply concepts ➢ Adapting drafts ➢ Presenting draft in module form ➢ Making learning evaluation

Table 1: Stages Of Product Development

Teaching modules that are combined in research and development are teaching modules for grade 1 SD/MI which are accessed through the kemendikbud website https://buku.kemdikbud.go.id/ (SIBI - Indonesian Book Information System, n.d.). becomes, the modules produced and combined in this development research conform to the modules that have become the official reference from the Ministry of Education and Culture (Kemenag). For conducting content/material testing, the researcher used a closed questionnaire and analyzed it using the gutman scale. The product attractiveness test was carried out to 15 respondents (students) through a close questionnaire and using analysis with the gutman scale.

RESULTS AND DISCUSSION

Result

The results of the development of the Rowntree model based Pendidikan Pancasila dan Kewarganegaraan module resulted in the following stages:

Planning

As the first step in planning a curriculum combination module is to analyze the needs of the module itself, including: teacher's books, student books, syllabus and PPKN lesson plans for the Merdeka and Thematic Curriculum (in K-13 curriculum). This needs analysis is intended to obtain information related to modules that are in accordance with the basis or foundation, elements of the module and are oriented towards the needs of students in obtaining the competencies to be aimed at. In general, every one of the core competencies in a lesson is developed into one module consisting of 3-4 learning activities or basic competencies.

The purpose of analyzing the needs of the module is to identify and define themes in learning that need to be developed. The analysis of the needs of this development module is carried out through the following stages:

a. Establishing a theme in a subject to be developed into a teaching material or module.
b. Identify and analyze Core Competencies, Basic Competencies and learning outcomes in two curricula (K13 and Merdeka Curriculum).
c. Combining the analysis results of Core Competency, Basic Competence and learning outcomes in two curricula (K13 and Merdeka Curriculum).
d. Make an outline *(outline)* of the learning content of the two curricula (K13 and the Merdeka Curriculum), namely by determining the material according to the learning objectives. In determining the outline of the content of teaching materials can be done with a *subject center* (subject oriented) and *learner center* (student oriented).
e. Selecting delivery media by considering factors including suitability of material/content, characteristics of students and learning objectives
f. Planning Learning Support to facilitate the use of modules
g. Considering existing teaching materials becomes if existing teaching materials are not in accordance with the curriculum or the contents of the teaching materials are no longer according to the needs, the teaching materials need to be adjusted becomes the teaching materials developed are more effective and efficient.

Preparing for writing

Next step to be taken in developing a Pendidikan Pancasila dan Kewarganegaraan module for teaching as a combination curriculum (k-13 and merdeka) is preparing for writing. Preparation for writing can be done by going through the following steps:

a. Considering limitations and resources to facilitate the preparation of modules
b. Sort ideas by making a sequence of activities to be developed in teaching materials from the beginning to the end of learning, becomes what will be written is clearly arranged
c. Determining learning activities and feedback, namely by designing learning activities or what participants are doing accompanied by feedback in accordance with the material that has been presented.
d. Determining for examples, namely by providing examples in the preparation of modules becomes the material presented is clearer.
e. Determining appropriate pictures to make it easier for participants students in understanding and attracting students' learning interest in the material presented
f. Determining access devices becomes it is easy for students to learn, namely by compiling a table of contents in the form of a schematic, clear and orderly numbering in the material description, explanation of usage in the introduction, and so on.
g. Determine the format of teaching materials that are simple but interesting by paying attention to the layout, colors, fonts used and so on.

Implementation of writing andre-writing (writing and re-writing)

The final step taken in developing a Pendidikan Pancasila dan Kewarganegaraan module for teaching as a combination curriculum (k-13 and merdeka) is the implementation of writing and editing (writing and re-writing). Preparation for writing can be done by going through the following steps:

a. Starting the first draft by adjusting the conditions of students, such as choosing language, visual messages, flow of presentation and so on, making it easier for readers to understand the contents of the material presented.

b. After preparing the draft, the next step is to complete the draft to completion, to fix it, the help of material experts is needed becomes existing flow errors can be corrected immediately.

c. Write assessment materials to measure students' learning abilities. Objective tests or essays can be applied according to the abilities that must be mastered.

The results of product tests from content or material experts through closed questionnaires can be seen through the following questionnaire

No	Indicator	Respond
1	Themes raised in accordance with existing modules in the independent curriculum and K-13	Yes
2	Competence has been combined	Yes
3	Learning objectives or outcomes have been Combined	Yes
4	The material is presented in an interesting and concrete manner	Yes
5	Learning activities are more real and sequential	Yes
6	Supporting two-way learning (supporting student activity)	Yes
7	Evaluating according to the material and the development of students' knowledge	Yes
8	The book is easy to understand and use	Yes

Table 2: Results of the Material/Content Test Questionnaire Using the Guttman Scale

The result of the product feasibility of questionnaire analysis using the Guttman show that the combination module is considered feasibility by the material/content expert. While the result of the respondent's questionnaire showing that:

Student Response	Score	Total Score	Percentage
Interesting	13	15	87%
Not interesting	2		

Table 3: Results of the Interesting Test Questionnaire Using the Guttman Scale

The result of the questionnaire indicated that the majority for students considered that the combination modules developed were attractive for use in learning. So that it can be retested on large scale.

Discussion

2013 Curriculum and Merdeka Curriculum

The presence of the 2013 curriculum has the hope of being able to complement the deficiencies that existed in the previous curriculum. The 2013 curriculum is structured by developing and strengthening attitudes, knowledge and skills in a balanced manner. The emphasis on learning is directed at mastering knowledge and skills that can develop spiritual and social attitudes in accordance with the characteristics of Islamic Religious Education and Characteristics which are expected to foster a religious culture in schools (Mirnasulistyawati et al., 2013).

In the implementation of the 2013 curriculum, several problems were encountered (Mirnasulistyawati et al., 2013) namely:

a. The content of the curriculum was too dense which was indicated by the large number of subjects and a lot of material whose breadth and level of difficulty exceeded the developmental level of the child's age,

b. Not yet fully competency-based according to the demands of the functions and goals of national education,

c. Competence has not holistically described the domain of attitudes, skills, and knowledge,

d. Some of the competencies required according to developmental needs—for example character education, active learning methodology, balance of soft skills and hard skills, entrepreneurship-have not been accommodated in the curriculum,

e. The curriculum is not yet sensitive and responsive to social changes that occur at the local, national, and global levels,

f. Standard learning processes do not yet describe a detailed sequence of learning to open opportunities for various interpretations and lead to teacher-centered learning.

g. Assessment standards do not yet lead to competency-based assessments (process and results) and do not explicitly demand periodic remediation, and

h. KTSP requires more detailed curriculum documents so as not to cause multiple interpretations.

The emphasis point on the development of the 2013 Curriculum is to refine the mindset, strengthen curriculum governance, deepen and expand material, strengthen the learning process, and adjust learning loads so as to ensure compatibility between what is desired and what is produced. Therefore, the implementation of the 2013 Curriculum is believed to be a strategic step in preparing for and facing the challenges of globalization and the demands of the future Indonesian people (Machali, 2014).

Independent Learning is a natural learning process to achieve independence. The essence of Independent Learning is to explore the greatest potential of teachers and students to innovate and improve the quality of learning independently (Komang et al., 2022).

Freedom to learn is one of the initiatives of the Minister of Education and Culture, Mr. Nadiem Makarim, who wants to create a happy learning atmosphere and a happy atmosphere. The goal of independent learning is so that teachers, students, and parents can have a happy atmosphere (Syukri, 2020). Merdeka Belajar version of the Minister of Education and Culture can be interpreted as the application of the curriculum in the learning process must be fun, coupled with the development of innovative thinking by teachers. This can foster a positive attitude of students in responding to learning (Saleh, n.d.).

The programs launched from the independent curriculum are very diverse. Starting from KIP (Smart Indonesian Cards), school digitization, achievement and character strengthening, Mobilizing Teachers, New Curriculum, Revitalization of Vocational Education, Independent Campuses/Schools, and Promotion of Culture and Language. The program from the independent curriculum will greatly support the improvement of the quality of education in Indonesia and improve human resources if it can be implemented properly. The teacher as the center of education needs to manage learning activities properly so that the implementation of an independent curriculum is in accordance with what istoaspired (Sekolah & Madrasah, 2022)

The Merdeka Curriculum, simply put, aims to provide a space for autonomy and independence for students and schools. Nadiem Makarim, Minister of Education and Culture, in an activity entitled Discussion on National Education Standards, which was held at the Century Park Hotel, Central Jakarta on Friday, December 13 2019, said that the fundamental basis of the concept of Freedom to Learn is "freedom of thought and independence. And especially the essence of this freedom of thought must be in the teacher first. Without it happening to the teacher, it is impossible for it to happen to the students." Students can explore and schools can be liberating spaces that do not imprison students' talents. So that educators must be free in making, choosing, and modifying teaching devices that are very relevant to the objectives of the Independent Curriculum (Setiawan et al., 2022).

Curriculum-Based Module Development

At present, the Curriculum teaching module is considered a tool that is quite crucial for the smooth implementation of learning with a new mode or paradigm, especially when it is associated with the transformation of the industrial and digital revolutions (Maipita et al., 2021). Curriculum teaching modules refer to a number of tools or media facilities, methods, instructions, and guidelines that are designed in a systematic, interesting, and certain way, according to the needs of students (Setiawan et al., 2022).

The teaching module is a new language of lesson plans, but there are significant differences in the content of teaching modules and lesson plans. Some schools have prepared an Education Unit Operational Curriculum (KOSP) before the first learning begins, the points compiled include learning objectives and Learning Objective Flow (ATP). The purpose of developing teaching modules according to learning guides and assessments is to enrich learning tools that can guide teachers to carry out learning in closed and open classes. In this case, the independent curriculum gives flexibility to teachers to enrich modules in two ways,

namely teachers can choose or modify teaching modules that have been prepared by the government and are adapted to the character of students and arrange modules individually according to the material and characteristics of students (Tinggi & Islam, 2022)

Modules are systematically designed based on a certain curriculum and packaged in the smallest learning units and allow them to be studied independently within a certain time unit (Purwanto, 2007). Independent learning is an active learning activity, which is driven by intentions or motives to master a competency in order to solve a problem, and built with the provision of knowledge or competence that has been owned. While learning in independent learning activities is a series of activities that are planned in advance by education providers or by lecturers and are directed at certain learning outcomes. The learning source can be any learning material combined with the presence of the teacher (Rahmi et al., 2021).

The Product Based Curriculum Combination

Draft Modules That Have Been Made
   a. Cover Page: consists of cover page and module identity
   b. Supporting components: preface, table of contents, core competencies, basic competencies and learning outcomes
   c. Learning Materials or subject matter includes learning materials, competencies, or skills that students need to know and master as well as knowledge related to the concept of character
   d. Evaluation: contains various forms of tests (written, practical and assignments)
   e. learning reflection contains several types of reflection activities starting from planning activities to the evaluation stage
   f. assessment sheet consists of observation sheets, activity sheets, skills assessment, knowledge assessment, spiritual attitude assessment

CONCLUSION

The 2013 curriculum or K-13 is a curriculum designed to complement the previous curriculum, especially in the aspects of attitudes, knowledge, and skills. While the merdeka curriculum is a new generation that aims to answer the challenges of education in the current era. The two curricula (Merdeka and K-13 Curriculum) can be combined through the development of teaching modules in response to the suitability of the two curricula. The development of teaching modules based on a combination of curricula is also considered to be in accordance with applicable regulations, so that it can be used as development material as well as learning reference. The results of the development are in the form of Pendidikan Pancasila dan Kewarganegaraan modules which are combined with two curricula (K-13 and merdeka) through the Rowntree development model. The Rowntree development model results in three stages in carrying out the development, namely: 1) the planning stage, researchers study and analyze starting from the perspective of the curriculum and teaching modules as well as analyzing the needs of teaching modules from the two curricula provided by the Ministry of Education and Culture (Kemenag); 2) In the writing preparation stage, the developer combines and develops modules from the two curricula (merdeka and K-13 curriculum); 3) As for the editing (writing and re-writing), the developer combines the two modules by implementing, adjusting, compiling and presenting them in a draft form that has been determined by the developer and includes evaluation material. The results of this study indicate that product development is considered feasible by material/content experts. Meanwhile, according to 15 respondents (students) obtained a result of 87% so that the combination module is considered interesting to study.

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