



VOICES OF THE SENIOR HIGH SCHOOL ENGLISH TEACHER’S ON MODUL AJAR IN KURIKULUM MERDEKA

Okke Dhea Adevia¹, Erma Rahayu Lestari²

¹ UNIVERSITAS PGRI Jombang, Indonesia, ² UNIVERSITAS PGRI Jombang, Indonesia

Abstract.

Modul Ajar is a teaching device in The Kurikulum Merdeka designed to guide English teachers in their teaching activities. This study aims to reveal voices of English teachers using the Modul Ajar during teaching and learning. The research design is case study with a qualitative descriptive method. This research conducted semi structured interviews. Subjects in this study are English teachers in high school with subject of the research of 14 English teachers from 3 different schools which are contributed to be *Sekolah Penggerak*. The teachers participated are those experienced and received training on Modul Ajar. Interview questions are focused on investigating teachers’ preparation and application of Modul Ajar in English teaching and learning classroom. Result of the study indicates positive voices and hesitations on two interview points. Teachers positive voices tell that preparing class using *Modul Ajar* requires creativity, while the hesitations claim that more time, experience and high digital literacy needed to create *Modul Ajar*. Furthermore, the second point of interview reveals that teachers positively believe that *Profil Pelajar Pancasila* will favorably affect students’ character. Some hesitations, however, concern on whether or not that *Modul Ajar* will give more effective results than prior curriculum.

Keywords: voices, *Modul Ajar*, *Kurikulum Merdeka*

1. Introduction

A curriculum is a set of rules for teaching and learning in order to achieve educational goals. According to Hamalik (1994), According Richards (2001), the curriculum is a comprehensive plan for teaching and learning that aims to achieve educational objectives. It has a significant impact on the conclusion of the learners' capacity quality development process. In order to achieve educational objectives, the curriculum directs teachers to provide excellent instruction to their students. Goals, material for lessons, content, and procedure ought to be included in the curriculum. According to Zaini (2006), a curriculum is a plan designed to help children learn in school. It is presented in a prearranged document, organized by generalization levels, can be implemented in the classroom, observed by the inspector party, and can alter behavior. The curriculum is dynamic, it always changes to adapt to the changes and developments

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happening in society because of the effect of global change, the development of science and technology, and arts and culture. The revision of Indonesia's curriculum is being carried out by the government continuously (Pertwi & Pusparini, 2021)

Curriculum will help the teacher to provide a framework that helps the teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, framework that helps the students to learn as efficiently and effectively as possible in the given situation. Curriculum which is being implemented in school is defined as an instrument that aims to develop, improve, and encourage the students' skills and abilities and knowledge. The curriculum that is implemented is tightly corresponded with the schools and nation goals or educational goals. Thus, the changes and the shifted of curriculum should be based on the world development and the needs of the nowadays society (Widayati et al., 2021)

The field curriculum that most directly influences educational outcomes. (Sukmadinata, 2012: 158). The curriculum determines the process and results of an education system. The curriculum can also function as a medium to achieve goals as well as a guide in the implementation of teaching at all types and all levels of education (Arifin, 2011: 25). Indonesia has experienced many curriculum changes, including the 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, 2013 curriculum and finally *The Kurikulum Merdeka* was implemented. This curriculum is an improvement of a previous curriculum (Hadi et al., 2023)

Based on the statement above, we can underline that the curriculum continues to experience quite significant changes, and will continue to experience changes for the advancement of Indonesian education. The commonly accepted definition of the curriculum has changed from the content of courses of study and a list of subjects and courses to all the experiences which are offered to learners under the auspices or direction of the school. Ronald C. Doll (Sukmadinata, 2012:4)

Academically, the curriculum includes at least four main components: 1) Educational goals to be achieved. 2) Knowledge, knowledge, data, activities, and experiences from everywhere. 3) Methods and ways of teaching and guidance that students follow to encourage them to what is desired and the goals that are designed. 4) Methods and methods of assessment used in measuring and assessing the results of the educational process designed in the curriculum (Langgung, 2003: 176). The curriculum is said to have changed if there is a difference in one or more curriculum components between two certain periods, which is caused by a deliberate effort. (Soetopo and Soemanto (1991:38)

According to the level of education in Indonesia the Curriculum certainly pays attention to increasing faith and piety, Pancasila values, potential, intelligence, and interests of students, the diversity of regional and environmental potentials, and the demands of technological developments. In primary and secondary education, it is mandatory to include religious education, Pancasila education, civic education, language, mathematics, natural and social sciences, arts and culture, physical education and sports, skills, and local content (Kemendikbudristek BSKAP, 2022)

It can be concluded that curriculum change means there are differences in one or more curriculum components between certain periods, which are caused by deliberate efforts to change all involved in it, namely teachers, students, principals, school owners, as well as parents and society in general. interested in education.



The Kurikulum Merdeka 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 (Hadi et al., 2023) Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes set by the government (Bukaryo, 2022). The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content. the new name of the model educational plan, which the Minister of Education and Technology authoritatively sent off (Kemdikbud, RI., 2022). Right now, schools are as yet permitted to select the educational program that would be utilized in their separate training units. Educational program decisions include 2013, Emergency, and *The Kurikulum Merdeka*. *The Kurikulum Merdeka* is the turn of events and execution of a crisis educational program sent off to answer the effects of the Covid-19 pandemic. Understanding *The Kurikulum Merdeka* Learning is a methodology that is taken so understudies and understudies can pick the subjects they are keen on (Supriyono, 2022).

The decision for schools to utilize one of these three educational programs depends on two reasons. Schools have the power and obligation to foster educational plans as indicated by the requirements and setting of each school (Firman et al., 2022). The strategy of picking an educational program is supposed to work with the most common way of changing the public educational program since it is completed in stages. One might say that the arrangement of giving school educational plan choices is one of the changes the board endeavors.

The substance of *The Kurikulum Merdeka* is schooling in the light of the embodiment of realizing, where each understudy has their abilities and interests. The motivation behind autonomous learning is to alleviate advancement in reverse during the Covid-19 pandemic. The 2013 Curriculum can be utilized while schools prepare to carry out this new educational plan. Each instructive unit can execute *The Kurikulum Merdeka* in stages founded on their separate availability (Kania, 2022; Manullang et al., 2021).

As educators, both at the tertiary level and in school, it is essential to understand that changes in the curriculum can be applied following the demands of the curriculum itself (Yuni Pratikno et al., 2022). As a newly innovated curriculum called *The Kurikulum Merdeka*, every educator and must be able to understand and know what changes are happening to facilitate the task of educators to prepare students to face the demands of today's researchers. By understanding their learning goals, education can quickly mitigate the learning slump caused by the pandemic outbreak (Faiz & Purwati, 2021). Because of this pandemic, the government took the initiative to revise or change the curriculum from the 2013 curriculum, and then it was changed to an *The Kurikulum Merdeka* where students could be more flexible with each other's learning interests. This is in accordance with the directions given in the content of *The Kurikulum Merdeka*, where the content aims to optimize students' talents and abilities in learning. So, it is hoped that the *Kurikulum Merdeka* can be applied optimatically (Abduh et al., 2022)

The presence of educators with quality human resources is one of the determining factors in successfully implementing the curriculum. Excellent and creative educators can minimize the consequences of deficiencies, including lack of infrastructure and management support. Educators include principals, vice principals, homeroom teachers, teachers, heads of departments, librarians, laboratories, technicians, learning resources, and heads of agencies (Yuni Pratikno et al., 2022)

The Kurikulum Merdeka design refers to several principles, namely, 1) disciplinary achievement standards pay attention to the principles of focus, steadiness, and coherence; 2) the ability to transfer interdisciplinary competencies, and options; 3) originality, flexibility, and alignment; and 4) involvement, empowerment or independence of students, and empowerment or independence of teachers. The main basis for designing *The Kurikulum Merdeka* is the philosophy of *Merdeka* learning which also underlies other educational policies stated in the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (Hanik Mufaridah, 2023).

The paradigm shift aimed at strengthening the independence of teachers as holders control in the learning process, releasing binding standard controls, and demanding a homogeneous learning process in all Indonesian education units (Hanik Mufaridah et al., 2023). Implementation of *The Kurikulum Merdeka* will later be able to realize the rights and abilities of participants to determine their learning process through setting learning goals, reflecting on abilities, and taking steps proactively and responsibly for their own success (Hadi et al., 2023) The implication is that the teacher himself is also required to be able to prepare the learning process effectively so that the effectiveness and learning objectives that have been designed can be achieved. In addition to the 4 principles that have been written in the implementation of *The Kurikulum Merdeka*, the principles that guide the curriculum design process are simple, easy to understand and implement, focus on the competence and character of students, flexible, aligned, work together, and pay attention to the results of studies and feedback.

The teacher is an important factor in implementing the curriculum because he is the executor of the curriculum. Therefore teachers are required to have the ability to implement it because without it the curriculum will not be meaningful as an educational tool. the teacher selects, organizes, and interprets input information and experiences and then interprets them to create a meaningful overall picture (Ira Fatmawati, 2021). Knowing the teacher's voice on the newest Module in the newest curriculum is very important to get accurate information from the teacher and be able to take lessons and can also be used as a reference for prospective teachers in the future. According to David Mark (1982), the purpose of voice is an internal representation of the outside world (Laura A. King, 2010: 225-227). Voice is a constructive process in which people pass a stimulus that is physically present and try to form a useful interpretation (Robert S. Fieldman, 2010: 152).

Research Method

Research Design

The purpose of this study to obtain information about the voices of high school teachers, especially English teachers in Jombang Regency, Where the school referred to above is a school that is in the city of Jombang and is strategically located in the center of Jombang City. The research used case study design. Based on Ary (2010: 29) states a case study is research study that focuses on one single unit, such as one program, one group, one organization, or one individual. Case study uses multiple methods, such as interviews, observation to gather data. The research focuses on the teacher's voices on



Modul Ajar. The data focused to analyses the data based on teacher's opinion or voices. Qualitative research aims to obtain a full picture of a matter according to the human perspective studied. Qualitative research relates to ideas, voices, opinions or beliefs of the person being studied and all of them cannot be measured by numbers. According to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem.

Subject of the Study

Research subject is the teacher who is used, have experience and have received training on Modul Ajar in the latest curriculum, namely the Kurikulum Merdeka. English teachers at the high school level and English teachers at the vocational high school and whose scope contributes to the kurikulum Merdeka or called Sekolah penggerak. The determination of schools that are close to the center of jombang and can be reached at SMA PGRI Ngoro Jombang, SMA Muhammadiyah 1 Jombang, SMK Negeri 3 Jombang. The subject of this research are taken from SMA PGRI Ngoro Jombang, SMA Muhammadiyah 1 Jombang, SMK Negeri 3 Jombang. Used purposive sampling or its random retrieval from the existing population and from the retrieval has fulfilled or involved the teacher's preparation, teacher's experience and knowlegment, teacher implementations. the Observer is an English teacher and the target is their voice of the modul ajar and the last is their voice of the situation based on the school environment. Creswell (2014) Purposeful sampling involves selecting participants because you believe that they might contribute something to your analysis.

The teacher collected to be subject of this research must be teachers who have the background of a teacher who was previously familiar with the Modul Ajar or had previously attended thorough training so that they are familiar with the Modul Ajar. The teacher that observed were 14 consists of 4 male teachers and 10 female teachers.

Data Collection Procedure

Data collection approach includes in-depth interview, document analysis, observation, and audiovisual materials analysis (Creswell, 2012). Data of this research came from interview. Then, the procedure to collecting the data are: prepare the interview question to collect the data, conduct interview on direct face-to-face given to the teacher, or through teacher contact by phone or email on their free time.

“Interview is asking questions from the research and getting answers from participants in a study” Creswell (2014: 25). There are three types of interview: structure interview, unstructured interview, and semi-structure interview. In this research, the researcher used semi-structure interview. According to Wahyuni (2014: 54) “semi structure interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says.” It means the researcher may modify the question during the interview. The researcher used semi structure interview to know

how The Senior High School English Teacher’s Voices On *Modul Ajar* In *The Kurikulum Merdeka*.

Identifying the study, the researcher needs some supporting instruments. It is used to collect the data. The instruments will make the researcher easier to analyze the data. The researcher used qualitative descriptive research while the supporting instruments that need by researcher such as note and electric dictionary. Based on Tracy (2013: 3) of a qualitative the mind and body of a qualitative researcher is served as research instruments that likely absorbing, sifting through, and interpreting the world through observation then participation, and interviewing.

According to Moleong (2002: 121), the researcher during the whole process of the research takes roles as a planner, data collector of the study, analyst, data interpreter, and the researcher should report the result of the analysis. This research used interview adapted by (Prakoso et al., 2021). with Teachers’ Voices on merdeka belajar policy. And the second adapted by (Kessler-hopek, 2019) with Curriculum Change: A Study on Teacher Voices of Curriculum Change on Content Standards.

The data which has been found will be collected, noted recorded and group to the research activity. Trustworthiness of data is needed to check the trust of the data. Validity means something that makes the researcher and steady about the conclusion of the research. To increase the validity of data in the research, the researcher uses triangulation technique. Moleong (2002: 178) stated that triangulation technique is a technique of examines for the trustworthiness of the data which is used things outside the data in order to examine the data also to be a comparer of the data.

2. Body of paper

Research Results

The researcher presented the result of data analysis to reveal the aim of this research to reveal voices of English teachers using the *Modul Ajar* during teaching and learning. In this research, the researcher used an semi structured interview as the instrument of the research. The detail results of the interview are presented as follows.

Based on the first interview question on teacher preparation on teaching using *modu ajar* we can conclude the interview result

“I prepared a lot of things to be able to present the Modul Ajar, I feel able to answer all questions asked regarding the application of the module and its arrangement, I am sufficiently prepared through professional development to transition from teaching current standards to the Kurikulum Merdeka especially arrange Modul Ajar, I prepared a lot of things to be able to present the Modul Ajar, I am well informed regarding what the new curriculum standards are and as well as trying to understand very well”

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This means that that the teacher is able to prepare *Modul Ajar* that will be used and from the questions asked the teacher is able to answer this indicates that the teacher does know correctly and real about the *Modul Ajar*.

Other voices on teacher’s preparations revealed below

" I feel that there is not too much impact or change that occurs in learning with the new Modul Ajar in The Kurikulum Merdeka, I find it difficult to compile teaching Modul Ajar and adjust existing components Teachers must be extra creative and innovative to have new things in the learning model and this is quite tiring, There should be able to evaluate and detail to know whether the student is really learning independently or not, I feel not too much impact on learning because there is no pressure, so teachers can not force students if not achieved in (CP)."

This means that teachers be able to prepare the devices in the *Modul Ajar* more creative again, besides that the learning model must also be more creative again, because with the creativity that teachers create is able to make the growth and development of students can be created. creativity is listed in the *Modul Ajar* before being applied to students.

Another statement on teacher’s preparations interview question which is inline with previous voice.

“Teaching Modul Ajar components are too many and less systematic to confuse teachers in sorting, Profile Pancasila is too much to make learning achievement does not support, The shorter time allocation in learning makes teachers have to be extra in developing ideas, I feel the assessment in learning is more detailed and difficult, Elements-elements that exist in the Profile Pancasila is difficult to apply to student teachers.”

This means that the teacher does not feel difficulty, during preparations and also when making assessments for students in the *Modul Ajar* and is also not too detailed.

The next interview question is revealing teacher opinion on their edequate lesson material knowledge background including digital literacy in creatively building up their modul ajar

"Quite a lot of experience is needed in preparing Modul Ajar, with the experience I will enable me to spend more time teaching higher-level (i.e. critical and creative) thinking skills, I believe that the teaching modules in the new curriculum will turn out to be more effective than the previous ones, The new curriculum will have an impact on practice every day and will motivate me to be better as a teacher."

This means that the statement that teachers who have sufficient experience and also enough knowledge about *Modul Ajar* or have made and developed *Modul Ajar* several times are able to spend more time teaching higher-level (i.e. critical and creative) thinking skills.

Other voices on teacher’s creativity in making modul ajar

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" In the latest curriculum with the latest standards for preparing teaching modules, teachers will be more motivated to improve their quality, Based on experience in preparing previous lessons, teachers can be more aware so they can improve better in preparing Modul Ajar, In the Modul Ajar there are several new devices including changing with several phases in teaching this requires more effort to compile Modul Ajar, The Modul Ajar components contains a Pancasila profile, teachers must be able to understand according to student needs, The application of the Profile Pancasila is quite effective and teachers can be motivated to learn more."

This means that the statement that teachers who have experience in preparing tools for teaching and also need more knowledge from the previous curriculum will realize and be able to develop their abilities to be better. Based on experience in preparing previous lessons, teachers can be more aware so they can improve better in preparing the Modul Ajar.

One voice reveal that preparing modul ajar takes sometime, however the opinion also underline virtous impact of modul ajar to the eacher nad students.

" There are no obstacles in the preparation of Modul Ajar for teachers who already have sufficient experience, Modul Ajar have a considerable impact on both students and teachers when compiling, Modul Ajar that are increasingly flexible foster teacher interest in being able to arrange well, Standards in the latest curriculum, especially on Modul Ajar, make teachers and students more developed and more creative in many ways, I am concerned that under the new set of standards, I will spend too much time preparing to teach to the student."

This means that the Modul Ajar statement has a considerable impact not only on teachers but also on students, and also based on the teacher's experience and their knowledge when compiling feels the impact. the standards contained in the latest curriculum, make teachers' experience and knowledge gained in the past can be applied or used very well to be able to arrange Modul Ajar and students more developed and more creative in many ways and free to express and explore.

Another statement on teacher's knowledge in building up *modul ajar* interview qustion which is inline with previous voice.

"With the new curriculum change to kurikulum merdeka my workload: increase significantly, increases somewhat, no change, decreased somewhat, and decreased significantly., Teachers must be extra creative and innovative to have new things in the learning model and this is quite tiring, Because it is independent learning, the application of the Modul Ajar must be supervised by teachers, especially experienced teachers. The change into several phases in the stages of learning to make teachers rethink and distress."

This means that because it is independent learning, components changed in the new Kurikulum Merdeka and on Modul Ajar and the application of the Modul Ajar must also

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be supervised by the teacher and the experience possessed by the teacher is quite needed so that independent learning continues to run well.

The next interview question is revealing teachers' opinion on how they implemented their *modul ajar* on classroom teaching and learning.

"I feel that there is a difference between the old and new curriculum. must adjust the conditions in the application of the latest curriculum, especially in the use of Modul Ajar, I spend more time preparing for the new curriculum than the old curriculum, if the conditions are less effective, I was able to properly prepare for the implementation of the new standards. In the Kurikulum Merdeka especially in compiling Modul Ajar if the conditions are effective. The new set of curriculum standards a single, common set of curricula- will help to make collaboration and sharing of instructional materials more efficient and can be adapted to conditions."

This means that teachers not only can prepared but also can use or implemented the *Modul Ajar*, assemble and be able to adapt to conditions and with new standards in the Kurikulum Merdeka. besides that, the teacher compiles it according to the conditions and circumstances that exist in the learning sat and makes it more effective.

There is a positive voices revealed from a high motivated teacher as applying his *modul ajar* to his teaching and learning classroom.

"The new curriculum standards have high academic standards and real-life implications. contained in the Profile Pancasila in the Modul Ajar component. The work that I will put into preparing and transitioning to the new set of curriculum standards will be worthwhile according to the needs of students, The new curriculum standards makes me feel more like a professional. especially in compiling such as compiling student worksheets, assessment sheets, learning steps, and also managing class conditions. I feel that I am spending more effort complying with mandates rather than teaching students to the best of my ability due to conditional adjustments."

This means that the standards in the latest curriculum implemented in Indonesia, namely the Kurikulum Merdeka the ability of teachers in implementing Modul Ajar in learning is very stressed right here it is evident in the questionnaire statement above. have high academic standards and real-life implications contained in Profile Pancasila and can be applied in real-life in students. so that the quality of learning and the quality of students also increases.

Another statement which is inline with previous voice.

"Teachers can arrange according to existing conditions without having to force students according to the latest curriculum standards, By being free to be creative, both students and in teaching and learning activities make many positive changes seen in the latest standard curriculum, Learning steps that must be more creative and adjust the existing. conditions make teachers overwhelmed"



This means that teachers can freely creatively create a learning atmosphere and learning steps in the classroom and make activities more colorful and standard in this latest curriculum lead to positive changes during Implementations.

Discussion

The discussion conveys the research findings that had been described by relate them to the theories and the previous studies written in the previous chapter. The focus of the study was the voice of English teachers on Modul Ajar in the latest curriculum, namely the Kurikulum Merdeka. The Modul Ajar is teaching device in The Kurikulum Merdeka which is designed in a complete and systematic way as a guide and teacher's guide in carrying out learning activities, printed teaching materials arranged systematically in language that is easily understood by students according to their level of knowledge and age so that they can learn on their own (independently) with minimal assistance or guidance from educators. (Prastowo 2015:106). While Kurikulum Merdeka is The Kurikulum Merdeka 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. In a modern way, curriculum contains not only lesson plans but also learning experiences (Mulenga & Kabombwe, 2019).

Discussing the voice of English teachers about Modul Ajar, Voice is the process of individual to organize and interpret impressions their senses in order to give meaning to their environment. In this study, researchers used questionnaires and interviews as a primary instrument to assist researchers in collecting data. Overall data and results are displayed in the figure and picture in the chapter findings. In addition the answers and responses of the questionnaire are displayed with a bar graph and the results of the interview are elaborated and explained with a blurb. the researcher also explained the whole in the findings chapter.

Based on the results of the Interview answers from respondents about the following 3 Things 1) Teacher's Preparation, 2) Teacher's experience and Knowledge, 3) Teacher's Implementations and It has been answered about how their voice of the Modul Ajar in the Kurikulum Merdeka, the first teacher's preparations, the teacher replied based on their voice that during the preparation of making, compiling, and inserting components that are in accordance with what students need does not take too long, besides the teacher also said his voice in the interview that the preparation must be done with intention and have a clear goal and making it not carelessly. The second is teacher experience and knowledment.

The experience gained by teachers during training from the government, and the experience they have gained becomes a provision when preparing Modul Ajar, In addition to the knowledge they get from guidance centers, seminars, and teacher associations from Sekolah Penggerak make teachers know and can arrange Modul Ajar

well this they express through their voices in questionnaire answers and in-depth interviews. The last is teacher's implementations, the implementation carried out by teachers in accordance with the arrangement of Modul Ajar that they make is not arbitrary and is adapted to existing conditions and in accordance with the needs of students. so that learning is achieved properly and maximally. The findings are in line with the findings of (Aulia, 2021) which found that most Ave teachers already know about Merdeka Belajar and the new policy on the simplification of lesson plans. (91.8%) gave a positive response to the current curriculum. To be more specific, this study found that English teachers felt positive about the use of Modul Ajar. This confirms the results of (Aulia, 2021) that lesson plans or now called Modul Ajar are good enough to be applied in education.

3. Conclusion (TNR 14pt., bold)

Teacher's preparations, The thing that teachers feel when preparing is that teachers really prepare everything very carefully and a lot, starting from setting up teaching devices according to student needs, and preparing methods that are in accordance with what students will use, and teacher preparation is very systematic for teaching class students. The second is teacher knowledge and experiences, teacher experience and knowledge that teachers have gained over the past few years in preparing the old version of the module and during the training period of several years to understand and understand all the components and contents of the central government regarding about the newest namely Modul Ajar. Make teachers understand and make Modul Ajar properly and correctly. The Third is teacher's implementations the last is to implement it teachers, based on its implementation teachers apply the Modul Ajar very well in accordance with the standards and guidelines in the Modul Ajar and in accordance with government directives that are conditioned also by the state of the school, students, and students' needs environment, and achieved the expected educational goals and can apply the Profile Pancasila in the Modul Ajar properly and correctly both in school and students' daily lives. about the Modul Ajar in the Kurikulum Merdeka were revealed from questionnaire and in-depth interview and their voices were very positive about Modul Ajar.

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