IMPROVING THE TEACHERS' ABILITY TO DEVELOP INDEPENDENT CURRICULUM TEACHING MODULES THROUGH MENTORING ACTIVITIES IN SMA NEGERI 1 ASEMBAGUS FOR THE ACADEMIC YEAR 2021/2022

Said Ripin Bukaryo
SMA Negeri 1 Asembagus, Situbondo, Jawa Timur
said.ripinb@gmail.com

Abstract

This study aims to improve the ability of SMAN 1 Asembagus teachers to develop teaching modules through mentoring activities. This research is a Suharsimi Arikunto model based school action research (PTS), in which each cycle consists of planning, implementing, observing, and reflecting. This research was conducted in 2 cycles. The subjects of this study were 30 teachers in class X semester I of the 2021/2022 academic year. This study uses a qualitative descriptive analysis technique, which is a research method that describes facts in accordance with the data obtained to identify the level of teachers' understanding, as well as obtaining the teacher's response in compiling teaching modules. The data analysis in this study was collected through performance activities, observation sheets, interviews, and documentation. The mentoring activities carried out for class X teachers SMAN 1 Asembagus are possible to improve teachers' abilities in compiling teaching modules. It is possible to identify from the results of assessments and observations. Before the mentoring was carried out the number of teachers who were able to make teaching modules using an independent curriculum were only 6 teachers (21%) then after cycle II was carried out the number of teachers who were able to make teaching modules increased to 26 teachers (87%). There was an increase in the ability of teachers by 20 people (66%)
Keywords: *Teaching Module, Independent Curriculum, Mentoring*

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan guru SMAN 1 Asembagus dalam mengembangkan modul ajar melalui kegiatan pendampingan. Penelitian ini merupakan penelitian tindakan sekolah (PTS) berbasis model Suharsimi Arikunto, yang setiap siklusnya terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian ini dilakukan dalam 2 siklus. Subjek penelitian ini adalah guru kelas X semester I tahun pelajaran 2021/2022 sebanyak 30 orang guru. Penelitian ini menggunakan teknik analisis deskriptif kualitatif, yaitu metode penelitian yang memaparkan fakta-fakta sesuai dengan data yang diperoleh untuk mengidentifikasi tingkat pemahaman guru, serta memperoleh tanggapan guru dalam menyusun modul ajar. Analisis data dalam penelitian ini dikumpulkan melalui kegiatan unjuk kerja, lembar observasi, wawancara, dan dokumentasi. Kegiatan pendampingan yang dilakukan kepada guru kelas X SMAN 1 Asembagus dimungkinkan untuk meningkatkan kemampuan guru dalam menyusun modul ajar. Hal ini dimungkinkan untuk mengidentifikasi dari hasil penilaian dan observasi. Sebelum dilakukan pendampingan jumlah guru yang mampu membuat modul ajar dengan kurikulum mandiri hanya 6 orang guru (21%) kemudian setelah dilakukan siklus II jumlah guru yang mampu membuat modul ajar meningkat menjadi 26 orang. guru (87%). Terjadi peningkatan kemampuan guru sebanyak 20 orang (66%)
Kata kunci: *Modul Pengajaran, Kurikulum Mandiri, Pendampingan*

INTRODUCTION

The COVID-19 pandemic that hit the world including Indonesia, has caused many obstacles in the learning process in . During the pre-pandemic period, the curriculum used by all educational units in Indonesia in learning was the 2013 curriculum. During the 2020 to 2021 pandemic, the Ministry of Education and Culture issued a policy to use the 2013 and the Emergency curricula to become curriculum references for educational units throughout the country. Furthermore, during the 2021 to 2022 pandemic, the Ministry of Education and Culture issued a policy to use the 2013 Curriculum, the Emergency Curriculum, and the Independent Curriculum.

The implementation of the independent curriculum continues to be carried out at all levels of education to improve the learning and teaching process, which has been hampered due to the pandemic. In implementing the independent curriculum, the government offers 3 options for schools including: (1) independent curriculum (merdeka belajar), (2) changing curriculum (merdeka berubah), and (3) sharing curriculum (merdeka berbagi).[1] Implementing the independent curriculum certainly impacts teachers and all stakeholders of education in terms of administration of learning, strategies in teaching and assessments.

Educational institutions and the government have carried out many efforts and activities to prepare teachers to implement the independent curriculum and further become professional staff. But in fact, the results of observations show that not all teachers perform well in carrying out their duties. It shows the facts that (1) teachers often complain about a changing curriculum, like now when they have to implement an independent curriculum (2) teachers often complain about a curriculum that is loaded with requirements, (3) students often complain about the way teachers teach who is lacking interesting, (4) the quality of education cannot be guaranteed as it should be.[2]

The process of improving and developing a teacher's performance occurs in teaching and learning activities. A teacher's performance is also greatly influenced by the results of coaching the school principal and supervisors in their environment.[3] School supervisors have a significant role in helping teachers improve teacher competence in designing and implementing the learning process in the classroom. The independent curriculum gives teachers the freedom to be able to manage the learning process effectively and efficiently. The level of school productivity in

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[1] Taufik Nugroho and Dede Narawaty, "Kurikulum 2013, Kurikulum Darurat, dan Kurikulum Prototipe (2020-2021) Atau Kurikulum Merdeka (2022) Mata Pelajaran Bahasa Inggris: Suatu Kajian Bandingan," in *SINASTRA: Prosiding Seminar Nasional Bahasa, Seni, Dan Sastra*, vol. 1, 2022, 373–382.

[2] Muhammad Ihsan, "Kesiapan Guru Terhadap Implementasi Kurikulum Merdeka Belajar," *Tugas Mata Kuliah Mahasiswa* (2022): 37–46.

[3] Halifat Wahid Barnabas et al., "Supervisi Dan Evaluasi Pendidikan Dalam Perspektif Merdeka Belajar," *Jurnal Pendidikan dan Konseling (JPDK)* 4, no. 5 (2022): 1696–1701.

providing services efficiently to users (students, communities) will depend heavily on the quality of the teachers who are directly involved in the learning process and their effectiveness in carrying out individual and group responsibilities.

The Directorate of SMA states "the quality of education is largely determined by the ability of schools to manage the learning process, and more specifically, the learning process that occurs in the classroom, has a stake in determining the quality of education. The consequence is that the teacher must prepare (plan) everything so that the classroom's learning process runs effectively".[4]

The statement above confirms that a teacher acts as a facilitator who is expected to be able to manage the learning process in the classroom and have a stake in determining the quality of education in their respective schools. The consequence is that the teacher must be able to design and prepare (plan) everything so that the learning process in the classroom runs effectively. Planning is a very important. Learning planning is a significant step before the implementation of learning. Careful planning is needed so that the implementation of learning runs effectively. Learning planning in this independent curriculum is poured into teaching modules

The current teaching modules are developed using an independent curriculum designed by teachers in educational units. Teachers must compile teaching modules completely and systematically so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development. In addition, ideally the independent curriculum teaching module designed by the teacher, in the learning process not only designs a learning process that requires students to master and be proficient in aspects of knowledge, but also develops in terms of attitudes and skills.

In fact, based on the results of observations and supervision carried out by researchers as school supervisors at SMAN 1 Asembagus, the ability of teachers to design teaching modules using the independent curriculum is still very low. This is because f the independent curriculum is something new for this school. Teachers have found some difficulties about designing independent curriculum teaching modules because they have never received training on the procedures for developing teaching modules and the low effort made by teachers in seeking information independently how to develop independent curriculum teaching modules. Teachers, especially class X teachers in semester I of 2021/2022, are still experiencing problems and feel confused about developing teaching modules using the independent curriculum. Of the 30 teachers in class X, as many as 19 teachers (63%) still do not understand how to make teaching

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[4] Windi Megayanti and Kholifatul Husna Asri, "Transformasi Gaya Kepemimpinan Kepala Sekolah dalam Penerapan Merdeka Belajar," *Research and Development Journal of Education* 8, no. 2 (2022): 771–776.

modules using the independent curriculum. As many as 5 teachers (16%) had little understanding of the preparation of independent curriculum teaching modules, while only 6 teachers (21%) were familiar with compiling teaching modules. Most of the lesson plans prepared and designed by teachers at SMAN 1 Asembagus still use the 2013 curriculum.

An overview of the ability of class X teachers of SMAN 1 Asembagus in semester I of the 2021/2022 academic year in compiling teaching modules.

Table 1

Table of the ability of class X teachers SMAN 1 Asembagus

in compiling teaching modules using the independent curriculum

No	Total of Teachers	Percentages	Writing Teaching Module		
			Understand	Understand a little	Not understood
1	19	63%	√		
2	5	16%		√	
3	6	21%			√

Table 1 shows that the ability of the teachers of SMAN 1 Asembagus is still very low in designing teaching modules using the independent curriculum. This situation cannot be tolerated and a solution must be immediately sought so that the learning process planned by the teachers is in accordance with the independent curriculum.

Seeing this situation, researchers as school supervisors feel challenged and called upon to try to provide guidance, direction and assistance to class X teachers in compiling independent curriculum teaching modules because class X teachers are the target to change the independent option as an option in implementing the independent curriculum. It is also in accordance with the main duties of the researcher as the school supervisor of SMAN 1 Asembagus who wishes that all teachers who are in the place where the researcher is assigned have professional abilities as educators.

RESEARCH METHODS

The subjects of this school action research were 30 class X SMAN 1 Asembagus teachers, 11 boys and 19 girls. The location of this research is at SMAN 1 Asembagus which is located at Jl. Awar-Awar No. 999, East Hamlet, Awar-Awar, Kec. Asembagus, Situbondo Regency, East Java.

This classroom action research was carried out in semester one of 2022 for approximately six months from January to June 2022. This school action research (PTS) uses the research model

of Suharsimi Arikunto.[5] This research consisted of 2 cycles in which each cycle consisted of activities: planning, implementing, observing and reflecting. The Suharsimi Arikunto school action research flow model is as follows in Fugure 1:

Figure 1

Suharsimi Arikunto Model School Action Research Flow[6]
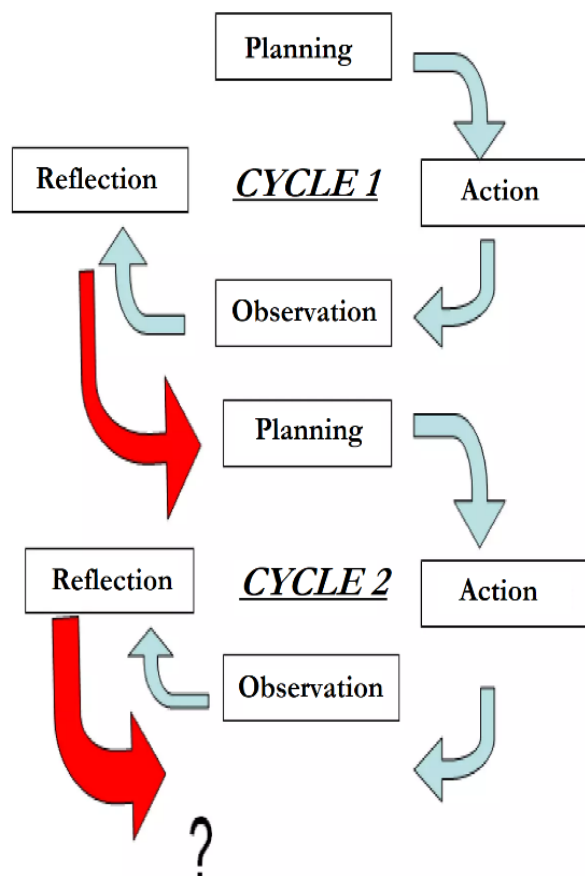
RESULTS AND DISCUSSION

A. Teacher

Etymologically (origin of the word), the term "teacher" comes from the Indian language which means "one who teaches about deliverance from misery".[7] Then Rabindranath Tagore (in Dwiyono & Kustono, n.d.) uses the term Shanti Niketan or house of peace for the place where teachers carry out their noble task of building the spirituality of the nation's children in India (spiritual intelligence).

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[5] Suharsimi Arikunto, *Penelitian Tindakan Kelas: Edisi Revisi* (Bumi Aksara, 2021).
[6] Ibid.
[7] Didimus Sutanto B Prasetya et al., "Peran Kepala Sekolah Dalam Optimalisasi Pelaksanaan Merdeka Belajar Pada Masa Pandemi Di Daerah 3T," *DIDAXEI* 3, no. 1 (2022): 332–345.

A teacher is a person whose job is to teach.[8] With this definition, teachers are equated with educators. This understanding of the teacher only mentions one side, namely as a teacher, does not include the understanding of the teacher as an educator and trainer. Teachers are professional educators because they have accepted and carried the burden from parents to participate in educating children.[9] Law on Teachers and Lecturers of the Republic of Indonesia No.14 of 2005 "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education ". Furthermore, Law No. 20 of 2003 article 39 paragraph 2 concerning the national education system states, "Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators. in college."

Based on the definition above, it can be concluded that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students, and is tasked with planning and implementing the learning process.

B. Teaching Module

The teaching module is a number of tools or media facilities, methods, instructions, and guidelines that are designed systematically and attractively. The teaching module is an implementation of the ATP Learning Objectives Flow) which was developed from Learning Outcomes (CP) with the Pancasila Student Profile as the target. Teaching modules are arranged according to the phases or stages of student development, considering what will be learned with learning objectives, and based on long-term development. Teachers need to understand the concept of teaching modules to make learning more interesting and meaningful. So the meaning of the teaching module is a plan that is prepared according to the phases or stages of student development, considering what will be learned with learning objectives, and based on long-term outcome. Teaching modules are developed based on Learning Flow and Objectives.[10]

The teaching module is equipped with components that form the basis of the drafting process. The teaching module components are needed to complete the lesson preparation. Teaching module components can be added according to subjects and needs. The teaching module

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[8] Muhammad Azka Maulana, Ubaedillah Ubaedillah, and Zaki Fauzan Rizqi, "Hubungan Level Good Governance Kepala Sekolah Dengan Keberhasilan Implementasi Kurikulum Merdeka Belajar," *The Academy Of Management and Business* 1, no. 3 (2022): 134–144.

[9] Evy Ramadina, "Peran Kepala Sekolah Dalam Pengembangan Kurikulum Merdeka Belajar," *Mozaic: Islam Nusantara* 7, no. 2 (2021): 131–142.

[10] Utami Maulida, "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka," *Tarbawi: Jurnal pemikiran dan Pendidikan Islam* 5, no. 2 (2022): 130–138.

component basically consists of 2, namely General Information and Core Component. The core component consists of sub-components: Module Identity, Initial Competence, Pancasila Student Profile, Facilities and Infrastructure, Student Targets, and learning models

C. Independent Curriculum

The Independent Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to students' learning needs and interests. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content.[11]

Various national and international studies show Indonesia has experienced a long-standing learning crisis. These studies show that many Indonesian children are unable to understand simple reading or apply basic math concepts. The findings also show Indonesia's steep educational gap between regions and social groups. This situation then got worse due to the outbreak of the Covid-19 pandemic. To overcome these crises and various challenges, we need systemic changes, one of which is through the curriculum.

The curriculum determines the material taught in class. The curriculum also influences the pace and teaching methods that teachers use to meet students' needs. For this reason, the Ministry of Education and Culture has developed the Independent Curriculum as an important part of efforts to recover lessons from the crisis that we have experienced for a long time.

What are the school's requirements and criteria for applying the Independent Curriculum?

One criterion is being interested in implementing the Independent Curriculum to improve learning. Principals of schools/madrasahs who wish to implement the Independent Curriculum will be asked to study material prepared by the Ministry of Education and Culture on the concept of the Independent Curriculum. Furthermore, if after studying the material the school decides to give it a try, they will be asked to complete an application form and a short survey. So, the process is registration and data collection, not selection.

The Ministry of Education and Culture believes that the willingness of school/madrasah principals and teachers to understand and adapt the curriculum in their respective contexts is the key to success. Thus, the Merdeka Curriculum can be implemented in all schools/madrasas, not limited to schools that have good facilities and in urban areas. However, we are aware that the

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[11] Ineu Sumarsih et al., "Analisis Implementasi Kurikulum Merdeka Di Sekolah Penggerak Sekolah Dasar," *Jurnal Basicedu* 6, no. 5 (2022): 8248–8258.

level of readiness of schools/madrasas varies due to disparities in the quality of schools/madrasas. Therefore, the Ministry of Education and Culture has prepared a curriculum implementation level scheme, based on the results of a survey filled out by schools when registering. Again, there is no selection in this registration process. The Ministry of Education and Culture will later map out the level of readiness and prepare assistance as needed.

D. The Purpose of Implementing the Independent Curriculum

There are two main objectives underlying this policy. First, the government, in this case the Ministry of Education and Culture, wants to emphasize that schools have the authority and responsibility to develop a curriculum that fits the needs and context of each school. Second, with this curriculum option policy, it is hoped that changing the national curriculum can occur smoothly and gradually.

The government is tasked with compiling a curriculum framework. Meanwhile, its operationalization, how the curriculum is implemented, is the school's task and autonomy for the teacher. Teachers are professional workers with the authority to work autonomously based on educational knowledge.[12]

Thus, the curriculum between schools can and should be different, according to the characteristics of students and school conditions, while still referring to the same curriculum framework. Changes in the curriculum framework certainly demand adaptation by all elements of the education system. This process requires careful management to produce the impact we want, namely improving the quality of learning and education in Indonesia. Therefore, the Ministry of Education and Culture provides curriculum options as one of the change management efforts.

Changes to the new national curriculum will occur in 2024. At that time, the Merdeka Curriculum had already undergone iterations of improvement for 3 years in various schools/madrasas and regions. In 2024 there will be quite a number of schools/madrasas in each region that have studied the Independent Curriculum and will later become learning partners for other schools/madrasas. This phased approach gives teachers, principals and the education office time to learn. The learning process of these key actors is important because this learning process forms the foundation of the educational transformation that we aspire to.

The main characteristics of an independent curriculum that supports learning recovery are:[13]

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[12] Ujang Cepi Barlian and Siti Solekah, "Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan," *JOEL: Journal of Educational and Language Research* 1, no. 12 (2022): 2105–2118.

[13] Y Anggraena et al., "Panduan Pembelajaran Dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, Dan Menengah," *Jakarta: Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia* (2022).

1. Project-based learning for the development of soft skills and character according to the Pancasila student profile

2. Focus on essential material so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy.

3. Flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to local context and content.

E. Mentoring

Mentoring activities are service activities in which a person assists a friend or person in need to improve a learning process. Mentoring is different from supervision activities. The most basic difference between mentoring and supervision is that if the position of supervision between the mentor being assisted is between superiors and subordinates, but in mentoring activities the position between the assistant and the person being mentored is a partner or equal.[14] In mentoring activities, assistants must understand their role more as a facilitator and not as a supervisor as the principal or supervisor does.[15] If the companions can play their role, then the assistants and teachers who will be assisted will create a good partnership that will encourage the achievement of the goal of increasing fun learning.

F. Pre Cycle

From the results of observations and interviews with thirty (30) class X teachers of SMAN 1 Asembagus semester I of the 2021/2022 academic year, the researchers obtained information that most of the teachers (63%) did not understand in compiling the independent curriculum teaching modules, as many as 5 teachers (15%) understand a little, while only 6 teachers (21%) can be said to understand and are able to compile teaching modules using an independent curriculum. In compiling and preparing teaching modules, teachers generally download them from the internet. Teaching modules that are downloaded and adopted by teachers in general still use the 2013 curriculum

Seeing these conditions, researchers conducted research activities to increase teachers' ability and understanding in compiling teaching modules using an independent curriculum. The teaching modules made refer to the implementation of the independent curriculum.

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[14] Endang Rahayu Mudi Hastuti, "Program Mentoring Kepala Sekolah Dasar Era Merdeka Belajar," in *Seminar Nasional Pembelajaran Matematika*, 2022, 161–171.
[15] Barnabas et al., "Supervisi Dan Evaluasi Pendidikan Dalam Perspektif Merdeka Belajar."

G. Cycle I

As for the results of the assessment of the independent curriculum teaching modules made by the teacher and the results of learning observations carried out by researchers with a teacher who acts as an observer, it shows that the ability of the teachers in the X semester of SMAN 1 Asembagus for the 2021/2022 academic year is still relatively low. Of the thirty teachers who teach in class X, only 18 teachers (60%) understand how to compose independent curriculum teaching modules and are able to implement them in class, as many as 5 teachers (16%) begin to understand and the remaining 7 teachers (24 %) do not understand in compiling independent curriculum teaching modules.

An overview of the ability of class X teachers in the first semester of SMAN 1 Asembagus in compiling the independent curriculum teaching module cycle I can be seen in the Table 2 below.

Table 2

The teacher's understanding in compiling the independent curriculum teaching module cycle I

No	Total of Teachers	Percentages	Writing Teaching Module		
			Understand	Understand a little	Not understood
1	19	63%	√		
2	5	16%		√	
3	6	21%			√

Figure 2

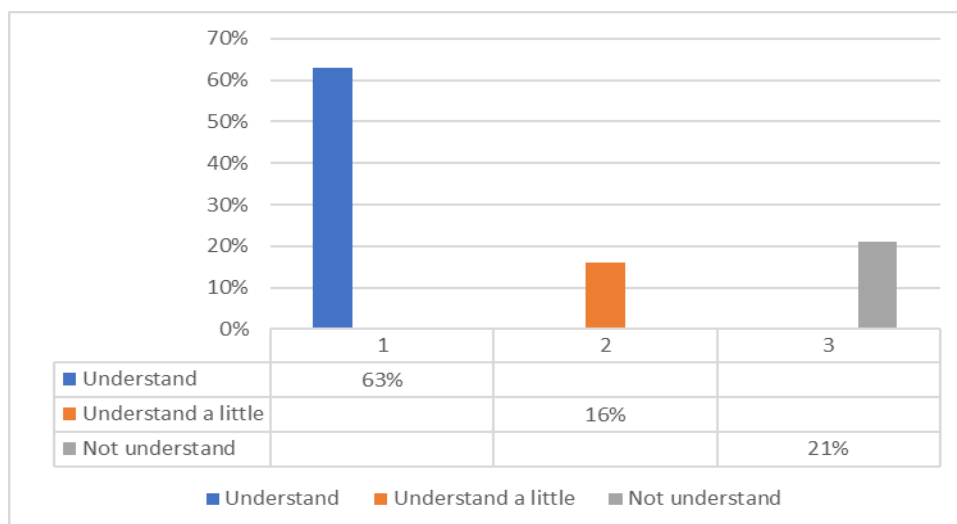The teacher's understanding in compiling the independent curriculum teaching module cycle I

Table 2 and Figure 2 shows that the ability of class X teachers at SMAN 1 Asembagus is still low and has not met the success indicators specified in this study. The low ability of teachers in compiling independent curriculum teaching modules can be seen in aspects of the learning approach and authentic assessment which are required to be a fundamental difference between the 2013 curriculum and the independent curriculum.

H. Cycle II

After cycle II was completed, the researcher assessed the teachers' independent curriculum teaching modules based on the observations made during the learning process. The results of the assessment of the independent curriculum teaching modules made by the teacher and the results of learning observations carried out by researchers with a teacher who acted as an observer after the second cycle was completed, showed an increase in the ability and understanding of the X semester teachers of SMAN 1 Asembagus in the 2021/2022 academic year. compile independent curriculum teaching modules. Of the thirty teachers who teach in class X, only 26 teachers (87%) understand how to compose independent curriculum teaching modules and are able to implement them in class, and only 4 teachers (13%) do not understand how to compose independent curriculum teaching modules.

An overview of the ability of class X teachers in the first semester of SMAN 1 Asembagus in compiling the independent curriculum teaching module cycle II can be seen in the Table 3 below.

Table 3

Teacher understanding in compiling independent curriculum teaching modules cycle II

No	Total of Teachers	Percentages	Writing Teaching Module		
			Understand	Understand a little	Not understood
1	26	87%	√		
2	4	13%			√

Figure 3

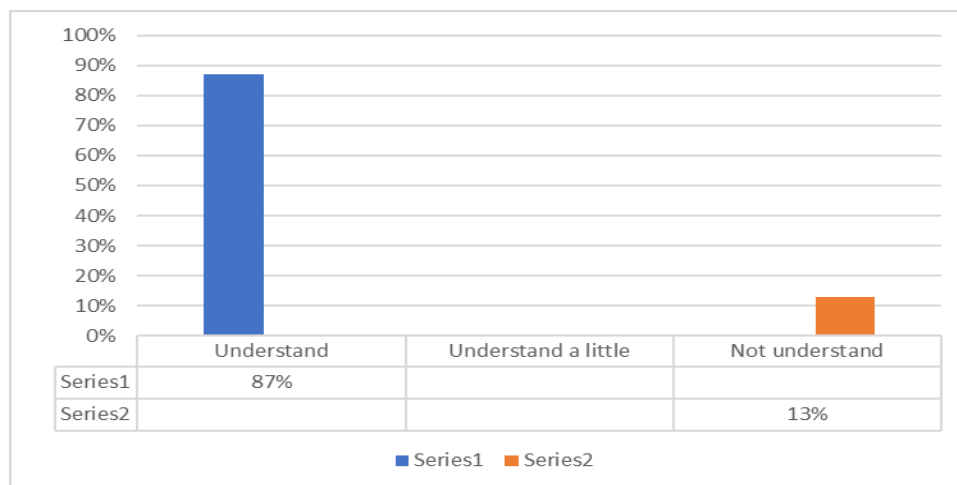Teacher understanding in compiling independent curriculum teaching modules cycle II

Table 3 and Figure 3 illustrates that the ability of class X teachers at SMAN 1 Asembagus is already good and able to compile and implement the independent curriculum teaching modules made by the teacher in the learning process in the classroom. Of the thirty class X teachers of SMAN 1 Asembagus, as many as 26 teachers (87%) have been able to develop independent curriculum teaching modules. Only 4 teachers (13%) are still incapacitated, but if they continue to be assisted the abilities of the four teachers will increase.

Classroom action research was conducted at SMAN 1 Asembagus, located at Jl. Awar-Awar No. 999, East Hamlet, Awar-Awar, Kec. Asembagus, Situbondo Regency, East Java, which is a school where the researcher served as the principal. The teachers who were the subjects of this study consisted of thirty teachers and were carried out in two cycles. The 30 teachers showed a good attitude and were motivated to compile complete independent curriculum teaching modules per the demands of the independent curriculum. The researchers know this from the results of observations when conducting interviews and assistance during the preparation of the independent curriculum teaching modules

The results of the school action research conducted showed an increase in the ability of class X teachers of SMAN 1 Asembagus in compiling independent curriculum teaching modules after mentoring activities carried out by researchers. This can be seen from the assessment of the independent curriculum teaching modules made by the teacher and the observations made when the teacher implemented the independent curriculum teaching modules in the teaching and learning process in the classroom.

If before the mentoring activities were carried out, the ability of the teachers in compiling the independence curriculum teaching modules was still very low, this can be seen from the results of observations and interviews conducted with 30 teachers who teach in class X semester I of the 2021/2022 academic year. The results of these interviews and observations show that of the 30 teachers who teach in class X, as many as 19 teachers (63%) still do not understand how to make independent curriculum teaching modules. As many as 5 teachers (16%) had little understanding of the preparation of independent curriculum teaching modules, while only 6 teachers (21%) understood compiling independent curriculum teaching modules.

After assistance was carried out in cycle I in the preparation of independent curriculum teaching modules, there was an increase in the teacher's ability to develop independent curriculum teaching modules. This can be seen from the thirty teachers who teach in class X, 18 teachers (60%) already understand how to compose independent curriculum teaching modules and are able to implement them in class, there has been an increase of 12 teachers (40%) when compared to before the activity. assistance is carried out. Meanwhile, teachers who did not understand how to compose independent curriculum teaching modules decreased from 19 teachers (63%) to only 4 teachers (13%). There was a decrease of 50% when compared to before cycle I was implemented.

Based on the results obtained in the first cycle, it was seen that the achievement of the teacher's ability to develop independent curriculum teaching modules was not in accordance with the indicators of research success, so the research was carried out in cycle II. After cycle II was implemented, it was seen that the teacher's ability had increased in compiling independent curriculum teaching modules. Of the thirty class X teachers of SMAN 1 Asembagus, 26 teachers (87%) have been able to compile independent curriculum teaching modules, an increase of 27% (8 teachers), and only 4 teachers (13%) have not been able to compile the independent curriculum teaching module decreased by 6% (2 teachers) when compared to the results obtained in cycle I.

The table for improving the ability of class X teachers in semester I for the 2021/2022 academic year at SMAN 1 Asembagus can be seen in the following Table 4:

Table 4

Improving the Ability of Asembagus 1 Senior High School Teachers in Developing Independent Curriculum Teaching Modules for the 2021/2022 Academic Year

No	Cycle	capabilities					
		Able		Not Really Able		Not Able	
1	Pre-cycle	6	21%	5	16%	19	63%
2	Cycle 1	18	60%	5	16%	7	24%
3	Cycle 2	26	87%	0	0%	4	13%

Figure 4

Improving the Ability of Asembagus 1 Senior High School Teachers in Developing Independent Curriculum Teaching Modules for the 2021/2022 Academic Year

	Able	Not Really Able	Not Able
Pra-cycle	21%	16%	63%
Cycle 1	60%	16%	24%
Cycle 2	87%	0%	13%
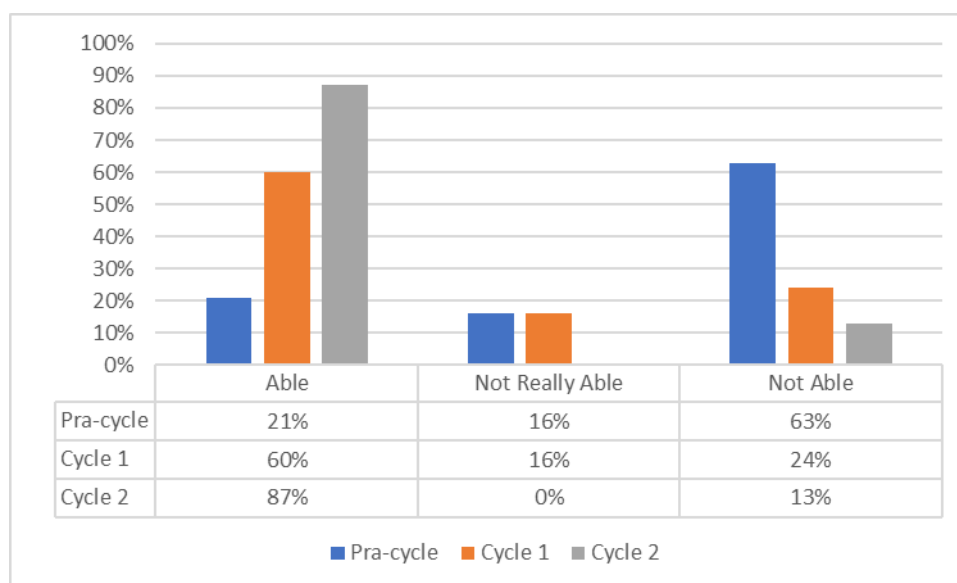
CONCLUSION

Based on the results of School Action Research (PTS), it can be concluded as follows. Mentoring activities can improve the ability of class X teachers of SMAN 1 Asembagus in compiling teaching modules for the independent curriculum for the 2021/2022 academic year. Mentoring activities can improve teachers' abilities in compiling independent curriculum teaching modules, this can be proven from the results of assessments and observations which show that there is an increase in teacher competence in compiling independent curriculum teaching modules, if prior to mentoring a number of teachers were able to make modules, only 6 teachers (21%) taught the independent curriculum, so after the second cycle was implemented the number of teachers who were able to make independent curriculum teaching modules increased to 26 teachers (87%). There was an increase in the ability of teachers by 20 people (66%)

Mentoring activities have been proven to improve teachers' abilities in compiling independent curriculum teaching modules. Therefore, the researcher conveys some suggestions as follows. First, the abilities that teachers already have should be honed so that teachers can get better at preparing teaching modules. Especially the independent curriculum teaching module. Second, teaching modules that are prepared/made should contain complete and good teaching module components because teaching modules are a reference/guideline in carrying out learning. Third, in carrying out mentoring, it is better if the position between the assistant and the person being accompanied is as a friend or partner so that communication between the assistant and the

person being accompanied is more comfortable it has an impact on the maximum results of the mentoring.

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