

## Analysis of history subject teaching modules in high school: A review based on the Merdeka Curriculum

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### ABSTRACT

#### Article History

##### Submitted:

January 21, 2024

##### Accepted:

June 26, 2024

##### Published:

June 28, 2024

This research aims to analyze teaching modules that have been developed by history teachers in terms of the Merdeka Curriculum policy by paying attention to aspects of the completeness and systematics of teaching modules, and aspects of the content of teaching modules. The method used in this research uses descriptive qualitative methods. The data collection technique only uses documentation techniques in the form of teaching modules for history teachers at SMAN 1 Padang and SMAN 1 Ranah Pasisia. The data analysis technique uses techniques developed by Habermas, namely data reduction, data presentation, and verification or conclusion. The research results show that the teaching modules from both schools meet the Ministry of Education and Culture's curriculum standards and are by Ministry of Education and Culture Decree Number 008/H/KR/2022. Teachers at both schools succeeded in integrating historical thinking skills, historical awareness, and historical research into learning. However, there are differences in the development of practical historical skills, the local material included, and the development of summative assessments. This analysis shows variations in the approach, completeness, and presentation of material in history teaching modules in the two schools. Evaluation of teaching module components, skills development, the material contained, and formative and summative assessments are needed to improve the quality of history learning in both schools. The implications of this research show that there are variations in the approach, completeness, and presentation of materials in the history teaching modules in both schools.

**Keywords:** history learning, the Merdeka Curriculum, teaching module

### INTRODUCTION

The efforts made by the government to improve the quality of education in Indonesia include various strategies, and one of the crucial steps taken is through curriculum development. Curriculum development in Indonesia has occurred over several decades, starting from the Soekarno government in 1947, known as the 1947 Learning Plan, until now known as the Merdeka Curriculum, which is a change

from the 2013 Curriculum (Alhamuddin, Fanani, Yasin, & Murniati, 2020; Damanhuri, Hudjolly, & Raharja, 2019; Sholeh et al., 2023). The above changes are a response to the dynamics of changing times, global demands, and developments in science. knowledge by perfecting the curriculum which is the basis for the learning process at various levels of education.

The Merdeka Curriculum is part of the curriculum transformation, namely the development of the 2013 Curriculum (Elitasari, Yeni Rakhmawati, Irma Yulianti Budi Safitri, & Muhammad Asip, 2023; Irawati, Najili, Supiana, & Zaiah, 2022; Lestari, 2023). This is a curriculum with a diverse intracurricular approach, and one of the characteristics is the Pancasila student profile project (Nurhayati, Jamaris, & Sufyarma Marsidin, 2022; Susanti et al., 2023; Utari & Afendi, 2022). The Merdeka Curriculum was born out of concern for the number of Indonesian children who had difficulty understanding simple reading or applying basic mathematical concepts (Lukitoyo, Sembiring, & Kurniawan, 2023; Rosmiati, Agustina, Maulana, & Widodo, 2022; Wulansari, 2022). In addition, there are significant educational gaps between regions or groups in Indonesia. All of these challenges were further exacerbated by the outbreak of the COVID-19 pandemic, which resulted in a shift from offline to online learning (Irawati et al., 2022; Jauharyah et al., 2021; Susanto, 2022).

To realize the successful implementation of the Merdeka Curriculum, the role of various parties, including teachers, is very important in implementing the educational policies that have been determined. Teacher conformity with this policy has a crucial role in achieving this success (Agasisti & Soncin, 2021; Nousheen, Yousuf Zai, Waseem, & Khan, 2020; Rusilowati & Wahyudi, 2020). The definition of a professional teacher, as outlined in RI Law No. 14 of 2005 concerning Teachers and Lecturers in General Provisions article 1 paragraph 10, emphasizes that competence involves knowledge, skills, and behavior that must be possessed, internalized, and mastered by teachers in carrying out professional duties (Biringan, Wua, & Keintjem, 2020; Sanusi, 2020; Zuhariah, Ali, & Yusra, 2020). This law also outlines teacher competencies, as explained in Article 10 paragraph 1, which includes pedagogical, personal, social, and professional competencies. Pedagogical competence, which is the main focus in the learning context, includes the teacher's ability to manage the learning process which is directly related to the students (Amhag, Hellström, & Stigmar, 2019; Rusilowati & Wahyudi, 2020; Sudargini & Purwanto, 2020). This involves understanding the insights or foundations of education, in-depth knowledge about students, the ability to develop a curriculum or syllabus, designing learning, implementing educational and dialogical learning, utilizing learning technology, evaluating learning outcomes, and developing student potential (Ana et al., 2022; Saleh, Rahmadani, & others, 2020; Zarni, Maryani, & Setiawan, 2019). Law Number 14 of 2005 concerning Teachers and Lecturers ensures that teachers have a strong competency base, which is the main foundation for actualizing the vision of the Merdeka Curriculum.

One of the teacher's pedagogical competencies is the preparation of teaching modules. The teacher's success in compiling teaching modules will determine the success of the learning implementation (Kollmayer et al., 2020; Purwoko, Nugraheni, & Instanti, 2019). Teaching modules are learning tools or learning designs that are based on a curriculum that is applied to achieve predetermined competency standards (Maulidian, Sumiasih, Puspitawati, & Indrawan, 2019; Pillay, 2019; Sanjaya, Erita, Putri, & Indriyani, 2022). Teaching modules have a main role in helping teachers in designing learning. In preparing learning tools, the teacher plays an important role. The teacher will hone his thinking skills to be able to innovate in the teaching modules he creates (Izzah Salsabilla, Jannah, & Juanda, 2023).

In the context of this research, learning design is one aspect of pedagogical competence that a teacher must have. The learning design process, at least, includes three essential stages, namely: (a)

Identifying needs, (b) Identifying competencies, and (c) Developing a learning program (Martin, Budhrani, Kumar, & Ritzhaupt, 2019). On the other hand, Abdul Majid, in the context of teaching, defines planning as a process of preparing lesson materials, utilizing teaching media, using teaching approaches and methods, as well as assessments, which are arranged in a certain time allocation to achieve predetermined goals (Majid, 2005). Hamalik also highlighted several aspects that need to be considered in preparing learning plans, including (a) Suitability of the plan with the availability of resources, (b) Understanding of learning organizations that always pay attention to the situation and conditions of the school community, and (c) Implementation of the duties and functions of teachers as a learning manager with full responsibility (Hamalik, 2009).

The main focus of the research is on the completeness and systematics of the teaching module as well as the content of the material presented in the module. The novelty of this research lies in its thorough approach to the analysis of history teaching modules by the latest curriculum policy, which serves as a foundation for understanding the extent to which the implementation of this policy has materialized in teaching practices in senior high schools. This study aims to analyze the teaching modules developed by history teachers based on the provisions of the Merdeka Curriculum. This analysis will provide a clear picture of the effectiveness of the history teaching module in high school in achieving the objectives of the Merdeka Curriculum. Thus, the results of this study can be an essential contribution to the development of the education curriculum in Indonesia, especially in optimizing history learning by the spirit and principles of the Merdeka Curriculum.

## **RESEARCH METHODS**

This research uses descriptive qualitative methods. The descriptive qualitative method is based on the philosophy of postpositivism, which is usually used to research natural objective conditions where the researcher acts as a critical instrument (Sugiyono, 2012). Data collection techniques used are documentation techniques in the form of teaching modules developed by history teachers of SMAN 1 Padang and SMAN 1 Ranah Pasisia, as well as interviews with history teachers. The data analysis technique used in the study used the Miles and Huberman (1992) analysis technique, which includes: 1) data reduction, which is to select and simplify the raw data that has been recorded by filtering, categorizing, defining, and discarding data that is considered useless and arranged in such a way that data interpretation can be done quickly; 2) data presentation, used to present a set of data or information systematically that has been obtained so that it is easy to understand as a whole; 3) data verification (concluding), done by rechecking the accuracy of the data that has been collected previously from the interview process with sources. The flow of the data processing process can be seen in Figure 1.

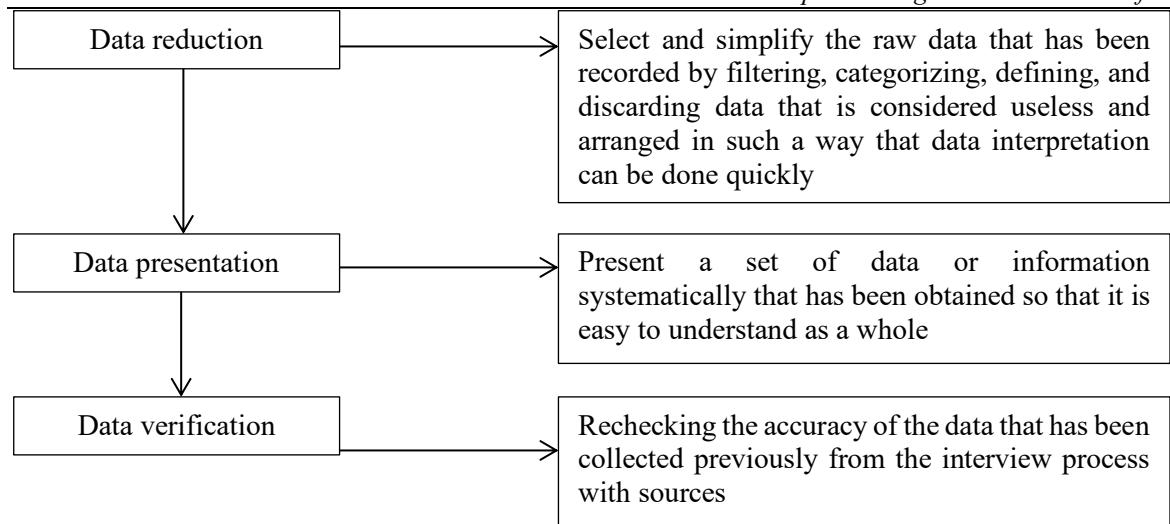


Figure 1. Research Design

## RESULTS AND DISCUSSION

### Analysis of Completeness and Systematics of Teaching Module Components

The teaching modules developed by history teachers at SMAN 1 Padang and SMAN 1 Ranah Pesisir show significant differences in the preparation approach. Based on the results of interviews with history teachers at SMAN 1 Padang, it is known that training in making teaching modules at the school has been carried out three times. This training is held in stages, starting from the stage of preparing teaching modules, then continuing with the preparation of assessments in the form of assessment papers, up to the stage of presenting the material. In contrast, history teachers at SMAN 1 Ranah Pesisir reported that the training they carried out was only carried out once. The focus of the training was mainly aimed at creating history teaching modules. These differences in the amount of training and approaches may provide insight into variations in teaching module development strategies between the two schools. Thus, it can be concluded that the training approach and intensity have the potential to influence the quality and effectiveness of the resulting teaching modules (Castro et al., 2018).

A comparison between the teaching module components based on the Ministry of Education and Culture's Educational Assessment and Curriculum Standards Agency with the teaching module components developed by the history teacher at SMAN 1 Padang at SMAN 1 Ranah Pasisia can be seen in Table 1.

Table 1. Comparison of Teaching Module Components Based on the Ministry of Education and Culture with Teaching Module Components for Teachers at SMAN 1 Padang and SMAN 1 Ranah Pasisia

No.	Independent Teaching Components	Curriculum Module	Teacher at SMAN 1 Padang	Teacher at SMAN 1 Ranah Pasisia
<b>General information</b>				
1.	Module author identity		√	√
2.	Initial competency		√	√
3.	Pancasila student profile		√	√
4.	Facilities and infrastructure		√	√
5.	Target Students		√	√
6.	The learning model used		√	√
<b>Core Competencies</b>				
1.	Learning objectives		√	√
2.	Assessment		√	√
3.	Meaningful understanding		√	√
4.	Igniter question		√	√
5.	Learning Activities		√	√
6.	Reflections of students and educators		√	√
<b>Attachment</b>				
1.	Student worksheet		√	√
2.	Enrichment and remedial		√	√
3.	Reading materials for educators and students		√	√
4.	Glossary bibliography		√	√

Based on Table 1, the teaching module components prepared by teachers of SMAN 1 Padang and SMAN 1 Ranah Pesisir fulfill the elements of the Merdeka Curriculum components from the Ministry of Education and Culture. The table compares the teaching module components determined by the Curriculum Standards and Educational Assessment Agency of Kemdikbud and those developed by history teachers in the two schools. All components, starting from general information such as the identity of the module author, initial competencies, Pancasila learner profile, facilities and infrastructure, and target learners, to the learning model used, have been fulfilled by teachers at SMAN 1 Padang and SMAN 1 Ranah Pesisir. Likewise, the core competencies include learning objectives, assessment, meaningful understanding, triggering questions, learning activities, and reflection of learners and educators. In addition, appendices such as learner worksheets, enrichment and remedial, reading materials for educators and learners, glossary, and bibliography are also complete according to standards. This shows that the teaching modules developed by teachers in both schools align with the Merdeka Curriculum initiated by the Ministry of Education and Culture.

### Analysis of the Suitability of Teaching Module Content

Based on Ministry of Education and Culture Decree Number 008/H/KR/2022. The teaching module developed by the teachers of SMAN 1 Padang and SMAN 1 Ranah Pesisir includes the scope of material in history learning, namely Colonization and Resistance of the Indonesian Nation, Liberal Democratic

Government, and Guided Democracy. The history teacher at SMAN 1 in his learning objectives hopes that students will be able to analyze the development of colonialism and the resistance of the Indonesian nation and be able to present it in written form or other media. It is hoped that this learning will strengthen the sense of nationalism and train critical history learning, and students will be able to develop historical concept skills, historical thinking skills, research skills, practical skills, and the growth of historical awareness. Meanwhile, the history teacher at SMAN 1 Ranah Pesisir in the learning objectives expects students to be able to analyze the development of the Indonesian nation during the Liberal Democracy era and to be able to present it in written form or other media.

One of the goals of learning history is to improve students' thinking skills. Based on Ministry of Education and Culture Decree Number 008/H/KR/2022, in class XI there are standards of skills in learning history that students must have, namely historical thinking skills, historical consciousness, historical research, and practical skills history (historical practice skills). The development of these skills can be seen in the activity designs that have been created by the teacher in the teaching module in the following table.

Table 2. Activities in the History Teacher Teaching Module at SMAN 1 Padang

Sub Material	Activity
The development of the VOC as the forerunner of colonialism in Indonesia	Shows a picture of Cornelis de Houtman as well as connecting it with verses from the Koran: Surah Muhammad verse 10 about taking lessons from past events)
	Shows a short film/photo about VOC Indonesia
	Students openly ask questions related to the main problem based on the pictures presented in front of the class as a form of developing critical thinking skills (Critical Thinking).
	Students are divided into groups to carry out investigations in the form of work results
	Teachers encourage students to gather appropriate information and carry out experiments to gain the clarity needed to solve problems
	Students are allowed to search for material on websites or from books, as a form of developing literacy learning activities
	Students discuss and write the results of their work on a worksheet
	The teacher differentiates products:
	<ol style="list-style-type: none"> <li>For students with a visual learning style, they can create presentation media in the form of images, charts/concept maps, mind maps</li> <li>For students with an audio learning style, they can create presentation media in the form of sound recordings</li> <li>For students with a kinesthetic learning style, they can create presentation media in the form of observation videos, dramas</li> </ol>
	Teachers and students reflect on learning experiences, instill religious values in students
	Instilling a positive spirit of nationalism by prioritizing service to the nation and state instill anti-corruption values

Table 3. Activities in the Teaching Module for History Teachers at SMAN 1 Ranah Pasisia

Sub Material	Activity
development of the Indonesian nation during the Liberal Democracy period	<p>Provides several pictures that show historical relics as well as connecting them with verses from the Koran: Surah Muhammad verse 10 about drawing lessons from past events</p> <p>Students are asked to answer trigger questions as an introduction to the material to be studied</p> <p>Students then discuss with their group members to process the data they have found and work on the LKPD that has been provided by the teacher.</p>

Based on the table above you can see the activities of history teachers at SMAN 1 Padang and SMAN 1 Ranah Pasisia in learning history. The following is an explanation regarding the development of thinking skills that has been carried out by the teacher.

#### ***Historical thinking skills***

Based on Law Number 008/H/KR/2022, historical thinking skills are defined as students' ability to think chronologically, synchronically, causally, interpretively, critically, creatively, contextually, imaginatively, multiple perspectives, and reflective thinking. Table 2 shows that teachers have succeeded in including elements of historical thinking, such as critical, creative, and contextual thinking in the learning process. One example of implementing historical thinking skills is through showing a picture of Cornelis de Houtman, which is also connected to verses from the Koran, especially the letter Muhammad verse 10 which emphasizes drawing lessons from past events. Apart from that, the use of short films or photos about the Indonesian VOC is another strategy to stimulate students' thinking in responding to and interpreting history. In this learning context, students are expected not only to receive information passively but also to be active in developing critical thinking skills. For example, students are invited to openly ask relevant questions related to the image presented in front of the class. This is a form of developing critical thinking skills, where students are encouraged to question, analyze, and formulate their understanding of the historical material presented.

In Table 3, it can be seen that history teachers at SMAN 1 Ranah Pasisia have also succeeded in integrating elements of historical thinking in their teaching, especially through the application of synchronic and contextual thinking. One method used to develop synchronic and contextual thinking skills is to present several pictures showing historical relics. The presentation of these images not only functions as visual material but is also connected to verses from the Koran, especially the letter Muhammad verse 10 which encourages us to learn lessons from past events. In the introduction to learning, students are then asked to respond to the material by answering trigger questions. This question is designed as an introduction to guide students toward a deeper understanding of the material to be studied. Thus, the learning process not only emphasizes the transfer of knowledge but also actively invites students to think, analyze, and absorb historical content from a critical and contextual perspective.

### ***Historical consciousness***

Based on Law Number 008/H/KR/2022, historical awareness skills include understanding and analyzing historical facts, connecting the past, present, and future, and interpreting past values. In Table 2, it can be seen that the history teacher at SMAN 1 Padang has succeeded in integrating historical awareness skills into the history learning process. This includes the skills to understand and analyze historical facts, as well as the ability to interpret values from the past. Teachers and students together reflect on their learning experiences, making history learning an opportunity to instill deep values. Apart from that, history teachers are also active in instilling religious values in students, creating a learning environment that includes spiritual aspects. In addition, students are encouraged to develop a positive spirit of nationalism, with an emphasis on service to the nation and state. This is done through understanding material about the VOC and the origins of colonialism in Indonesia, which is the basis for instilling a strong sense of nationality. Not only that, teachers also include aspects of moral education by instilling anti-corruption values in students. It creates moral and ethical awareness in understanding historical events and teaches students to analyze history with a critical and responsible perspective. Thus, learning history at SMAN 1 Padang does not only focus on understanding facts but also aims to form students' characters who have integrity and contribute positively to society. Meanwhile, table 3 shows that SMAN 1 Ranah Pasisia teachers do not target students in historical awareness skills.

### ***Historical research***

Based on Law Number 008/H/KR/2022, the historical research skills that students must have are the ability to determine a topic, collect sources (heuristic), criticize and select sources (verification), analyze and synthesize sources (interpretation), and write history. In Table 2, it can be concluded that the history teacher at SMAN 1 Padang has succeeded in integrating the components of historical research skills, namely collecting historical sources and writing history. The history teacher at SMAN 1 Padang succeeded in integrating components of historical research skills, especially in the activity of collecting historical sources. Teachers not only facilitate students to collect relevant information but also encourage them to carry out experiments to gain the clarity needed to solve certain historical problems. To provide freedom and support literacy, students are permitted to search for material on websites or in books. This approach is not only a form of developing literate learning activities but also as a means of expanding information sources and building students' abilities in sorting relevant and accurate information in a historical context. In this way, teachers create a learning environment that empowers students to become independent and critical historical researchers. To enhance students' learning experiences, teachers organize students into groups to conduct historical investigations that culminate in work results. In this investigation process, teachers apply product differentiation to accommodate the diverse learning styles of students. For example, students with a visual learning style can create presentation media in the form of images, charts/concept maps, and mind maps. Meanwhile, students with an audio learning style, are allowed to create presentation media in the form of sound recordings. Furthermore, students with a kinesthetic learning style can create presentation media in the form of video observations or dramatizations. By implementing this product differentiation, teachers not only provide space for students to explore their creativity but also ensure that each individual can hone historical research skills according to their individual preferences and learning potential. This creates an inclusive learning environment and focuses on the holistic development of student competencies.

In Table 3, it can be seen that the history teacher at SMAN 1 Ranah Pasisia also includes components of historical research skills, which involve collecting sources and writing history. To enrich the learning process, students are asked to respond to the material by answering trigger questions as an introduction to the material to be studied. After that, students are allowed to discuss with their group members to process the data they have found during the investigation. This discussion process helps them understand more deeply the historical material being studied, as well as practice collaborative skills in groups. Apart from that, students are also asked to work on the LKPD (Learner Worksheet) which has been provided by the teacher. This LKPD aims to direct students in summarizing and writing down the information they obtain, hone their history writing skills, and make the learning process more structured. By combining the activities of answering trigger questions, discussing in groups, and working on LKPD, the teacher creates a holistic series of activities to involve students in developing comprehensive historical research skills.

### ***Historical practice skills***

Based on Law Number 008/H/KR/2022, practical historical skills consist of the ability to read textbooks, reference books, the internet, historical documents, and interview results, write historical stories, tell historical stories, process non-digital or digital historical information in various forms of historical applications, sound recordings, documentaries, photos, mockups, vlogs, timelines, storyboards, infographics, videographers, comics, posters, etc. In Table 2, it is clearly illustrated that history teachers at SMAN 1 Padang integrate various aspects of practical history skills into their curriculum. The teacher not only emphasizes the ability to read textbooks, reference books, the internet, historical documents, and interview results but also facilitates students in processing historical information, both in non-digital and digital forms. Various historical applications such as sound recordings, documentaries, photos, mockups, vlogs, timelines, storyboards, infographics, videographers, comics, posters, etc. become an integral part of learning. In this context, students are given the freedom to search for learning materials through websites or books, which is in line with their literacy development efforts. Teachers not only create variations in learning methods but also differentiate products according to the learning style of each student. Teachers provide space for students with a visual learning style to develop their understanding through presentation media in the form of pictures, charts/concept maps, and mind maps. For students with an audio learning style, the teacher provides the opportunity to create presentation media in the form of sound recordings. Meanwhile, for students with a kinesthetic learning style, the teacher facilitates the creation of presentation media in the form of observation videos and dramas. This reflects teachers' commitment to supporting students' holistic development, enriching their learning experiences, and creating an inclusive and diverse environment. Meanwhile, in Table 3, the history teacher at SMAN 1 Ranah Pasisia does not include the practical history skills component.

Based on the description above, there are differences in listing the standards of history subject skills. Teachers at SMAN 1 Padang have thoroughly included all the skills of history learning, ensuring that all aspects of competence expected in the curriculum are well accommodated. In contrast, SMAN 1 Ranah Pesisir teachers have yet to include all the skills in the history subject, so some skill standards needed to be visible in their teaching modules. This difference shows that while one school has fully implemented the expected curriculum standards, the other school still needs improvement in the preparation of teaching modules to align with the overall skill standards set.

Table 4. Comparison of historical proficiency indicators for history teachers at SMAN 1 Padang and SMAN 1 Ranah Pasisia

Scope of Skills Standards	SMAN 1 Padang	SMAN 1 Ranah Pasisia
Historical Thinking Skills	√	√
Historical Consciousness	√	-
(Historical Research)	√	√
Historical Practical Skills	√	-

In Minister of Education and Culture Regulation Number 7 of 2022 concerning Content Standards for Early Childhood Education, Basic Education Levels, and Secondary Education Levels, history subjects contain various important events that occurred in Indonesia at the local, national, and global scope. The history teaching module developed by the history teacher at SMAN 1 Padang contains historical material covering local, national, and global scope which can be seen in the following table.

Table 5. Material Content in the Teaching Module for History Teachers at SMAN 1 Padang

Local Material	National Material	Global Materials
Minangkabau traditional proverb: Kamanakan barajo ka mamak, Mamak barajo ka pangulu, Pangulu barajo ka mufakat, Mufakat barajo ka nan bana, Bana badiri sandirinyo, Manuruik alua jo patuik, Manuruik Patuik jo Kamanakan Manuruik alua jo patuik, Manuruik Patuik jo perhaps (before Islam ), Manuruik kitabullah and sunnah Rasul (after Islam)	VOC in Indonesia	The fall of Constantinople by the Ottoman Turks and its impact on European spice traders, and the resistance of kings and people to European nations in the archipelago

The material contained in the history teaching module developed by the history teacher at SMAN 1 in the field of passion can be seen as follows.

Table 6. Material Content in the History Teacher Teaching Module at SMAN 1 Ranah Pasisia

Local Material	National Material	Global Materials
-	PKI Madiun DI/ TII	Renville Agreement Military Aggression II

Based on Table 6, it can be concluded that the history teacher at SMAN 1 Ranah Pasisia does not include local history material in the curriculum. This may reflect a discrepancy with the direction of the Minister of Education and Culture Regulation Number 7 of 2022. As explained in this law, history subjects should cover various important events that occurred in Indonesia, both locally, nationally, and globally. The absence of local history material can have an impact on students' understanding of history related to

their context and identity. Therefore, history teachers need to evaluate their curriculum and ensure that aspects of local history are also addressed so that students can develop a deeper understanding of the cultural and historical heritage around them. This is in line with the spirit of the Merdeka Curriculum which emphasizes the importance of understanding and appreciating Indonesia's cultural and historical diversity in everyday life (Maulidina Tri Amanda, Akhmad Ali Mirza, & Zaitun Qamarah, 2023).

In Minister of Education and Culture Regulation Number 21 of 2022 concerning Educational Assessment Standards in Early Childhood Education, Basic Education Levels, and Secondary Education Levels, teachers are encouraged to carry out assessments, namely formative assessments and summative assessments.

### **Formative assessment**

A formative assessment is an assessment that aims to provide information or feedback for educators and students to improve the learning process. Formative assessments are carried out to identify student learning needs, and also obtain information on student progress or feedback for students' and teachers' repair learning processes. Formative assessments are usually carried out at the beginning of learning and the end of learning. SMAN 1 Padang teachers designed formative assessments in the form of trigger questions and sheet student Work (LKPD). The trigger questions created by the history teacher at SMAN 1 Padang were: 1) what is meant by colonialism?; and 2) what factors were behind the arrival of Westerners to Indonesia? Whereas LKPD Which developed by a history teacher at SMAN 1 Padang in the form of group discussions, creating a synopsis of the results of watching films, and identifying problems.

LAMPIRAN 1 LEMBAR KERJA PESERTA DIDIK (LKPD)																			
<b>Aktivitas 1</b> <b>Mengenal Rempah-Rempah Asli Indonesia</b> <b>Tugas</b> <ul style="list-style-type: none"> <li>Tahukah kalian wilayah mana saja yang memiliki rempah-rempah asli Indonesia? Buat diskusi kelompok untuk mengidentifikasi rempah-rempah asli dari daerah kalian.</li> </ul> <p>Pengetahuan mengenai kegunaan rempah-rempah menjadi sebuah hal yang penting mengingat manfaatnya yang sangat beragam. Pada situasi pandemi, pengetahuan tentang pengobatan lokal menjadi alternatif yang sangat membantu masyarakat untuk menjaga kesehatan.</p> <b>Petunjuk Kerja</b> <ul style="list-style-type: none"> <li>Presentasikan hasil diskusi kalian kepada guru dan teman-teman agar informasi mengenai kebermanfaatan rempah-rempah dan obat-obatan asli Indonesia dapat diketahui secara luas.</li> </ul> <table border="1"> <thead> <tr> <th>No.</th> <th>Nama Rempah</th> <th>Fungsi</th> <th>Asal</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				No.	Nama Rempah	Fungsi	Asal	1				2				3			
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<b>Aktivitas 2</b> <b>Menonton Film <i>Battle of Empire Fethi</i> 1453</b> <p>Apabila tersedia perangkat digital yang memadai dan jaringan internet yang baik, silakan kalian menonton film berjudul <i>Battle of Empire Fethi</i> 1453 untuk melihat bagaimana kisah penaklukan Konstantinopel oleh Sultan Muhammad II tahun 1453. Aktivitas ini dapat dilakukan di rumah atau diluar jam pelajaran, mengingat durasi film yang panjang. Setelah selesai menonton, buatlah sinopsis film tersebut dan presentasikan kepada teman-teman pada pertemuan berikutnya. Film ini merupakan film epic sejarah yang mengangkat kisah nyata tentang tokoh Muhammad Al-Fatih, Sultan ketujuh Daulah Utsmaniyah yang berhasil menaklukan Kota Konstantinopel pada tanggal 29 Mei 1453. Dalam film tersebut diceritakan secara umum bagaimana upaya Muhammad Al-Fatih melakukan berbagai macam persiapan dan strategi untuk penaklukan. Untuk dapat melihat film tersebut, salah satunya dapat diakses dari laman youtube berikut: <a href="https://www.youtube.com/watch?v=yWlpCdoXTpY">https://www.youtube.com/watch?v=yWlpCdoXTpY</a></p>																			

Figure 2. History Teacher LKPD at SMAN 1 Padang

The formative assessment designed by the history teacher at SMAN 1 Ranah Pasisia also took the form of trigger questions and LKPD. Sparking questions asked by the teacher at the beginning of history learning, in the form of; 1) when were the first elections held in Indonesia?; 2) what were the conditions in Indonesia at that time?; 3) What were the problems faced by the Indonesian people at that time? Meanwhile, the LKPD developed by the history teacher at SMAN 1 Ranah Pasisia contains group discussion instructions.

A. LEMBAR KERJA PESERTA DIDIK  
ATP: perkembangan kehidupan bangsa Indonesia pada masa demokrasi liberal

Petunjuk Kegiatan Diskusi:

- Bentuklah 4 kelompok dalam kelas!
- Pembagian tema diskusi setiap kelompok:
  - 1) latar belakang munculnya demokrasi liberal
  - 2) perkembangan masa demokrasi liberal (kabinet)
  - 3) ancaman disintegrasi bangsa pada masa demokrasi liberal
  - 4) akhir masa demokrasi liberal.
- Masing-masing kelompok dibimbing oleh guru merumuskan masalah sesuai tujuan pembelajaran
- Masing-masing kelompok mengumpulkan informasi dari berbagai sumber lalu berdiskusi untuk menjawab rumusan masalah
- Selama diskusi, kalian harus mengerjakan secara kolaboratif dalam kelompok masing-masing.
- Sekretaris masing-masing kelompok membuat laporan hasil diskusi
- Masing-masing perwakilan kelompok menampilkan hasil diskusinya di depan kelas
- Masing-masing peserta didik mencatat kesimpulan dan poin-poin penting dari diskusi yang sudah dilakukan di buku catatan masing-masing.

Figure 2. LKPD for the History Teacher at SMAN 1 Ranah Pasisia

### ***Summative assessment***

Summative assessment assessing students' achievement of learning objectives or CP as a basis for determination promotion to class or graduation from an educational unit. Summative assessment is carried out at the end of learning. The history teacher at SMAN 1 Padang developed a summative assessment which can be seen in the following picture.

<b>Individu</b>	<b>Berkelompok</b>
<ul style="list-style-type: none"> <li>- Test tertulis PG atau Essay</li> <li>- Sikap peserta didik selama mengikuti kegiatan pembelajaran</li> </ul>	<ul style="list-style-type: none"> <li>- Diskusi kelompok</li> <li>- Presentasi</li> <li>- Produk laporan penelitian mengkomunikasikan laporan dalam bentuk tulisan/tulisan/ media lain)</li> </ul>

Figure 3. A summative test designed by the History Teacher of SMAN 1 Padang

In contrast, history teachers at SMAN 1 Ranah Pesisir did not develop summative assessments at the end of their lessons. This is due to several factors, such as the limited time to design and implement thorough evaluations or more adequate resources and training to develop practical summative assessments. In addition, teachers may focus more on formative evaluations that aim to provide feedback during the learning process, making summative assessments that assess students' overall understanding at the end of learning less prioritized. Administrative constraints and high workloads could also be why summative assessment development has yet to be maximized.

## **CONCLUSION**

Based on the research, there are significant differences in the approach to preparing teaching modules between SMAN 1 Padang and SMAN 1 Ranah Pesisir. This finding is essential in educational studies, especially in developing and implementing history teaching modules. This finding implies that

more intensive and gradual training, such as that conducted at SMAN 1 Padang, results in teaching modules that are more comprehensive and in line with the Kemdikbud curriculum standards. Meanwhile, training undertaken only once, such as at SMAN 1 Ranah Pesisir, tended to produce teaching modules that needed to be completed, especially in practical historical skills and integrating local materials. These findings can be used to design more effective teacher training programs, emphasizing the importance of continuous training and a phased approach to teaching module development. Implementing these findings in practice can take the form of developing policies that support continuous teacher training and providing adequate resources to support the development of better teaching modules. Periodic evaluation of the teaching modules that have been developed also needs to be done to ensure that the modules remain relevant and by curriculum standards. The limitation of this study lies in the focus on only two schools, so the generalizability of the results may be limited. In addition, this study did not explore other factors that may affect the effectiveness of teaching modules, such as school management support, resource availability, and student participation. For further research, conducting a broader study involving more schools from various regions is recommended to get a more comprehensive picture of the implementation and development of history teaching modules. In addition, further research can explore the impact of the developed teaching modules on student learning outcomes and identify supporting and inhibiting factors in designing and implementing teaching modules. Thus, the quality of history learning in schools can be continuously improved, positively impacting students' historical understanding and their ability to develop critical thinking skills, historical awareness, practical skills, and historical research.

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