

Identification of Problems in Compiling Teaching Modules at MTs Al-Islam Joresan Ponorogo

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Abstract

This research aims to identify problems that arise in the implementation of teaching modules in the Independent Curriculum at MTs Al-Islam Joresan Ponorogo. In an era of increasingly selective education, the quality of education is a matter of great concern, including in the management of the curriculum and teaching modules. This research uses a descriptive qualitative approach with data collection techniques through observation, interviews and documentation. The research results show that teachers experience difficulties in developing teaching modules that are effective and in accordance with the principles of the Independent Curriculum, especially in implementing the Pancasila Student Profile (P5). These challenges include suboptimal understanding of the new curriculum, limited resources, and variations in the level of difficulty of the material taught. To overcome this, it is recommended that seminars, mentoring and group discussions be held to strengthen teachers' understanding in developing relevant and contextual teaching modules. It is hoped that this research can contribute to the preparation of better teaching modules that suit the needs of students.

Keywords

Independent Curriculum, teaching modules, Islamic Education, Pancasila Student Profile



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1. INTRODUCTION

The curriculum is a crucial aspect of education. It determines the direction of educational goals. In Indonesia, the first curriculum was developed in 1947, and by 2022, the curriculum had undergone various changes. The determination and revision of the curriculum falls under the authority of the Indonesian Minister of Education, Culture, Research, and Technology. These curriculum changes are influenced by changes in science, politics, economics, social sciences, culture, and technology. Currently, the latest curriculum being implemented is the Independent Curriculum, launched by Minister Nadiem Anwar Makarim. Minister Makarim explained that the Independent Curriculum has three main advantages. First, the Independent Curriculum is simpler and more in-depth because it focuses on core material and developing student

competencies at each stage. Second, this curriculum is more relevant and interactive, with learning conducted through projects. Students have greater opportunities to actively explore current issues. Third, the Independent Curriculum provides flexibility for educators to adapt learning to students' abilities by adapting learning materials to local content and school conditions. This is what defines the concept of independent learning, as teachers can teach according to the students' level of achievement and development. (RI Salsabilla et al., 2023, p. 33)

A recent issue in education is curriculum adjustment, specifically the transition from the Revised 2013 Curriculum to the Independent Curriculum. One of the changes is the obligation for teachers to prepare Lesson Implementation Plans (RPP) in the Revised 2013 Curriculum, while in the Independent Curriculum, teachers are required to prepare teaching modules. This change emphasizes the importance of developing teaching modules. Teaching modules are now a core part of the Independent Curriculum, replacing lesson plans. Teaching modules in the Independent Curriculum are flexible, encompassing learning materials, methods, interpretations (viewpoints), and evaluation techniques designed to achieve the desired success indicators for learning objectives. (Maulida, 2022, p. 135)

One of the current challenges facing curriculum change is the demand for teachers to develop learning modules optimally, effectively, and efficiently. However, many teachers currently lack the skills to develop and develop learning modules within the Independent Curriculum. The Independent Curriculum emphasizes character development through learning materials and the strengthening of the Pancasila student profile. The application of these character traits encompasses key points within the Pancasila principles, such as noble character, piety, independence, critical thinking, mutual cooperation, and creativity. Ideally, teacher-designed learning modules within the Independent Curriculum aim not only to help students master knowledge and concepts but also to support the development of attitudes and skills. (Maulida, 2022)

In its implementation, the Independent Curriculum teaching modules are considered a crucial component for smooth learning, especially with the new paradigms associated with the transformation of the industrial and digital revolutions. The Independent Curriculum gives teachers the freedom to explore, develop, and modify their teaching modules, while still considering their suitability to student characteristics. Thus, teaching modules can become more effective, efficient, and innovative teaching materials if developed according to student needs and existing realities. (Rahimah, 6M, p. 93)

A learning process that fails to properly plan teaching modules will inevitably lead to unsystematic content delivery to students, resulting in an imbalanced learning environment

between teachers and students. It's also likely that the learning process will seem less engaging because teachers haven't properly prepared the teaching modules. The Minister of Education and Culture's concept of "Merdeka Belajar" (Freedom to Learn) can be defined as the application of the curriculum in a fun learning process, coupled with the development of innovative thinking by teachers. This can foster positive student attitudes in responding to learning. In light of the aforementioned issues, efforts are being made to comprehensively discuss teaching modules developed by teachers based on the teaching modules in schools. This paper aims to discuss and examine in more depth the problems in developing teaching modules, so that teachers will no longer be confused when developing them.

2. METHOD

The research was conducted at MTs Al-Islam Joresan Ponorogo using a descriptive qualitative approach. Data collection techniques included first, observation, which involved direct observation of the research subjects. Second, interviews, with the aim of obtaining in-depth information regarding the situation and phenomena occurring, which could not be obtained through observation.(Sugiyono, 2022, p. 305)The informant was Mrs. Ahsana Matswaya Maulida, M.Pd.I as a Fiqh Teacher at MTs Al-Islam Joresan Ponorogo. The data analysis technique in this study used the analysis stages according to Miles, Huberman, and Saldana as quoted by Erland Maouw which include data condensation, data display, conclusion drawing/verification.(Fiantika et al., 2022, pp. 70–72)

3. RESULTS AND DISCUSSION

A. Description of Teaching Module

Teaching modules are tools or media, methods, instructions and guidelines that are designed systematically and attractively, and adapted to meet students' needs.(Nengsih et al., 2025, p. 151)A teaching module is a learning tool or learning plan based on the applicable curriculum and used to achieve established competency standards. Teaching modules play a key role in assisting teachers in designing learning.(II Salsabilla et al., 2023, p. 34)In the world of education, the term "module" is often used, which is usually called a learning module, so the term teaching module is not something new.

The teaching modules in the independent curriculum are different from the learning modules.In the independent curriculum, the teaching module is a new term previously known as RPP or Learning Implementation Plan.(Budi et al., nd, p. 1)The teaching module itself can be described as an implementation of the Learning Objectives Flow (ATP) developed from the Learning

Outcomes (CP) with the Pancasila Student Profile as the target. The teaching module is structured according to the phase or stage of student development.(Nengsih et al., 2025)There are several criteria that a teaching module must have, including:(Munandar & Hardi, 2023, p. 177):

1. Essential: understanding the concepts of each subject through learning experiences and across disciplines.
2. Interesting, meaningful, and challenging: fosters interest in learning and actively engages students in the learning process; relates to prior knowledge and experience so that it is not too complex, but also not too easy for their age level.
3. Relevant and contextual: related to previous knowledge and experience, and appropriate to the context of the time and environment of the learner.
4. Continuous: the connection between the flow of learning activities according to the learning phase of the students.

The teaching modules in the Independent Curriculum are designed to help educators teach more flexibly and contextually, without relying solely on textbooks. A teaching module should at least contain objectives, steps, learning media, assessments, and other learning information and references that can assist educators in implementing the lesson. Each teaching module typically contains a lesson plan for a single learning objective based on a predetermined learning objective flow.(Anggraena et al., 2022, p. 24)

Table of Components of the Teaching Module in a More Complete Version

General Information	Core Components	Attachment
- Module author identity - Initial competencies - Pancasila student profile - Facilities and infrastructure - student targets - The learning model used	- Learning objectives - Assessment - Meaningful understanding - Starting question - Learning Activities - Reflection of students and educators	- Student worksheets - Enrichment and remedial - Reading materials for educators and students - Glossary - bibliography

B. Learning Conditions at MTs Al-Islam Joresan

MTs Al Islam Joresan is a junior high school located in Joresan village, Mlarak District, Ponorogo Regency. MTs Al Islam is known as an educational institution with a strong

commitment to developing student character. It focuses not only on intellectual intelligence but also on strengthening religious and moral aspects. Learning at this school combines a modern approach with deep Islamic values, creating an environment that supports the holistic development of students. This is supported by the positive habits implemented at MTs Al-Islam Joresan. According to Al Ghazali, habituation is a method used to shape the habits of a child or individual to behave and act in accordance with religious teachings. (Iqbal, 2013, p. 246)

The customs implemented at MTs Al-Islam Joresan include the following:

1. Implementing the 3S: smile, greet, and say hello. This is done when students meet teachers both inside and outside the school environment.
2. Performing the Dhuha and Dhuhur prayers in congregation at the mosque. Due to the large number of students, the Dhuha prayers are held once a week for each class.
3. Performing prayers, reciting the Qur'an, and reading the Nariyyah prayer together in each class every morning before learning begins.
4. Wear complete and neat clothes.
5. Throw garbage in its place.
6. As a student, behave well and be polite.

Overall, the learning environment at MTs Al Islam Joresan is very supportive. In terms of management, the madrasah appears to be highly structured in its efforts to develop teachers and students. Akmal Hawi stated that the word "binaan" is understood as a translation of the word "training," which encompasses the meanings of exercise, education, and development. "Mentoring" emphasizes practical aspects, developing attitudes, skills, and abilities. (Hawi, 2013, p. 85) Teacher development at Mts. Al-Islam Joresan is conducted through istighosah activities held every three months. The Masayeh Council serves as the speaker in teacher training activities. This school has a guideline in the form of a website called "SIAP Al-Islam" which teachers must use to fill out an integrity pact and teaching ability every year. Teacher administration is managed by the Administration (TU), while new teachers must submit their final diploma to obtain an account at Simpatika Kemenag. On the other hand, student development programs at MTs. Al-Islam Joresan include etiquette week, student council (OSIS), and extracurricular activities. There are 20 extracurricular activities at MTs. Al-Islam Joresan, namely volleyball, futsal, table tennis, athletics, theater, graphic design, choir, band music, banjari, karawitan, calligraphy, mathematics, Qur'an recitation, sewing, culinary arts, women's affairs, writing, Arabic, English, and badminton. This demonstrates that the madrasah educates students not only academically but also in terms of

morality and social skills. The firm yet educationally enforced culture of discipline demonstrates that the madrasah is serious about instilling discipline in its students. If a student commits a violation, the procedure begins with a report from the homeroom teacher, which is then forwarded to the Guidance and Counseling teacher. If necessary, parents are called in to collaborate in resolving the issue. If violations continue, the case is escalated to the leadership and can result in the student's expulsion from the madrasah if the violation is deemed serious.

In terms of curriculum, MTs. Al-Islam Joresan has adopted the latest curriculum, the Merdeka Curriculum, in its learning process. Although it is still implemented in grades 7 and 8, the madrasah has been able to adapt to the curriculum developments determined by the government. Based on the teaching modules developed by several teachers there, it shows that the format and elements used are in accordance with regulations. The teaching modules also include elements of the Pancasila student profile. This Pancasila student profile serves as a compass in the implementation of the Merdeka Curriculum, developing learning objectives that align with the learning outcomes set by the government. The time allocation for each meeting is 40 minutes.

C. General problems in compiling teaching modules (continued by linking the problems in compiling teaching modules at MTs Al Islam)

The curriculum changes have required teachers to re-understand each component of the Merdeka curriculum, particularly the teaching modules, from the beginning. The learning tools for the K-13 curriculum and the Merdeka Curriculum differ in several ways. For example, the K-13 curriculum includes learning indicators and objectives, but the Merdeka Curriculum includes CP, TP, and ATP. The updated Core Competencies and Basic Competencies are Learning Outcomes in the Merdeka Curriculum, which are intended to increase the emphasis on competency development. The creation of the ATP process, also known as the Learning Objective Flow, emerged after the TP was created. The difficulty in finding learning resources relevant to the subject and the lack of nearby supporting facilities are reasons why teachers have difficulty creating ATP. Teachers' difficulties developing learning tools in the Merdeka Curriculum stem from a lack of understanding of the requirements for the Merdeka Curriculum learning tools or teaching modules. (Ceda & Purnomo, 2025, p. 49)

The difficulties experienced by teachers in developing independent curriculum learning tools include teachers having to participate in activities such as seminars, coaching, KKG, as well as searching for sources on the internet, reading articles related to teaching

modules so that the quality of teachers is improved in developing teaching modules and learning media that will be used in the learning process so that students can more easily understand the learning material and be more active and enthusiastic in the learning process.(Ceda & Purnomo, 2025)The emphasis on developing student character based on the Pancasila Student Profile (P5) makes the process of developing or formulating a teaching module a challenge for teachers. This requires them to better understand the characteristics of each student. In addition to teachers' limited understanding of the curriculum, the availability of reference sources also poses a challenge in their efforts to develop a teaching module that meets students' needs.(Suci, 2025, p. 55)

Based on the results of the researcher's interview with Mrs. Ahsana Matswaya Maulida, M.Pd.I as a Fiqh Teacher, the difficulty in compiling teaching modules at MTs Al-Islam Joresan Ponorogo is that teachers experience difficulties in compiling effective teaching modules for the P5 approach, because each chapter has varying levels of difficulty, and students sometimes do not fully master the material when the project is implemented, making it difficult for teachers to design appropriate learning experiences and support the development of students' understanding optimally.¹This indicates that teachers face difficulties in implementing the P5 approach in the Independent Curriculum, especially in designing relevant and engaging projects, managing student group dynamics, and ensuring that all students can actively contribute and understand the concepts being taught, while also having to adapt to the limitations of time and resources available.

D. Solutions or steps to overcome problems in compiling teaching modules

The learning process and curriculum implementation are significantly influenced by the challenges teachers face when creating teaching modules based on the independent curriculum. To enable teachers to develop useful teaching modules that align with the objectives of the independent curriculum, it is crucial for them to address these challenges. The following are several approaches that can be used to address the challenges that arise when creating teaching modules independent of the curriculum. Solutions to the challenges faced in developing teaching modules:

1. Holding Seminars and Workshops

To help teachers understand and create independent curriculum teaching modules and overcome the challenges of developing an independent curriculum, schools or educational institutions can hold seminars and workshops. Seminar and workshop materials can cover

¹The results of the researcher's interview with Mrs. Ahsana Matswaya Maulida, M.Pd.I as the Fiqh Teacher at MTs Al-Islam Joresan Ponorogo on December 6, 2024.

the principles of the independent curriculum and its development methods, teaching module development skills, independent curriculum, and creative teaching approaches.

2. Providing Mentoring

Mentoring activities involve assistance provided by one person to a friend or individual in need to improve their learning. There are several steps involved in providing coaching and mentoring to teachers, namely:

- a. Conduct identification first, namely by looking at the basic field needs in subject schools related to the independent curriculum teaching module.
- b. The socialization method is carried out after identifying basic needs, the socialization can be packaged according to the independent curriculum guidelines.
- c. The discussion method can be carried out by teams and teachers sharing experiences and analyzing the difficulties and obstacles in creating teaching modules at school.
- d. Practical method. This method is important after socialization and discussion as feedback on the coaching process for the subjects.
- e. Evaluation and reflection methods are carried out to measure the success of coaching and training in teaching modules.
- f. Changing and developing the learning modules provided by the Ministry of Education and Culture.

3. Having discussions with colleagues

4. Each educator can exchange ideas and innovations when developing an independent curriculum. Talking with colleagues can also help overcome challenges caused by limited resources and skills.

By addressing these issues, educators can create teaching modules that align with the independent curriculum, improve the quality of learning, and achieve learning objectives. Relevant parties, such as educational institutions, the government, and education policymakers, must assist teachers in addressing these issues and create a conducive environment for the development of effective teaching modules.²

CONCLUSION

This study revealed that the development and implementation of teaching modules based on the Independent Curriculum at MTs Al-Islam Joresan Ponorogo still face various obstacles. Teachers experience difficulties in understanding and implementing the principles of the Independent

² (Nuryanti et al., 2023, pp. 180–181)

Curriculum, particularly in designing Learning Objectives (ATP) that align with the Pancasila Student Profile (P5). Furthermore, the varying levels of material difficulty that must be adapted to students' abilities poses a challenge. Another significant obstacle is limited resources, both in terms of references and supporting facilities, which results in the learning module development process being less than optimal.

The impact of these constraints is evident in the learning process, which tends to be less engaging and less structured, making it difficult to achieve learning objectives optimally. To address these challenges, the study recommends intensive teacher training, the provision of relevant teaching materials, and strengthening collaboration between teachers to share experiences and practical solutions. With adequate support from various parties, the implementation of the Independent Curriculum is expected to be more effective and have a positive impact on student character and competency development in line with national education goals.

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