An Analysis of Project-Based Learning Teaching Module by English Teachers of Senior High Schools in Lembah Gumanti

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Article History	Abstract
  Keywords: Curriculum, *Merdeka* curriculum, Teaching Module, Project-Based Learning.	*This study is a descriptive study aimed at investigating project-based learning teaching modules compiled by English teachers as well as their problems in compiling them in the senior high school in Lembah Gumanti on the Merdeka curriculum. A total of six English teachers at senior high school in Lembah Gumanti were chosen as the participants. Qualitative analysis was used to describe the analysis of the teaching modulus compiled by an English teacher. The data from the interview was transcribed, classified, and concluded. The results of the qualitative analysis showed that the design of the project-based learning teaching module by three English teachers in Lembah Gumanti was quite appropriate. Three teachers are able quite capable to write project-based learning teaching modules by writing their entire syntax according to their characteristics. The results of the interviews showed that the other three teachers who do not use a project-based learning module faced some problems in compiling the project-based learning teaching modules on the Merdeka curriculum, the teachers are not familiar with stages the project-based learning and have difficulty determining the project topic as well as its activities in the classroom. It was concluded that the teachers need training in designing the specialized project-based learning teaching module so that they will be better for the design of teaching module based on the Merdeka curriculum.*

INTRODUCTION

The *Merdeka* curriculum has been launched by the government to be implemented in schools. The curriculum was first launched in February 2022 by the Ministry of Education, Culture, Research and Technology. This curriculum gives the school the flexibility to implement it. The *Merdeka* curriculum has been implemented gradually starting with the 2022/2023 academic year and will be applied as a National Curriculum.

According to Indrawati (2020), the *Merdeka* curriculum the curriculum incorporates many intra-curricular learning opportunities, with a focus on optimizing content to allow students ample time for in-depth understanding of concepts and the development of strong competencies. Nasir (2020), said that the *Merdeka* curriculum refers to the development of core competencies and generic skills as well as strengthening character education through active and collaborative learning. Merdeka curriculum provides the solution to the student's learning loss and can be adjusted to the school's condition.

The *Merdeka* curriculum's implementation may result in significant modification for specific sections. The first modification is to the teaching module. *Merdeka* curriculum allows the teacher to create the teaching module by themselves. The formulation of the teaching module must not be wrong and this document is designed to guide teachers in implementing learning to learning goals. Currently, on the *Merdeka* curriculum teaching devices are known as the term teaching modules. A teaching module is a pedagogical tool that includes a structured plan for implementing learning activities in order to facilitate the attainment of learning goals. A learning module has components such as learning objectives, learning activities, assessments, and learning infrastructures that match the characteristics and needs of students. According to Tiwan (2010), a module is an educational resource or tool that systematically and aesthetically presents content, methodologies, constraints, and assessment techniques in order to develop the desired proficiency corresponding to the level of complexity.

The second modification is the learning model. There are several learning models recommended by Merdeka curriculum. One of them is Project-Based Learning. According to Ministry of Education, Culture, Research, and Technology (2020), Project-based Learning is an educational approach where students actively engage in problem-solving activities. These activities are conducted either in groups or alone, following a systematic process within a specific time frame. The outcome of the process is a product that is then presented to others. According to Made Wena (2020), project-based learning is an educational approach that allows teachers to oversee classroom learning by including project-based tasks.

The Project based learning model is recommended by the *Merdeka* curriculum as it can provide benefits to students. According to Wiartis (2020), the following are some of the advantages of implementing a project-based learning model in the English language classroom such as improving students' ability to manage a project, training communication and collaborative character within the group and making the learning atmosphere more enjoyable and challenging.

According to Kemdikbud (2020), syntax Project-Based Learning consists of: start with the essential questions, design a plan for the project, create a schedule, monitor the students and the progress of the project, assess the outcome and evaluate the experience. A learning model that uses projects as the core of learning.

Based on the above statements, the researcher is interested in finding out whether the sequence of project-based learning written by English teachers at senior high school in Lembah Gumanti in the teaching module is consistent with the guidelines issued by the government or are less optimum because the sequence of learning is very important in the teaching module because each syntax has different purposes,

activities, and outcomes, so that learning sequence systematically and is structured. However, the researchers chose the project-based learning module because it contributes to the development of the *Merdeka* curriculum that prioritizes student independence, creativity, and innovation, and the project-based learning model known from previous research can improve the quality of learning and student learning outcomes as this learning model can motivate students to learn and encourage their ability to create a project.

The teaching modules prepared by teachers should be appropriate and correct because they will be guided during teaching so that interesting teaching materials are created according to the needs of students. Moreover, the researcher wants to know the difficulties experienced by the teachers during the composition of the teaching module so that not all teachers are able to write project-based learning teaching modules. There is still a difference between the previous study and this study. In this study, the researcher chosen project-based learning model as a learning model that used on the teaching module, meanwhile others research used discovery learning model. The reason the researcher chosen project-based learning because this model creates a project in the end of learning and have many advantages for the students. Others differences are the interview as an instrument and new location. In addition, the related studies have not been conducted in Lembah Gumanti. Thus, the researcher conducts the research with the title "An Analysis of Project-Based Learning Teaching Module by English Teachers of Senior High Schools in Lembah Gumanti"

METHOD

The research methodology employed in this study was descriptive. A descriptive way to get a deep understanding. This research was conducted at Senior high school in Lembah Gumanti as the source of the data, while the project-based learning teaching module as the data. The outcome of this study used in written form. The participants of this research were the English Teachers from senior high schools in Lembah Gumanti. The participants of were 6 English Teachers'. The instruments of this research were a documents analysis and an interview.

RESULT AND DISCUSSION
Finding 1

Table 4.1 Analysis Teaching Module

No	Stages	Aspect Analysis	Checklist	
			Yes	No
1	Questioning	Teacher asking an essential question	√	
		Topics with real world relations.	√	
2	Designing	Teachers guide students design projects	√	
		Students write project work activities	√	
3	Scheduling	Teacher guides students to make timelines to work on a project	√	
		Students to set deadlines to work at a project	√	

4	Monitoring	Teacher monitors student activity	√	
		Teachers monitor the progress of the project and guide if there are difficulties	√	
5	Assessing	Teacher assesses student project results	√	
		Students display project results	√	
6	Evaluating	Teachers reflect on project activities and outcomes	√	
		Students share their experiences during project work	√	

The components of the Project-Based Learning teaching Module consist of six stages such as questioning, designing, scheduling, monitoring, assessing and evaluating. Each stage has a different characteristic, (the Ministry of Education and Culture, 2022)

The result of the data analysis shows that the teaching module Project-Based Learning designed by English teachers mostly in accordance with the teaching module based on the Merdeka curriculum. This is described in detail below:

a. The questioning stage consists of the teacher asking an essential question and project topics relating to the real world. At this stage the question is very important because it will be the foundation for students will think critically and become the assignment of students in carrying out the activity. Besides, the topic of the project that will be produced by students is a topic that really exists in the world. All participants have implemented it by writing the question in the teaching module.

b. The designing stage teachers are required to guide students in designing the project to be generated and students write the project activities to be implemented. It can be seen on the teaching module by Participant 1 have already guided students in designing the project. Students were also asked to create the activities they were going to do. The participant 1 write the project timeline meanwhile Participant 2 and 3, they are not writing the project timeline in the designing stage.

c. The scheduling stage, teachers are asked to guide students in making time and deadlines in completing the project. This timetable is crucial for students to complete their projects well and for teachers to know the student's project activities. All these activities have been written in the teaching module by Participant 2 and others two participant, they are not writing the project timeline in the scheduling stage.

d. The monitoring stage consists of the teacher monitors student activity and teachers monitor the progress of the project and guiding if there are difficulties. Teachers become mentors to students by facilitating each student's progress. All the participant writing all the criteria for the monitoring stage.

e. The assessing stage, in these stages teachers assess students' project results and students display project results. The assessing stage is done to help teachers in

measuring standard compatibility, and assess the progress of each student. All the participant writing all the criteria for the monitoring stage.

f. The evaluating stage, the activity in the stages evaluating is that teachers reflect on the activities and outcomes of the broadening as well as the students share their experiences during the project. All these activities have been written by the Participant 1 in she/he teaching modules. Besides that, others participant such as Participant 2 and Participant 3 they are not writing the students share their experiences during the project in the designing stage.

In conclusion, the three teachers who participated in the study who had a project-based learning teaching module as a whole were able to write project-based learning in a module teaching on the Merdeka curriculum but still had a syntax that was not written in accordance with the criteria of the module. In addition, Participant 2 does not write project's planning on the stages design and on stages evaluating nor does it write sharing students' experiences during completion of the project and other stages are written according to sequence and criteria. Last, participant 3 did not write projects' planning on designing stages, project timeline on scheduling stages.

Finding 2

Based on the interview results, it revealed that some of the teachers faced some problems in designing teaching modules. The first problem is in designing teaching module. In the Merdeka curriculum each student has been grouped according to their respective abilities based on the diagnostic tests carried out by the guideline and counselling team. Therefore, the teacher finds it difficult to adapt the material to the needs of the student and is not accustomed to the new components in the teaching module on this Merdeka curriculum. The second problem is for preparing project-based learning. Teachers find it difficult to prepare project completion activities for students and difficulty in writing phases of project-based learning. The third problem in choosing a topic project. Teachers have difficulty in creating ideas for the results of projects that would be produced during learning. The last problem is doing the assessment. The teacher felt the difference in assessment between the previous curriculum with the Merdeka curriculum.

In the Merdeka curriculum, there is no division in the assessment of attitudes, knowledge, and skills. Authentic assessment is carried out on the project of strengthening the profile of Pancasila, and formative assessments are used to design learning according to the level of student access. It also uses competence-based assessment. Authentic assessment is carried out on each subject, and formative assessments are used to monitor learning progress and learning outcomes.

Discussion

The main research objective of this study is to know the English teachers project-based learning teaching module and their problems in designing teaching modules in Merdeka curriculum at Senior High Schools in Lembah Gumanti. This section describes the finding from the document analysis and interview, as follows:

The result from the first research question: How is the teaching module project-based learning written by the teacher in Lembah Gumanti? From the result of the document analysis, can be concluded that teaching modules obtained from English

teachers' Senior High School applied as Project- Based Learning. The teachers are quite capable. to write down all stages of project-based learning in the teaching module, starting from the questioning stage which contains essential questions that are very important in the opening of learning materials, the designing stage which contains students who design project activities guided by the teacher, the scheduling stage which contains the tent of student activities, making timelines and deadlines of project work assisted by the teacher, monitoring stage which is an important stage where teachers monitor student activities during project work and help students if they find difficulties. The teacher also monitors the activeness of all students in their respective activities in each group. At the assessing stage, the teacher assessed the results of the project displayed by students. Lastly, in the evaluating stage, the teacher invites students to reflect on the end of learning by asking students to share their experiences during the work on project results. Although all the syntax is written by the teacher, there are some criteria that are not written, such as project's planning on the design stage which must exist because it will describe the layout of the student's project plan that was not written by two teachers, the project timeline on the scheduling stage which was also not written on the two professors, and on the evaluating stage also did not be written by 2 teachers about sharing experiences related to difficulties experienced by students during the project completion process.

From the results above, it can be seen that curriculum changes that have occurred for some times have brought new changes in the Education system, one of which is teaching modules. Teaching modules are written by teachers according to student needs. Teaching modules created by teachers are required to be easy to understand, precise and interesting for students. Each student is grouped based on their abilities based on diagnostic tests conducted before learning begins. Project-based learning as one of the recommended learning models in the Merdeka curriculum is a new challenge for teachers because each teacher is required to be able to write teaching modules which at the end of learning each student who is in groups or individuals will create project results from the material that has been learned.

This is supported by Kemdikbud (2020), to start with the essential questions (questions that can give assignments to students in carrying out an activity), design a plan for the project (planning is carried out collaboratively between teachers and students), create a schedule (teachers and students collaboratively arrange a schedule of activities in completing the project), monitor the students and the progress of the project, assess the outcome (assessment is carried out to assist teachers in measuring standard achievement), and evaluate the experience (at the end of the learning process, teachers and students reflect on the activities and results of projects that have been carried out). The results of this study show that after setting criteria, teachers it's quite capable create teaching modules according to existing components that can be adapted to the conditions and needs of students, teachers, and schools.

However, of course, difficulties are found in writing project-based learning teaching modules felt by teachers such as teachers who have difficulty creating ideas or topics from the resulting projects and in designing project activities. The resulting project must be in accordance with real-world events or can also be called according to student observations and experiences. In addition, teachers are also unfamiliar with the syntax that exists in project-based leaning learning because it is different from

other learning models. Even so, teachers are still able to create project-based learning teaching modules that are in accordance with the Merdeka curriculum guidelines. It is agreement with earlier research a study by Sanjaya (2023), the title "Teachers' Readiness and Ability in Designing Teaching Modules in The Merdeka Curriculum", the purpose of this study was to find out how the teacher's readiness and ability to develop teaching modules based on the Merdeka curriculum and steps that can be taken to improve the teacher's ability to develop teaching modules. The results of the study found that there were still many teachers who were not fully prepared to implement the Merdeka curriculum, this could be seen from the fact that there were still many teachers who were unable and had difficulty in compiling teaching tools, one of which was the teaching module.

The result from the second research question: The English Teacher's Problems in Designing Teaching Module Project-Based Learning in Merdeka Curriculum? The result of the interview can be concluded that the teachers faced problems in designing teaching modules for Project-Based Learning in Merdeka curriculum. First, teachers are not familiar with the components of the teaching module in the Merdeka curriculum because it is very different from the learning plan in the previous curriculum. They have difficulty in matching learning materials, choosing project topics and structuring project activities that suit student needs will be arranged appropriately and interestingly. Second, teacher have problem in assessment. They feel that the assessment is also different from the previous curriculum which focused more on student academics while the Merdeka curriculum focused more on non-academics.

Assessment in the independent curriculum does focus more on non-academic assessments, such as attitude assessments, skill assessments, and project assessments. This non-academic assessment aims to develop students' character and morals, in accordance with the objectives of the independent curriculum itself. This non-academic assessment also provides flexibility for teachers to create quality, flexible, and meaningful learning. This non-academic assessment is different from the academic assessment used in the 2013 curriculum, which emphasizes more on achieving student competence in the field of knowledge.

Based on the explanation above, it can be concluded that the difficulties experienced by teachers in writing project-based learning teaching modules are because teachers lack training in the preparation of teaching modules when the Merdeka curriculum is just launched so not all teachers are able to write project-based learning teaching modules and not all teachers are familiar with the syntax of project-based learning and there are even teachers who think that the project-based learning model can only be applied in Entrepreneurship and chemistry subjects. They do not know that the project-based learning model can also be applied in English lessons which are known from previous research to have many advantages for students and teachers. This is supported by Agusty et all (2023), with the title "Analysis of Teacher Difficulties in Compiling Teaching Modules in SMA Negeri Pakusari Jember", the results showed that there are 3 criteria for teacher difficulty, namely: (1) teachers understand regarding teaching modules and their components by 53%; (2) the teacher understands the teaching module but does not understand its component is 20%; and (3) teachers do not understand the teaching module and its components by 27%. The

components of teaching modules that must be understood by teachers are general information components and core components.

CONCLUSION

From the findings and discussion stated in the previous chapter, the following conclusions can be obtained:

The three teachers have been quite capable to write teaching modules based on Project-Based Learning stages. The stages are written and explained in detail, starting with asking questions, guiding students to design projects, scheduling project completion, monitoring student activity and completion of projects, assessing student projects, and evaluating experiences. However, there are not all teachers creating Project-Based Learning teaching modules. However, On the designing stage, scheduling stage, and evaluating stage not written by the teacher according to the criteria of the respective Syntax.

There are some problems faced by English teachers in designing project-based learning teaching modules based on the Merdeka curriculum. They were not familiar with the components of the teaching module in the Merdeka curriculum because it is very different from the learning plan in the previous curriculum. The Teachers said that it was difficult to find suitable material, difficulty in defining project topics, project activities that should be suitable for the needs and capabilities of students, and project outcomes. One of the teachers never used a project-based learning model in a teaching module because he did not understand the stages of project-driven learning.

Not all teachers are having project-based learning teaching modules and not all teachers are familiar with the syntax of project-based learning there are even teachers who think that the project-based learning model can only be applied in Entrepreneurship and chemistry subjects. They do not know that the project-based learning model can also be applied in English lessons which are known from previous research to have many advantages for students and teachers.

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