

The Effectiveness of Independent Curriculum-Oriented Teacher Training on Teaching Module Development Skills

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ABSTRACT: Formulating teaching modules in the implementation of the Merdeka curriculum is a focus in developing the potential of teachers and schools. The purpose of this study was to describe the effectiveness of teacher training oriented to the Merdeka curriculum in developing teaching modules. This type of research is descriptive qualitative. The research subjects were teachers at the elementary school (SD) Negeri 1 Sendangijo Selogiri. Data collection through questionnaires and observations. The results showed an increase in: Cognitive aspects, including: learning ability, thinking ability, and academic ability; Affective aspects, including: learning motivation, attitude, and emotion; Psychomotor aspects, including: skill ability, learning style, and character. The conclusion of the research is that teacher training in formulating teaching modules is effective in improving competencies from cognitive, affective, and psychomotor aspects.

KEYWORDS: Merdeka Curriculum, teaching modules, training

INTRODUCTION

Pedagogical ability with the implementation of the Merdeka curriculum, which is of concern to teachers, is to compile teaching modules and teach in accordance with the Merdeka curriculum. Nurani and Dwi (2022) explain that the teaching module is the development of a lesson plan (RPP) which is equipped with more detailed guidelines, including learner activity sheets and assessments to measure the achievement of learning objectives. while Amir, Zubaidah and Risnawati (2016: 45) explain that teaching skills are dexterity, proficiency, and ability to do something well and correctly in the process of developing knowledge, attitudes, and skills. Based on this understanding, the skills of teachers in Selogiri sub-district in compiling teaching modules and teaching are of concern to all teachers and administrators of teacher working groups (KKG).

The teaching module is one of the changing parts of the lesson plan (RPP) in the 2013 curriculum. Kosasih (2021: 19) explains that the teaching module is the smallest teaching and learning program unit that is very detailed in stating the rules of activities that need to be carried out by teachers and students when learning takes place. Maulida, U. (2022) explains that the teaching module is a learning tool or learning design based on the curriculum that is applied with the aim of achieving predetermined competency standards. Based on the description above, researchers can conclude that the skill of compiling teaching modules is the skill, dexterity, and ability to compile teaching administration which contains objectives, steps, and learning media as well as assessments to carry out work according to applicable rules or systems properly and be able to provide optimal results.

The components in the teaching module are explained by Kosasih (2021: 19) that the components of the teaching module include: 1) general instructional objectives that will be supported by their achievement; 2) the topic will be the base of the teaching and learning process; 3) specific instructional objectives to be achieved by students; 4) the main material to be studied and taught; 5) the position and function of the unit (module) in a broader program unity; 6) the role of the educator in the teaching and learning process; 7) the tools and resources that will be used; 8) the learning activities that students must do and live in sequence; 9) the work sheets that students must fill out; 10) the evaluation program that students will carry out during the learning process.

Nesri & Kristanto (2020) explain that the criteria that must be owned by teaching modules are. First, essential, namely understanding the concepts of each subject through learning experiences and across disciplines. Second, interesting, meaningful, and challenging, namely the module is able to foster interest in learning and involve students actively in the learning process, related to their previous knowledge and experience so that it is not too complex, but also not too easy for their age stage. Third, relevant and contextual, that is, the module is related to prior knowledge and experience, as well as in accordance with the context of time and the environment of the learners. Fourth, sustainable, that is, the teaching module has a flow of learning activities in accordance with the learning phase of students. After determining the principles of the teaching module criteria, teachers must compile teaching modules in accordance with the teaching module components that have been determined based on the needs of students. In general, teaching modules contain components such as general information, core components, and attachments.

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The steps for preparing teaching modules, explained by Salsabilla, et al, (2023), are as follows: 1) analyze learners, teachers, and education units on their conditions and needs; 2) conduct specific diagnostic assessments to identify the competencies, strengths, and weaknesses of students; 3) identify and determine the profile of Pancasila learners to be achieved after the learning process; 4) develop teaching modules sourced from the Flow of Learning Objectives (ATP), the Flow is in accordance with the Learning Outcomes; 5) design types, techniques, and instruments for assessment. Teachers can determine the instruments that can be used for assessment based on three national assessment instruments, namely minimum competency assessment, character survey, and learning environment survey; 6) the teaching module is arranged based on the components that have been determined; 7) Teachers can determine several essential components that are in accordance with learning needs; 8) essential components can be elaborated in learning activities; 9) After applying the previous stages, the module is ready for use; and 10) evaluation of teaching modules. evaluation is carried out to determine the achievement of students towards the objectives in the teaching modules made and as improvements to the teaching modules in the next learning activities.

Post Covid Pandemic 2019 directs Education policy on character building learning with Pancasila values and building concepts through the learning process. The definition of the Independent Curriculum is explained by Darlis, et al, (2022), namely the independent curriculum is present to improve cognitive abilities, create a pleasant learning climate and not focus on memorization alone, and focus on tolerance. These three things underlie the need for schools to analyze first before using an independent curriculum. The Ministry of Education and Culture of the Republic of Indonesia (2021) states that the Merdeka curriculum is a curriculum with diverse intracurricular learning where content is optimized so that students have enough time to explore concepts and strengthen competencies, Teachers have the flexibility to choose various teaching tools. Maharani, et al, (2023) explained that the Merdeka curriculum is a learning method that refers to the approach to students' talents and interests, so that students can choose any lessons they want to learn according to their passions. Meanwhile, Hidayatullah, et al, (2023) explained that the Merdeka curriculum is a curriculum that allows students to explore an adequate concept and skills with diverse learning and intracurricular activities. Based on the above understanding, the researcher can conclude that the Merdeka curriculum is a curriculum that gives teachers flexibility in choosing teaching tools that are in accordance with the development of students so that they are able to explore concepts and strengthen competencies.

The purpose of the Merdeka curriculum is a form of Government attention in seeing the development of education during the Covid-19 Pandemic. Efendi (2023) explains that the objectives to be achieved through the implementation of the Merdeka curriculum, namely: improving the quality of learning; reducing academic load, encouraging more creative and innovative, and character building. These objectives are described as follows: improving the quality of learning that is more enjoyable and effective, focusing on teacher creativity in organizing lesson material by connecting with activities that can be carried out by students. these activities are directed in the form of groups in order to develop students' social and cultural.

The implementation of the independent curriculum, provides problems for teachers in Selogiri sub-district, especially at SD Negeri 1 Sendangijo. The results of the pre-research questionnaire, regarding the preparation of teaching modules and teaching according to the Merdeka curriculum, for 205 teachers in Selogiri sub-district, Wonogiri district, obtained data arranged in the following table.

Table 1. Results of Questionnaires on the Ability to Develop Teaching and Teaching Modules

No.	Question	Answer No	Percentage (%)
1	Know the components of a Teaching Module	164	80.00
2	Understand formulating learning objectives	140	68.29
3	Understand formulating assessments at the beginning and end of learning	199	93.17
4	Understand how to formulate learning steps	188	91.71
5	Understand choosing and selecting learning media	177	86.34
6	Knowing the introduction component	49	23.90
7	Knowing the components of core activities	182	88.78
8	Knowing the components of closing activities	7	3.41

Based on the table above, the teaching module form component is a serious concern because the level of teacher incomprehension reaches more than 68.29%. This can be interpreted that the readiness of teachers in completing learning administration cannot be said to be ready to implement the Merdeka curriculum. Meanwhile, the element of learning implementation, which is of concern is the core activity component. This is because the core activity component that answered did not understand reached 88.78%. Thus, this component needs to be a concern and focus of activities to improve this component.

The solution provided to overcome this, the Wonogiri Regency Education Office, conducted training for elementary school teachers, which focused on preparing teaching modules and teaching according to the Merdeka curriculum. The definition of training is explained by Dessler (2020) that training is a process to teach new employees or existing employees the basic skills they will

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need to do their jobs effectively and efficiently. Meanwhile, Wijaya (2023) states that training is a short-term educational process that requires systematic and organized rules so that non-managerial employees can learn technical skills and knowledge for specific purposes. The description in this sense directs to the existence of systematic rules and to improve technical skills, namely compiling teaching modules, teaching according to the Merdeka curriculum, and being able to increase learning motivation for teachers.

Based on the description above, the researcher can conclude that independent curriculum-oriented training or training is an effort in order to improve the competence of the work assigned to workers (teachers), namely compiling teaching modules, to carry out work (learning), namely teaching according to the independent curriculum and being able to increase learning motivation, which is carried out effectively and efficiently, so as to realize the goals set by the institution (school and government).

The purpose of training, in general, is to improve knowledge, attitudes, and skills. Leatemia (2018) explains that the objectives of training are: 1) Increase work productivity which causes the quality and quantity side to get better; 2) Increase efficiency in terms of time and energy, so as to increase better competitiveness; 3) Improve better service; and 4) Improve employee careers. Meanwhile, Mangkunegara (2017: 84) explains that the objectives of training include: 1) Increase the appreciation of soul and ideology; 2) Improve work productivity; 3) Improve work quality; 4) Improve Human Resource planning; 5) Improve moral attitudes and morale; and 6) Improve employee personal development.

The benefits of training, explained by Siagian (2000: 183), are: 1) Increased work productivity of the agency organization as a whole; 2) The realization of a harmonious relationship between subordinates and superiors due to delegation of authority, good interaction, mutual respect and opportunities for employees to think and act innovatively; 3) The occurrence of a faster and more precise decision-making process by responsible employees; 4) Increase the morale of all employees in the agency organization with a higher performance commitment; 5) Encourage an open attitude of management in the application of managerial and participatory styles; 6) Streamline effective communication in an agency policy and its operations.

The training stages carried out in the independent curriculum-oriented training are based on adult learning (Andragogy). Knowles (2005:41) explains the concept of andragogy with the art and science of helping adults learn, namely the art and science of helping adults learn. The resource persons chosen were teachers who had become mobilizer teachers and from mobilizer schools. The assumptions of the adult learning process include: 1) The learning climate needs to be created in accordance with adult circumstances; 2) Learners need to be involved in diagnosing their learning needs; 3) Learners need to be involved in the learning planning process; 4) The learning process is a shared responsibility between learning resources and learning citizens, and 5) The evaluation of learning is emphasized on self-evaluation.

The training model used in Merdeka curriculum-oriented training is a model from Nedler (1982: 12), known as The Critical Events model (CEM) or called an open model whose steps look more detailed and specific. The stages of this model, namely: Determining organizational needs, this stage contains the needs of elementary school teachers in Selogiri sub-district in order to realize learning oriented to the Merdeka curriculum. The perceived need is to compile teaching modules and teach according to the Merdeka curriculum; 2) Determining the specifications of task implementation, the specification of task implementation is to compile teaching modules and teach according to the learning model referenced in the independent curriculum; 3) Determining learning needs, The expected learning needs are the preparation of teaching modules that establish a learning model that is in accordance with the Merdeka curriculum and can be realized in teaching so that character is formed in the values of Pancasila; 4) Formulating goals, the formulation of goals set is the preparation of teaching modules, and teaching according to the independent curriculum, so that character is built according to the values of Pancasila; 5) Determining the curriculum, the training curriculum is to develop the realm of knowledge, namely understanding the rules for compiling teaching modules and teaching according to the independent curriculum, developing skills in compiling teaching modules and teaching, and developing attitudes that are able to become role models in teaching activities; 6) Obtaining learning resources, learning resources come from competent resource persons and relevant environmental learning resources; 7) Implement training, and then return to it again. Carry out training, and then return to determining needs.

Based on the description above, this research is to describe the training in developing teaching modules that are in accordance with the independent curriculum. Thus, the title of this research is: The Effectiveness of Independent Curriculum-Oriented Teacher Training on the Skills of Developing Teaching Modules. The research objective is to describe the effectiveness of independent curriculum-oriented teacher training in compiling teaching modules.

RESEARCH METHODS

The type of research used is qualitative research. According to Yakin et al. (2023) qualitative research can be understood as a research method that uses descriptive data in the form of written or spoken language from observable people and actors. The research subjects were teachers of SD Negeri 1 Sendangijo, Selogiri sub-district. Data collection through questionnaires and observations. Data validation through triangulation with interview techniques and data collection. Data analysis using the Miles and Huberman approach, namely: 1) data reduction, 2) data presentation, and 3) conclusion drawing (verification).

RESULTS AND DISCUSSION

Research Results

The training results provide an increase in the stages of compiling teaching modules. The stages understood by the teacher, namely: the teacher analyzes the learners. Learner analysis includes individual characteristics, such as cognitive, affective, psychomotor abilities, learning styles, motivation, interests, and learning challenges. Cognitive aspects, including: learning ability, thinking ability, and academic ability; affective aspects, including: learning motivation, attitude, and emotion; Psychomotor aspects, including: skill ability, learning style, and character; supporting aspects, such as: challenges and obstacles, individual differences, and learning needs.

Cognitive aspects, which are learning abilities by assessing learners' ability to understand, recall and apply information. Thinking skills by identifying thinking styles (creative, analytical, critical) and problem-solving skills. Academic ability by understanding the level of mastery of material and ability to do tasks. Affective aspects include learning motivation, which is assessing the level of motivation and interest of students in learning, attitudes, which is understanding attitudes towards learning, teachers and peers, and emotions, which is identifying the influence of emotions on the learning process and difficulties that may arise. Meanwhile, psychomotor aspects include skill ability, which assesses the ability of learners to perform physical activities and practical skills, learning style, which is understanding the most effective learning style for each learner (visual, auditory, kinesthetic), character, which is understanding the personality and characteristics of individuals. The supporting aspect of challenges and barriers is identifying learning difficulties, external influencing factors, and barriers that may arise, recognizing individual differences is understanding individual differences in terms of intelligence, abilities, interests, and learning styles, learning needs is determining the specific learning needs of each learner.

Teachers understand that analyzing learners comprehensively helps teachers to: design more effective learning that is relevant to learners' needs, identify students who need special support, facilitate more personalized and meaningful learning, and improve teaching strategies and learning approaches. Meanwhile, teachers understood the importance of diagnostic assessment after the training, as follows, namely: Diagnostic assessment includes cognitive and non-cognitive aspects. Cognitive aspects are related to academic ability and intelligence, while non-cognitive aspects include emotional, social and developmental aspects that are not related to intelligence or academic ability. The importance of diagnostic assessment includes: cognitive aspects, ie: obtaining an overview of the initial ability of a topic or subject, determining the level of understanding of the material that has been learned, detecting learning difficulties, forms of assessment, for example: knowledge tests, multiple choice questions, description questions, and practical tasks; non-cognitive aspects, namely: evaluating emotional maturity, social skills and adaptability, identifying learning styles, character and interests, understanding learning motivation and study habits, assessing psychological and socio-emotional well-being, forms of assessment, e.g. questionnaires on learning motivation and personality tests.

Teachers' understanding of diagnostic assessment, including: understanding the stages of diagnostic assessment, namely: the Preparation stage, including: determining the purpose and scope of the assessment, preparing appropriate assessment instruments, making a schedule for conducting the assessment, identifying assessment materials; the Implementation stage, including: carrying out assessments according to the schedule and instruments that have been prepared, observing and collecting data from students, the Follow-up stage, including: processing and analyzing assessment data, determining follow-up in accordance with the assessment results, providing feedback to students and parents.

Teachers understand how the precepts of Pancasila can be grounded in the hearts of students through learning, so identification is needed. The Pancasila Learner Profile is the profile that Indonesian learners are expected to have, namely learners who are faithful, devoted to God Almighty, and have noble character; have global diversity; are independent; work together; reason critically; and are creative. How to identify and determine the Profile, namely: identification of this profile involves the process of observation, assessment, and evaluation of the behavior, abilities, and attitudes of learners; and determining the profile involves the process of mapping the strengths and weaknesses of learners, as well as planning learning in accordance with their individual needs and potential. Application in Learning, through: project-based learning can be a means to develop the various dimensions of the profile; extracurricular activities can also play an important role in fostering Pancasila values; cooperation between school, family, and community is also important in instilling Pancasila values.

teachers understand how the flow of learning objectives is carried out until writing learning objectives in the teaching module. Teachers' understanding is described by explaining from ATP as a series of learning objectives arranged systematically and logically in one learning phase; ATP serves as a guide for teachers and students to achieve Learning Outcomes at the end of the phase; ATP translates CP into more specific and measurable learning objectives; ATP is compiled based on principles such as simple, informative, essential, contextual, sustainable, optimizing three aspects of competence, independent learning, operational, and adaptive; and ATP can be in the form of examples provided by the government or developed by teachers themselves. Teachers can develop the ATP collaboratively, for example between grade I and II teachers for Phase A.

A comparison of the results of the training committee's assessment of teaching module preparation between before and after the training can be described as follows:

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Table 2. Teaching Module Score Before Training

Teacher	General Information	Core Components	Annex	Total
1	13	10	4	27
2	12	12	3	27
3	14	10	5	29
4	12	12	3	27
5	13	10	4	27
6	12	10	4	26
7	10	10	5	25
Total				188

Based on the table above, the results of document analysis before training obtained data that the weaknesses of teachers in formulating Teaching Modules are in general information, namely: the initial competence of learners has been identified appropriately; the profile of Pancasila learners to be achieved is relevant to the material; the facilities and infrastructure needed have been considered; and the target learners are in accordance with the teaching modules compiled; all indicators of the core components and attachments, have a score of 188.

Table 3. Teaching Module Score After Training

Teacher	General Information	Core Components	Annex	Total
1	25	25	10	60
2	24	24	9	57
3	25	24	10	59
4	23	25	10	58
5	25	25	10	60
6	24	24	9	57
7	25	25	9	59
Total				410

Based on the table above, the results of document analysis after training obtained data that there was an increase in teacher understanding in formulating Teaching Modules for all indicators from general information, core components, and attachments, experiencing an increase in scores. The total score obtained after the training was 410, so there was an increase in the score for formulating the Teaching Module by 222 or an increase of $222/420 \times 100\% = 52.86\%$.

DISCUSSION

The results of the training have provided benefits in the aspects of knowledge and skills for teachers at SD Negeri 1 Sendangijo. The benefits in knowledge development are evidenced by the importance of several stages of the preparation of the Teaching Module. The definition of the Teaching Module is a learning tool or learning design based on the curriculum that is applied with the aim of reaching the predetermined competency standards. Meanwhile, Nurani, et al (2022) explained that the teaching module is the development of a learning implementation plan (RPP) equipped with more detailed guidelines, including learner activity sheets and assessments to measure the achievement of learning objectives.

The definition of the Teaching Module emphasizes that the aspect of knowledge that develops is the stage of analyzing students making teachers understand knowledge about the characteristics of individual students, such as cognitive, affective, psychomotor abilities, learning styles, motivation, interests, and learning challenges. Cognitive aspects, including: learning ability, thinking ability, and academic ability; Affective aspects, including: learning motivation, attitude, and emotion; Psychomotor aspects, including: skill ability, learning style, and character. These aspects provide teachers with an understanding of students' learning styles. The development of knowledge of SD Negeri 1 Sendangijo teachers is a manifestation of the benefits of training. This is in line with the concept of Widodo (2015: 99-101) which explains that the benefits of training are increased knowledge, because training activities can create new knowledge about the preparation of teaching modules and teaching according to the learning model referenced in the independent curriculum, so that in carrying out their duties teachers use new technology so that work can be done more easily, and can improve careers and work productivity.

Teachers' understanding in the knowledge aspect, the training provides benefits to skill development. The form of skill development is realized by the development of skills from copying and pasting teaching administration from other teachers to the skillful form of compiling their own Teaching Modules. This is in line with the concept of Reber (1988: 175) which explains that skill is the ability to perform complex and well-organized patterns of behavior seamlessly and in accordance with circumstances to

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achieve certain results, which can be interpreted that skill is the ability to perform complex and well-organized patterns of behavior seamlessly and in accordance with circumstances to achieve certain results. The skills of compiling Teaching Modules are realized by understanding the stages in compiling them, such as: analyzing students, conducting diagnostic assessments, identifying and determining the profile of Pancasila learners, developing teaching modules based on the Flow of Learning Objectives (Salsabilla, 2023). This shows that the benefits of training have improved the skills aspect for teachers. The increase in the skills aspect proves that teacher training activities can provide their own benefits for schools and education offices because they can have teachers who are trained, efficient and also effective in doing work. Skills from the training process are expected to create new innovations for the preparation of teaching and teaching modules according to the Merdeka curriculum and increase the creativity of each teacher in order to improve performance for employees and school potential Widodo (2015: 99-101).

Improvement from the aspects of knowledge and skills obtained data that through training activities there has been an increase in teacher understanding in formulating Teaching Modules for all indicators of general information, core components, and attachments, experiencing an increase in scores. The total score obtained after the training was 410, so there was an increase in the score of formulating the Teaching Module by 222 or an increase of $222/420 \times 100\% = 52.86\%$. This condition shows that the effectiveness of training activities has been able, to realize: an increase in the work productivity of the agency organization as a whole, the realization of a harmonious relationship between subordinates and superiors, a faster and more precise decision-making process by the teacher in charge, increasing the morale of all teachers in the agency organization with a higher performance commitment, encouraging an open attitude of management in the application of managerial and participatory styles, facilitating effective communication in an agency policy and its operations (Siagian (2000: 183).

Based on the description above, the effectiveness of the training has been able to develop aspects of knowledge and skills in compiling Teaching Modules. The development is evidenced by an increase in the skills of compiling Teaching Modules by 52.86%. This shows that the effectiveness of training activities has been able, to realize an increase in teacher work productivity, the realization of harmonious relationships between policy makers and policy implementers, increasing the morale of all teachers, encouraging an attitude of openness in the application of managerial and participatory styles, facilitating effective communication in an agency policy and its operations.

CONCLUSION

Teacher training in formulating teaching modules is declared effective in improving teacher competence from cognitive aspects, namely the ability to understand learning by assessing the ability of students to understand, remember, and apply information; affective aspects, namely the ability of teachers to understand learning motivation, namely assessing the level of motivation and interest of students in learning; and psychomotor aspects, namely the ability of teachers to assess the ability of students to perform physical activities and practical skills, learning styles, characters, and characteristics.

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