

Independent Curriculum Teaching Module Writing Training Based on Differentiated Learning

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ABSTRACT

Tujuan penelitian ini adalah untuk mendeskripsikan transformasi kompetensi guru dalam mengembangkan modul ajar Kurikulum Mandiri berbasis pembelajaran berdiferensiasi di SMA Negeri 1 Kabupaten Harau. Transformasi kurikulum dari Kurikulum 2013 (K13) ke Kurikulum Mandiri menuntut guru untuk menyesuaikan perangkat pembelajarannya, mengganti Rencana Pelaksanaan Pembelajaran (RPP) dengan Modul Ajar. Pelatihan ini diselenggarakan oleh tim pengabdian kepada masyarakat dari Dosen Jurusan Bahasa dan Sastra Indonesia Daerah dan melibatkan 75 orang guru. Program ini meliputi penjelasan tentang mengenali karakteristik siswa, memahami konsep pembelajaran berdiferensiasi, dan strategi penulisan modul ajar yang mengintegrasikan prinsip tersebut. Diskusi interaktif, praktik langsung, demonstrasi, serta evaluasi pre-test dan post-test melalui aplikasi Quizizz digunakan. Hasil analisis menunjukkan adanya peningkatan pemahaman dan keterampilan guru dalam menerapkan pembelajaran terdiferensiasi saat merancang modul pembelajaran. Modul pembelajaran yang dihasilkan setelah pelatihan terbukti lebih terintegrasi dengan prinsip pembelajaran terdiferensiasi dibandingkan dengan versi sebelumnya.

The purpose of this study was to describe the transformation of teacher competency in developing Independent Curriculum teaching modules based on differentiated learning at SMA Negeri 1 Harau Regency. The transformation from Curriculum 2013 (K13) to Independent Curriculum requires teachers to adjust their learning tools, replace the Learning Implementation Plan (RPP) with a Teaching Module. This training was organized by a community service team from Lecturers of the Regional Indonesian Language and Literature Department and involved 75 teachers. This program includes an explanation of the introduction of student characteristics, understanding the concept of differentiated learning, and strategies for writing teaching modules that integrate these principles. Interactive discussions, direct practice, reflection, and pre-test and post-test evaluations through the Quizizz application were used. The results of the analysis showed an increase in teacher understanding and skills in implementing differentiated learning when designing learning modules. The learning modules produced after the training proved to be more integrated with the principles of differentiated learning compared to the previous version.



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INTRODUCTION

Curriculum changes are commonplace in the world of education, and Indonesia is no exception. As education systems around the world strive to adapt to the demands of the 21st century, the Indonesian government has implemented a major reform by transitioning from the 2013 Curriculum (K13) to the Independent Curriculum (*Kurikulum Merdeka*). This transition is part of a strategic effort to modernize teaching and learning in schools and to better equip students with the necessary skills, knowledge, and attitudes to thrive in a fast-changing global environment. The Independent Curriculum emphasizes student-centered learning, flexibility, contextualization, and the development of higher-order thinking skills (Konstantinou-Katzi et al., 2013).

One of the most notable shifts in the Independent Curriculum is the replacement of the Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran* or RPP) with the Teaching Module (*Modul Ajar*) as the core instructional planning tool. These modules are not only expected to include learning objectives, activities, and assessments, but must also integrate character education through the *Profil Pelajar Pancasila*, which aims to instill values such as integrity, cooperation, critical thinking, creativity, and global citizenship (Netti, 2022; Nurfata & Pujiastuti, 2023; Tanjung et al., 2023). Consequently, teachers are expected to become more than just transmitters of knowledge—they must be facilitators who can design meaningful, differentiated learning experiences tailored to the diverse characteristics of their students.

Despite the promising goals of the Independent Curriculum, its implementation in schools has encountered several challenges. Many teachers are still struggling to adapt to the new pedagogical demands, especially in terms of designing differentiated instruction. Differentiated learning requires teachers to acknowledge and respond to students' varying levels of readiness, interests, and learning profiles. However, based on interviews with the principal of SMA Negeri 1 Harau District, it was revealed that most teachers at the school had not yet mastered how to incorporate the principles of differentiated learning into their Teaching Modules. As a result, the modules they had developed lacked personalization and failed to address the diverse needs of their students (Rosiyani et al., 2024; Widyawati & Rachmadyanti, 2023).

To address this gap, a team of lecturers from the Department of Indonesian Language and Regional Literature initiated a community service program aimed at enhancing teachers' competencies in designing effective Teaching Modules. The program involved a structured training session for 75 teachers at SMA Negeri 1 Harau. This training focused on the development of Teaching Modules based on the principles of differentiated learning as prescribed in the Independent Curriculum. By involving higher education institutions in teacher professional development, this initiative also served to bridge the gap between theory and classroom practice, creating a collaborative model of educational improvement (Putriana, 2023; Sutaga, 2022).

The training activities were designed to be interactive and practical. They included a combination of lectures to build theoretical understanding, discussions and question-and-answer sessions to encourage reflection, demonstrations of model Teaching Modules, and hands-on exercises for teachers to practice what they had learned. Teachers were guided in identifying student needs, aligning learning objectives with the *Profil Pelajar Pancasila*, and selecting appropriate strategies and assessments for differentiated learning. To measure the impact of the training, a pre-test and post-test were administered using the Quizizz platform. This allowed both trainers and participants to monitor changes in knowledge and instructional readiness (Asiyah, 2023; Kusuma et al., 2023).

The results of the training were encouraging. Analysis of the pre-test and post-test scores showed a significant improvement in teachers' understanding of differentiated instruction. Furthermore, the Teaching Modules developed by participants during and after the training demonstrated increased alignment with the principles of the Independent Curriculum. Teachers reported greater confidence in designing lessons that accommodate student diversity and integrate character development. These outcomes highlight the importance of continuous professional development, especially in times of curricular change. Moving forward, sustained mentoring and follow-up support will be essential to ensure long-term impact and full implementation of the Independent Curriculum across educational settings (Rifqiyah & Nugraheni, 2023; Sukmawati, 2022).

METHODS

This community service activity was carried out in the form of a training on writing teaching modules based on the Merdeka Curriculum (Independent Curriculum), integrating the principles of differentiated learning. The activity was attended by 75 teachers from SMA Negeri 1 in Harau District, Lima Puluh Kota Regency. The training was systematically designed with the aim of equipping teachers with the knowledge and skills needed to develop teaching modules that align with the demands of the Merdeka Curriculum, particularly in the aspect of differentiated instruction.

The training methods included interactive lectures, group discussions, demonstrations, hands-on practice, and evaluation. The activity began with material on the importance of understanding student characteristics in implementing the Merdeka Curriculum. This was followed by an explanation of the concept of differentiated learning, which covered its fundamental principles, implementation strategies, and relevance in teaching module development. The materials were delivered in a communicative manner, using concrete examples and relevant case studies.

The next training session involved a demonstration of proper techniques for writing effective teaching modules, accompanied by direct practice in which participants developed their own modules either in groups or individually. Participants were given guided assignments to create teaching modules that accommodate variations in students' abilities, interests, and learning styles. During this session, facilitators provided immediate feedback on participants' work to enhance the quality of the teaching modules produced.

To ensure the effectiveness of the training, evaluations were conducted using pre-tests and post-tests through the Quizizz application. These assessments aimed to measure improvements in teachers' understanding of differentiated learning and its application in module development. Additionally, the teaching module products created by participants were assessed to determine the extent to which differentiated instruction principles had been effectively integrated.

This activity was designed with a participatory and contextual approach, allowing teachers not only to receive theoretical materials but also to directly apply them in the practice of developing teaching modules. The results of the training showed a significant increase in teachers' understanding of the concept of differentiated learning as well as their ability to create teaching modules aligned with the spirit of the Merdeka Curriculum.

Table 1. Program Method

Subject	Methods	Instruments
Merdeka Curriculum Teaching Module	Interactive Lecture and Group Discussion	Observation Sheet
Differentiated Learning	Presentation, Q&A, and Case Study	Observation Sheet and Teaching Module Assessment Sheet
Writing Differentiated Teaching Modules	Demonstration and Hands-on Practice	Product Assessment and Feedback Sheet
Evaluation of Participants' Understanding	Pre-test and Post-test using Quizizz	Test Results

RESULTS AND DISCUSSION

The stages of community service activities consist of managing permits, socializing the program to partner locations, preparing training materials, implementing the program, and evaluating activities. This service was carried out after obtaining approval from the partner, and took place on August 15, 2024 at SMA Negeri 1 Harau, Lima Puluh Kota Regency, West Sumatra.

This training was attended by 75 teachers from various subject backgrounds. The main focus of the training was the preparation of differentiated teaching modules in accordance with the principles of the Independent Curriculum. The training began with an introduction to the concept of differentiated learning, which emphasizes the importance of adjusting the learning process to the interests, needs, readiness, and learning profiles of students.

During the activity, participants were invited to explore strategies for implementing differentiated learning, starting from planning flexible learning objectives, adjusting activities and teaching materials,

to implementing formative assessments that favor students. Participants were also involved in group discussion activities and practicing compiling important parts of the teaching module, such as identifying student characteristics, selecting a variety of learning approaches, and designing adaptive assessments.

Training aims to improve the capacity of teachers in developing contextual, relevant, and responsive teaching modules to the diversity of students. The first stage of this activity is the processing of implementation permits, which are needed to ensure that activities run in accordance with applicable procedures and regulations. The community service team ensures that all administrative documents are complete and have official permits from the school and related agencies.

The second stage is the socialization of the program to partners, namely the school and MGMP in the SMA Negeri 1 Harau environment. The purpose of this socialization is so that all parties understand the objectives, content, and schedule of the activity, and build constructive collaboration. This process is carried out through direct meetings and intensive discussions with representatives of teachers and school leaders (Alfath et al., 2023; Cahyono, 2023; Sari & Mawardi, 2023; Syarifuddin & Nurmi, 2022). The third stage involves the preparation of comprehensive training materials. The training material covers several important aspects, this can be seen in table 2 below:

Table 2. Training materials for writing independent curriculum teaching modules

No.	Training Material	Description
1	Merdeka Curriculum Teaching Module	Understanding the concepts and principles of the Merdeka Curriculum and how to develop independent teaching modules tailored to the needs of learners.
2	Differentiated Learning	Explaining the differentiated learning approach that accommodates diverse student characteristics, abilities, interests, and learning styles.
3	Writing Differentiated Teaching Modules	Practical techniques and strategies for writing teaching modules that effectively integrate differentiated learning principles in an applicable manner.
4	Evaluation of Participants' Understanding	Methods to evaluate participants' comprehension of the training material, including the use of pre-tests, post-tests, and reflective learning activities.

After all the preparations were complete, the implementation phase of the community service program began. This training activity was carried out according to the predetermined schedule. Participating teachers were present on August 15, 2024 at SMP N 1, Harau District, West Sumatra. The training activity began with a discussion of the teaching module on the independent curriculum which was continued with the presentation of material on differentiated learning in the context of the Independent Curriculum. On August 15, 2023, the training was closed with the delivery of independent teacher assignments in designing teaching modules based on differentiated learning. The last stage is the training evaluation. This evaluation is important to measure the effectiveness of the training and get feedback from participants. The evaluation is carried out by giving a post-test to participants which includes an assessment of the knowledge gained during the training and an evaluation of the products produced by the participants, namely the teaching modules they designed. The results of the evaluation are used as a basis for improving and developing future training programs. The training was opened by the Principal of SMA 1, Harau District, Mr. Drs. Afrizal began with remarks from the Head of the Community Service Team, Prof. Syahrul R, M. Pd.. The first session of the activity was the delivery of the independent curriculum teaching module material for high school students. Teachers of SMA N 1 Harau again received the independent curriculum teaching module material, namely differentiated learning in the teaching module. In the question and answer session, the training participants showed a good understanding of the material. This training activity was considered successful by distributing post-tests on knowledge and evaluation, as well as product assessments to participants. The instruments used were knowledge and motivation surveys, and product checklists.

Merdeka Curriculum Teaching Module

Before delving into differentiated learning within the teaching modules for the Indonesian Language subject based on the Merdeka Curriculum, trainers need to first grasp what is meant by a teaching module.

Trainers clarify that a teaching module is a systematically organized instructional resource designed to aid students in understanding and mastering specific learning content. Such modules feature a well-structured format, offering information, guidance, assignments, and other supporting materials necessary for students to achieve the set learning goals. One important element of this curriculum is understanding the characteristics of students, which include their learning styles, initial abilities, interests, as well as special needs that may differ from one student to another. By understanding these characteristics, teachers are expected to design learning that is more effective and relevant through a differentiated learning approach. This approach enables teachers to adjust the material, methods, and learning media to suit the varied needs of students. Therefore, integrating differentiated learning into the development of teaching modules becomes a key factor to ensure that the education provided not only meets curriculum standards but also enhances the engagement and learning outcomes of all students optimally (Astria & Kusuma, 2023; Khasanah & Alfiandra, 2023; Sri Yanti et al., 2022; Sulistyosari et al., 2022; Susanti et al., 2023; Susila & Aryasuari, 2023).

Table 3. Training steps for Independent Curriculum Teaching Module

No.	Step	Description
1	Introduction to Independent Curriculum Teaching Module	This step provides participants with an overview of the Independent Curriculum and its teaching modules. It covers the purpose, principles, and framework of the curriculum, emphasizing its flexibility and alignment with local educational needs. Participants will gain a foundational understanding of what constitutes an Independent Curriculum Teaching Module and how it facilitates personalized learning through systematic and organized instructional design.
2	Integration of Independent Curriculum Teaching Module	In this step, participants will explore strategies to integrate the Independent Curriculum Teaching Module into their existing teaching practices. It focuses on how to align teaching content, learning objectives, and assessment methods with the core values and goals of the Independent Curriculum. Emphasis will be placed on adapting modules to accommodate diverse learner profiles and ensuring coherence across subjects and grade levels.
3	Designing Relevant Teaching Modules	This phase guides participants through the process of designing teaching modules that are relevant, engaging, and responsive to student needs. It covers the steps for creating module components, such as learning materials, instructions, assignments, and evaluation criteria. Practical guidance is given on incorporating local wisdom, differentiation techniques, and multimedia tools to enhance module effectiveness.
4	Practical Activities	Participants will engage in hands-on activities where they apply the knowledge gained to develop sample modules or components thereof. This step encourages collaboration, creativity, and iterative refinement as participants create teaching materials that reflect the principles of the Independent Curriculum. Feedback and peer review processes will be incorporated to strengthen module quality.
5	Evaluation Reflecting Independent Curriculum Teaching Module	The final step emphasizes the importance of evaluating both the teaching modules and the learning outcomes. Participants will learn how to design assessments that measure not only content mastery but also critical thinking, creativity, and learner autonomy as targeted by the Independent Curriculum. Reflection practices for continuous module improvement and alignment with curriculum objectives are also highlighted.



Figure 1. Introduction to Merdeka Curriculum Teaching Module

Differentiated Learning

The first day of training continued with the strategy for creating integrated teaching modules for differentiated learning in accordance with the Merdeka Curriculum. The training participants, namely 75 teachers from SMA 1 Harau, were very enthusiastic about understanding and implementing the strategy in developing their teaching modules. The strategy for creating integrated teaching modules for differentiated learning aims to create teaching materials that can accommodate the needs of students with varying levels of understanding and learning styles. In this training, participants learn how to identify student characteristics, analyze their needs, and design teaching modules that can provide challenges and support according to individual needs. The differentiated learning approach allows teachers to create learning experiences that are more inclusive and responsive to student diversity (Abidin et al., 2017; Agustiana et al., 2023; Andajani, 2022; Elviya & Sukartiningsih, 2023; Marlina; Efrina, Elsa; Kusumastuti, 2019; Setiyorini, 2017; Setyo Adji Wahyudi et al., 2023).

Training participants are taught how to:

1. Analyze assessment data to determine the diversity and commonality in their classroom, recognizing groups or individual differences.
2. Develop flexible teaching modules that adapt to varying levels of difficulty, learning pace, and modes of content delivery, ensuring accessibility for all learners.
3. Incorporate varied instructional strategies such as tiered assignments, compacted curriculums, choice boards, and learning centers to address student diversity effectively.
4. Utilize varied instructional media and materials to cater to different sensory preferences and engagement modes.
5. Continuously monitor student progress, providing ongoing feedback and adjusting the module components as needed to support optimal learning outcomes.
6. Promote an inclusive classroom culture that respects and values diversity, encouraging students to take ownership of their learning paths.

During the practical sessions, the training participants were given the opportunity to design teaching modules tailored to the characteristics of their students. Working in small groups, they collaborated, discussed, and shared creative ideas to produce learning materials that could capture students' interest and support the needs of all learners. Through this training, teachers at SMA 1 Harau are expected to be able to develop teaching modules that are more responsive to the diversity of students in their classrooms, in terms of understanding levels, learning styles, and backgrounds. In this way, the education they provide can become more effective, inclusive, and aligned with the spirit of the Merdeka Curriculum.



Figure 2. Teaching module integrated with differentiated learning

Writing Differentiated Teaching Modules

In the final session of the training, participants received guidance in writing differentiated teaching modules that are engaging and aligned with the spirit of the Merdeka Curriculum. These modules are designed to accommodate the diverse characteristics of students, including learning styles, levels of understanding, interests, and cultural backgrounds. The participants worked in small groups to collaborate, discuss, and design adaptive and inclusive teaching modules. They were encouraged to integrate the principles of differentiated instruction into all components of the module—from learning objectives and activities to assessment methods (Fauzia & Hadikusuma Ramadan, 2023; Jenyana, 2022; Opidianto et al., 2023; Sulastri, 2015; Tolok, 2023).

The practical steps followed by participants in writing differentiated teaching modules included:

1. Formulating learning objectives that can be adjusted according to students' readiness levels and learning needs.
2. Analyzing student characteristics based on pre-assessment data or classroom observations.
3. Designing varied learning activities, such as tiered assignments, choice boards, or learning centers.
4. Adapting instructional materials and media to match student contexts and learning preferences.
5. Developing formative assessment tools to continuously monitor student progress.
6. Structuring the module systematically, including organizing content, using inclusive language, and integrating local values or cultural wisdom.

Through hands-on practice and direct mentoring, teachers at SMA 1 Harau are expected to develop differentiated teaching modules that are effective, inclusive, and responsive to their students' needs. These modules play a crucial role in supporting meaningful learning experiences under the Merdeka Curriculum.



Figure 3. Writing Differentiated Teaching Modules

Evaluation of Participants' Understanding

Evaluation was conducted to determine the level of participants' understanding before and after the training, as well as to assess the effectiveness of the training program in improving teachers' competence in developing differentiated teaching modules in accordance with the Merdeka Curriculum.

This evaluation also aimed to ensure that participants were genuinely prepared to apply the principles of differentiated instruction in their teaching practice. The evaluation steps included:

1. **Pre-Test Distribution**
Before the training began, participants were given a pre-test to measure their initial knowledge about differentiated instruction, strategies for developing teaching modules, and understanding of the Merdeka Curriculum. The pre-test results served as a basis for designing an appropriate training strategy.
2. **Written Reflection and Participation Observation**
During the training, participants were asked to write reflections on the material learned and how they could apply it. Additionally, facilitators observed the level of participants' active involvement and engagement in discussions and module development practice.
3. **Development and Assessment of Teaching Modules**
Participants developed differentiated teaching modules individually or in groups. These modules were then assessed based on their alignment with differentiation principles, clarity of learning objectives, variety of learning activities, and integration with the Merdeka Curriculum.
4. **Feedback Session (Peer Review)**
Participants provided feedback to their peers on the modules they developed, enabling improvements and enrichment of the teaching modules.
5. **Post-Test Distribution**
At the end of the training, participants took a post-test to measure the extent of their understanding improvement after completing the entire training series. The post-test results were compared with the pre-test to observe the participants' progress in knowledge and skills.

Overall, the evaluation results showed a significant increase in participants' understanding and skills in developing differentiated, relevant, and contextualized teaching modules. Participants also demonstrated enthusiasm and strong commitment to implementing the training outcomes in their classroom teaching activities.



Figure 4. Integrated teaching module for diferensiation learning

CONCLUSIONS

This community service activity successfully provided understanding, skills, and tools to teachers at SMA 1 Harau. Thus, they are expected to be able to develop teaching modules that are relevant, differentiated, and attentive to student differences. This training offers a clear overview of how to develop teaching modules that align with the objectives of the Merdeka Curriculum.

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