An Analysis of English Teachers' Abilities and Difficulties in Designing "Modul Ajar" in the Merdeka Curriculum at SMAN 2 Batang Anai

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Article History	Abstract
  Keywords: *English Teacher, Abilities and Difficulties, Modul Ajar*	*This research was conducted to investigate the abilities and the difficulties faced by English teachers in designing Modul Ajar in the Merdeka curriculum at SMAN 2 Batang Anai. This research used qualitative research using the case study method with documentation and in-depth interview instruments employed in this study. The participants involved were two English teachers who teaching at the 10th and 11th grade. The result showed that the abilities of English teachers were in sufficient category and poor category with scores of 70 and 60 respectively. Meanwhile, the difficulties faced by English teachers include: a) difficulty in determining an effective learning approach; b) difficulty choosing the right learning method; c) difficulty in creating learning materials that are interesting for all students and appropriate to learning methods; d) difficulty in designing learning steps to fit the available time allocation; e) difficulty in choosing the right learning strategy to suit the learning steps and time allocation; f) difficulty in relating the material to everyday life or real-life contexts in trigger questions; g) difficulty adjusting learning activities to the time in class; h) difficulty in facilitating or providing material that meets all students' needs; i) difficulty in creating student worksheets and assessment instruments due to limited time. Through this research, it is hoped that the findings can help English teachers find out their abilities and difficulties they face.*

INTRODUCTION

Modul Ajar is one of the teaching tools that contains lesson plans that are used by the teacher during the learning process in order to achieve learning outcomes (Rahimah, 2022). Reporting from the official website of the Ministry of Education (Kemdikbud, 2022) in developing *Modul Ajar,* teachers have the freedom to choose and modify *Modul Ajar* that have been provided by the government or compose them themselves according to student characteristics. However, the government has set several criteria in making *Modul Ajar*, including essential, interesting, meaningful

and challenging, relevant and contextual, and sustainable. While the core components of the *Modul Ajar* are three, namely, learning objectives, learning activities, and assessment plans (Kemdikbud, 2022).

In designing *Modul Ajar* the teacher really has to prepare well. Maulida (2022) found that the change from lesson plans to *Modul Ajar* turned out to have an impact on a number of teachers because teachers do not understand how to make these *Modul Ajar*. Teachers play an important role in preparing learning tools, teachers' ability to think and innovate in creating *Modul Ajar* is really needed. Teachers need to develop *Modul Ajar* to the fullest, however, in reality, there are still teachers who don't really understand how to create and develop *Modul Aja*r, especially in the *Merdeka* curriculum (Maulida, 2022).

In the learning process, planning a good *Modul Ajar* is necessary, otherwise the material delivered to students will not be systematic and this can cause uneven learning between teachers and students (Sanjaya, et.,al, 2022). Then, teachers must pay attention to preparing the *Modul Ajar* well so that the learning process is smooth, not only the teacher is active or vice versa and the learning carried out will be more interesting because the teacher has prepared it. Apart from that, another impact if the teacher is not able to design the *Modul Ajar* well is that it will make it difficult for students to understand the lesson (Yasa, et., al, 2022) and make students have low motivation (Tamir, 2020).

There are several studies related to teachers' difficulties in designing *Modul Ajar*. First, research conducted by Darma, et.,al (2018) entitled "English Teachers' Difficulties in Designing A Lesson Plan (RPP) Based on KTSP (A Study on English Teachers at Vocational High Schools in Bengkulu City)". Second, research conducted by Aulia (2021) entitled "Teachers' Perceptions of the New Policy Called *Merdeka* Belajar; One Page Lesson Plan. Third, research conducted by Nursaid, et.al (2023) entitled "Teachers' Perception of the *Merdeka* Curriculum Policy at SMP Negeri 4 Lembang Jaya, Solok Regency".

Research related to the *Modul Ajar* mostly discusses teachers' perceptions of the *Modul Ajar* and teacher readiness in implementing the *Merdeka* curriculum. However, not many researchers have studied teachers' abilities and difficulties in designing *Modul Ajar*. Therefore, research carried out by the researcher focuses on analyzing the abilities and difficulties of English teachers in designing *Modul Ajar* and this is what differentiates previous research from the research that the researcher conducted.

RESEARCH METHOD

To answer questions raised, the researcher used qualitative research with the case study method. Participants in this research consisted of two English teachers, namely the 10th and 11th grade English teachers at SMAN 2 Batang Anai. The instruments used were documentation and interviews, the researcher used two instruments because, firstly, using documentation to measure the extent of teachers' abilities in designing *Modul Ajar*. Second, using interviews to find the problems or difficulties faced by English teachers in more detail.

RESULT AND DISCUSSION

Researcher has completed research procedures through document analysis and interviews. The researcher has analyzed the *Modul Ajar* that English teachers have created to find out the abilities of English teachers in designing *Modul Ajar*. Meanwhile, to find out the difficulties faced by English teachers in designing *Modul Ajar*, the researcher conducted an interview.

Research Finding
The Result of Modul Ajar Analysis

After analyzing the *Modul Ajar* that English teachers have created, the researcher present the results of data analysis obtained through document analysis, the following were the findings from the analysis of the English teacher's *Modul Ajar* which was assessed based on the PPG Learning Tools Assessment Rubric.

Table 1. *Modul Ajar* Score of English Teacher 1

No.	Indicator	Score
1	The Completeness of *Modul Ajar*	65
2	Main Component	75
3	Teaching Materials and Learning Resources	86
4	Students Worksheet	55
5	Instructional Media	86
6	Assessment Instrument	55
	Total	**70**

1. The Completeness of *Modul Ajar*. Based on the results of analysis, it was discovered that the score for the completeness of the *Modul Ajar* of English teacher 1 was 65, components are complete but there are no appropriate attachments. The criteria for the completeness of the *Modul Ajar* is that it contains general information, the main components and relevant attachments. However, in the main component part of the *Modul Ajar* created by the English teacher 1 there was no assessment rubric and also incomplete attachments.

2. Main Component. After analyzed, it was found that the score for the main component of the *Modul Ajar* of the English teacher 1 was 75, there is a discrepancy in one of the criteria. The main components of the *Modul Ajar* consist of learning objectives, learning activities, and assessments. However, in the *Modul Ajar* of English teacher 1 there was no assessments rubric.

3. Teaching Materials and Learning Resources. The researcher found that the score for teaching materials and learning resources for English teacher 1 was 86, complete and meets all criteria very good, all criteria such as suitability of teaching materials and learning resources with learning objectives and activities, the sequence of teaching materials from simple to complex, from LOTS into HOTS have been fulfilled and are appropriate.

4. Students Worksheet. The result of analysis, the researcher found that there was no students worksheet in *Modul Ajar* created by the English teacher 1. Therefore, the score obtained after analyzed was 55 which did not meet the criteria.

5. Instructional Media. After analyzed, it was found the score for instructional media of English teacher 1 was 86, meets all criteria very good. It meets all the criteria, namely learning media was appropriate to learning objectives and activities, interesting and easy to use.

6. Assessment Instrument. After analyzed, the researcher found in *Modul Ajar* of English teacher 1 there was no assessment instrument. Therefore, the score obtained was 55 which did not meet the criteria.

Table 1. *Modul Ajar* Score of English Teacher 2

No.	Indicator	Score
1	The Completeness of *Modul Ajar*	65
2	Main Component	65
3	Teaching Materials and Learning Resources	65
4	Students Worksheet	55
5	Instructional Media	55
6	Assessment Instrument	55
	Total	**60**

1. The Completeness of *Modul Ajar.* Based on the results of analysis, it was discovered that the score for the completeness of the *Modul Ajar* of English teacher 2 was 65, components are complete but there are no appropriate attachments. The criteria for the completeness of the *Modul Ajar* are that it contained general information, the main component and relevant attachments. However, in the main component part of the *Modul Ajar* created by the English teacher 2 there was no assessment rubric and there were also no attachments.

2. Main Component. It was found the score for the main component of the *Modul Ajar* of English teacher 2 was 65, namely there are two discrepancies in one of the criteria. After analyzed, learning objectives were in accordance with the learning outcomes, but in learning activities there was a mismatch with learning objectives, and there were no assessment rubrics.

3. Teaching Material and Learning Resources. The researcher found that the score of *Modul Ajar* for English teacher 2 was 65, complete and meets 2 or 3 criteria. The teaching materials created were not in accordance with the learning objectives and activities, the presentation of teaching materials is not coherent and there were no instructions for each task that students must do, then do not present high order thinking skills (HOTS).

4. Students Worksheet. After analyzed, it was found that there were no students worksheet in the *Modul Ajar* of English teacher 2 so the score obtained was 55, which did not meet the criteria.

5. Instructional Media. The researcher found there was no instructional media used in *Modul Ajar* of English teacher 2 so the score obtained was 55 which did not meet the criteria.

6. Assessment Instrument. The assessment instruments were not much different from the students worksheet and instructional media. After analyzed, the researcher found there was no assessment instrument in the *Modul Ajar* so the score for this component was 55 which did not meet the criteria.

The Result of the Interview

Researcher conducted interviews with two English teachers who taught classes 10 and 11 at SMAN 2 Batang Anai.

1. Learning Approach and Methods

After conducting an interview with the English teacher regarding the difficulties faced in designing the *Modul Ajar*, the teacher said that there were difficulties. English teacher 1and 2 stated that the difficulties faced were determining effective learning approaches and methods that meet students' needs, difficulties in creating learning materials that are interesting for all students and in accordance with learning methods. Determining learning approaches, learning objectives, learning methods and materials are important in designing *Modul Ajar*. If the teacher cannot determine and adjust the learning approach, learning objective, learning methods and materials to be used, this will affect the learning process.

2. Learning Steps

From the results of interviews regarding the difficulties faced by English teachers in designing *Modul Ajar* in learning steps, English teacher 1 stated that the difficulties faced were difficulty in designing learning steps to fit the available time allocation. As explained by English teacher 1, sometimes the obstacle in implementing learning steps such as pre-activities, core activities, and post-activities are adjusting to the predetermined time allocation. Meanwhile, English teacher 2 do not experience difficulty in adjusting learning activities based on the existing time allocation. In addition, English teacher 1 explained that there was difficulty in choosing learning strategies to suit the learning steps and time allocation.

3. Learning Activities

There are several difficulties faced by English teachers in learning activities. As explained by the English teacher 2, she still experiences difficulties in formulating trigger questions at the beginning of class. Meanwhile, the English teacher 1 did not experience difficulty in formulating trigger questions because at the beginning of the lesson the teacher always asked questions and was used to it even though the questions given were simple questions. In addition, difficulty in adjusting learning activities to the time in class. English teachers 1 and 2 have the same difficulty, namely being constrained in adjusting time. In formulating learning activities, teachers do not experience difficulties, but the obstacle is implementing the learning activities that have been formulated in the *Modul Ajar*. Then, the difficulty in facilitating or providing material that meets all students' needs. English teacher 2 mentioned that she had difficulty providing material to meet the needs of all students. The last difficulty is creating student worksheets and assessment instruments due to limited time. English teacher 1 did not experience difficulties in creating student worksheets as explained by her, but experienced difficulties in creating assessment instruments due to time constraints. Likewise, English teacher 2 experienced difficulties in making student worksheets and assessment instruments because of time constraints.

Discussion

1. *The Abilities of English Teachers in Designing ''Modul Ajar'' in the Merdeka Curriculum at SMAN 2 Batang Anai*

   a) Completeness of Modul Ajar

Based on the finding above, each English teacher gets a score for the completeness of the *Modul Ajar*, namely the same, 65. Based on the PPG Learning Tools Assessment Rubric, *Modul Ajar* have 3 elements, namely general information, core components, and attachments. This is in line with Sufyadi, et.al (2022) that the components included in the *Modul Ajar* are general information, core components and attachments. There were several parts in each component that were not found, including; initial competencies, student targets, meaningful understanding, trigger questions, enrichment and remedial, as well as assessment and its instrument. It can be concluded that the ability of English teachers 1 and 2 in designing *Modul Ajar,* seen from the completeness components of the *Modul Ajar* is in the poor category.

b) Main Component

Based on Permendiknas (2019) and PPG Learning Tools Assessment Rubric. The main components of the *Modul Ajar* that must exist, consist of learning objectives, learning activities, and assessments. In the main component, English teachers respectively received a score was 75 and 65. In the learning objectives made by English teachers it was in accordance with the learning outcomes, but one of the criteria for creating learning objectives was not found, that is Audience (A), Behavior (B), Condition (C), Degree (D). Furthermore, after analyzed learning activities created by the English teacher 2, they were not in accordance with the learning objectives. Then, the learning steps made by English teachers 1 and 2 are appropriate based on time allocation, but the syntax of the learning model is not visible in the *Modul Ajar.* Based on the findings in the assessment section, the teacher only lists the type of assessment used but does not include the assessment rubric or instrument for each assessment. Assessment is not just to determine the achievement of student learning outcomes, assessment can improve students' abilities in the learning process (Setiawati, et.al., 2019).

The teacher's ability to determine learning objectives, learning activities and assessments is a very important part, so teachers really have to understand how to prepare these three core components. If we look at the results of the analysis of the *Modul Ajar* created by the English teacher 1 and 2, it can be said that the teacher's ability to create the core components of the *Modul Ajar* is in the sufficient category and poor category.

c) Teaching Materials and Learning Resources

Based on the results of the findings, scores of *Modul Ajar* of English teacher 1 and 2 were 86 and 65 respectively. Findings from the analysis of the *Modul Ajar* of English teacher 2 show that there was a mismatch between teaching materials and learning objectives and activities. Then, the presentation of teaching materials was not coherent, there were no instructions for each task that students must complete, and not presenting high order thinking skills (HOTS). The teacher's ability to create teaching materials is very necessary because the teaching materials created support the learning process. As explained by Magdalena, et.al (2020), the teacher's role in designing or compiling teaching materials really determines the success of the learning process. The findings show that the ability of English teacher 1 in making

teaching materials is in the very good category. Meanwhile, English teachers 2 are in the poor category.

d) Students Worksheet

Based on the findings, there were no students worksheet made by English teachers 1 and 2. According to Pulungan, et.al (2020) the students worksheet also helps teachers in preparing learning plans, activates students, helps students obtain notes about the material to be studied. Based on the PPG Learning Tools Assessment Rubric, in making students worksheet must be in accordance with the learning objectives, the sequence of activities, according to student characteristics, suitability of activities on the students worksheet with time allocation, and an attractive appearance. The researcher did not find any students worksheet in the *Modul Ajar* created by the English teacher 1 and 2, so the score for the students worksheet component for English teachers 1 and 2 was 55. Therefore, the ability of English teachers to make the students worksheet is in the very poor category.

e) Instructional Media

Researcher found that the scores of instructional media created by English teacher 1 and 2 were 86 and 55 respectively. In English teacher 2, the researcher found that there were no instructional media included in the *Modul Ajar.* As in the PPG Learning Tools Assessment Rubric, when creating learning media it must be adapted to the learning objectives, learning activities, ease of use, and attract the students' attention. In contrast, The teacher's ability to create and select learning media can influence the students' active learning, increasing the influence of the students' interest in learning. As stated by Wahid (2018), learning media is a means of improving the learning process and helping the effectiveness of the learning process. The teacher's ability to create learning media has a big impact on students. From the findings, it can be concluded that the ability of the English teacher 1 in creating learning media is in the very good category, while the English teacher 2 is in the very poor category.

f) Assessment Instrument

The finding results showed that in the *Modul Ajar* of English teacher 1 and 2 there were no assessment instruments, so the score for each *Modul Ajar* was the same, 55. Saraswati (2021) stated that assessment instruments are needed that have valid quality and can measure the extent of students' capacities accurately. Thus, it can be said that assessment instruments are an important part of measuring students' abilities, so teachers must be able to make appropriate assessments and assessment instruments. The findings show that the ability of English teachers 1 and 2 in making assessment instruments is in the very poor category.

2. ***The Difficulties of English Teachers in Designing ''Modul Ajar'' in the Merdeka Curriculum at SMAN 2 Batang Anai***

a) Learning Approach and Methods

The first difficulty is determining an effective learning approach. As explained by English teacher 1, the difficulty faced was the difficulty in choosing a suitable and effective learning approach to apply in the classroom. In accordance to Wiggins & mctighe (2005) that choosing a learning approach that

suits all students with various characteristics is difficult. Meanwhile, English teacher 2 also experience difficulty related to determining the learning approach, namely difficulty in adapting the learning approach to the material and learning methods that have been chosen.

The second difficulty is choosing the right learning method. As stated by English teacher 1 and 2, choosing the right method is sometimes difficult because of the diversity of students in the class. This finding is supported by the theory of Wiggins & mctighe (2005), choosing a learning method to meet all students' needs can be categorized as difficult. This statement is in line with Mustika (2023) stated that there are difficulties in determining learning methods that suit student characteristics. Therefore, teachers must have the understanding and ability to choose and apply learning methods. If the teacher does not master or does not have adequate skills in this learning method then this can be a difficulty for the teacher themselves.

The third difficulty is creating learning materials that are interesting for all students and in accordance with learning methods. As explained by the English teacher 2, apart from the difficulty in adapting learning material to real life contexts, making material that is interesting to students is also difficult. As supported by Thompson (2018), who stated that teachers have difficulty choosing interesting learning materials. Besides, English teacher 2 also explained that she was confused in determining learning objectives because she lacked experience in creating *Modul Ajar*, this affected the lesson material created. Then, English teacher 2 also faced obstacles such as limited facilities to support the learning process.

b) Learning Steps

The first difficulty is designing learning steps to fit the available time allocation. As explained by English teacher 1, sometimes the obstacle in implementing learning steps such as pre-activities, core activities, and post-activities is adjusting to the predetermined time allocation. In accordance to Fatah (2023) which explains that there are still teachers who experience difficulties in adjusting pre-activities, main activities, post activities to the learning steps according to the existing time allocation. Meanwhile, English teacher 2 do not experience difficulty in adjusting learning activities based on existing time allocation.

The second difficulty is choosing the right learning strategy to suit the learning steps and time allocation. English teacher 1 explained that there was difficulty in choosing learning strategies to suit the learning steps and time allocation. Choosing a learning strategy is indeed a challenge for teachers because it not only has to be appropriate but also has to be in accordance with the learning objectives to be achieved. This finding is in accordance with the theory of Wiggins & mctighe (2005), namely choosing learning strategies to suit the goals, material, time and learning styles of students who can be difficult. This is also supported by Rahayu (2019) who stated that some teachers still experience difficulties in integrating learning strategies into learning steps.

c) Learning Activities

The first difficulty is relating the material to everyday life or the real life context in the trigger question. As explained by the English teacher 2, she still experiences difficulties in formulating trigger questions at the beginning of class. This is supported by Fatah (2023) that 20% of teachers still have difficulty formulating trigger questions. Then, research by Arifianti (2023) stated that sometimes teachers lack ideas for creating creative trigger questions so they can trigger students to answer questions. Meanwhile, the English teacher 1 did not experience difficulty in formulating trigger questions because at the beginning of the lesson the teacher always asked questions and was used to it even though the questions given were simple questions. Trigger questions are questions given to students at the start of the learning process with the aim of attracting students' attention. As stated by Sufyadi et.al (2022), trigger questions help increase students' curiosity and critical thinking.

The second difficulty is adjusting learning activities to the time in class. English teachers 1 and 2 have the same difficulty, namely being constrained in adjusting time. This is in line with research by Arifianti (2023) that teachers have difficulty managing time in class. In formulating learning activities, teachers do not experience difficulties, but the obstacle is implementing the learning activities that have been formulated in the *Modul Ajar*. This happens because sometimes things happen outside the learning plan so that the learning activities that have been arranged in such a way have to change or are not appropriate. This means that teachers should be able to adapt learning activities to classroom situations because anything can happen during the learning process. This is in line with Dudley (1998), teachers must prepare a backup plan in case the learning activities that have been formulated are not implemented.

The third difficulty is facilitating or providing material that meets all students' needs. English teacher 2 mentioned that she had difficulty providing material to meet the needs of all students. This is in line with Tomlinson (2001) who states that teachers experience difficulties in meeting the needs of all students because each student has different abilities, learning styles and interests also teachers have limited time to teach and cannot provide individual attention to all students. Therefore, as a teacher must continue to try, learn and improve their abilities so that these difficulties can be overcome because meeting students' learning needs is a teacher's duty that should be paid attention to. As explained by Guskey (2007), teachers who have difficulty meeting student needs can cause achievement gaps and low student learning motivation.

The last difficulty is creating student worksheets and assessment instruments due to limited time. English teacher 1 did not experience difficulties in creating student worksheets as explained by her, but experienced difficulties in creating assessment instruments due to time constraints. Likewise, English teacher 2 experienced difficulties in making student worksheets and assessment instruments because of time constraints. Teachers have an important role in ensuring all students receive quality learning. One of the teacher's duties is to create student worksheets and assessments to help students learn and understand the material. However, the problem is that teachers do not have enough time to make student worksheets and assessments. This is because teachers in Indonesia

have a high workload, including teaching, administration and other activities (Adha, 2021). This means that teachers do not have enough time to create quality student worksheets and assessments. This is in line with *Undang-Undang (UU) Nomor 14 Pasal 35 Tahun 2005* concerning the teacher workload which states that workload is the main activity which includes designing education, conducting learning, calculating educational results, guiding and training students, as well as carrying out other tasks.

CONCLUSION

This research was conducted to fulfill the research objectives that have been set, namely to find out the abilities and difficulties faced by English teachers in designing *Modul Ajar* in the Merdeka curriculum. Based on the result and discussion above, it can be concluded that the abilities of English teachers in designing *Modul Ajar* are in sufficient category and poor category, with the score 70 and 60 respectively.

Then, the researcher also concluded that there were nine difficulties faced by English teachers in creating Teaching Modules, including: a) difficulty in determining an effective learning approach; b) difficulty choosing the right learning method; c) difficulty in creating learning materials that are interesting for all students and appropriate to learning methods; d) difficulty in designing learning steps to fit the available time allocation; e) difficulty in choosing the right learning strategy to suit the learning steps and time allocation; f) difficulty in relating the material to everyday life or real life contexts in trigger questions; g) difficulty adjusting learning activities to the time in class; h) difficulty in facilitating or providing material that meets all students' needs; i) difficulty in creating student worksheets and assessment instruments due to limited time.

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