



Measurement of the Practicality of the “Kurikulum Merdeka” Teaching Module on the Pancasila Student Profile

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Article Info	Abstract
Article history: Received: August 19, 2024 Accepted: February 26, 2025 Published: May 2, 2025 Keywords: <i>Kurikulum Merdeka</i> <i>Pancasila</i> student profile Practicality Teaching modules This article is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License	A well-structured, practical, and detailed teaching module can be used to achieve the expected learning objectives. This study aimed to measure the practicality of the Kurikulum Merdeka teaching module on temperature and heat material based on the Pancasila student profile. The research method used is research and development using the ADDIE model. The data collection technique for this study used the learning implementation sheet instrument. The data analysis technique was carried out descriptively and quantitatively. The study results showed that the curriculum follows the development of the times, but the reality in the field does not match. Therefore, it is necessary to develop a module that is in accordance with the curriculum. The teaching module was developed based on the Pancasila student profile in accordance with the Kurikulum Merdeka. The results of the teaching module were categorized as very practical, with an overall average of 93.00%, with the achievement of each meeting 1, 2, and 3 increasing, namely 88.69%, 93.54%, and 96.76%, so that the module can be used practically in the learning process.
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INTRODUCTION

Curriculum development adapts over time ([Cholilah et al., 2023](#); [Coşkun et al., 2019](#)). The curriculum in Indonesia is also always changing; this is the government's effort to improve education and prepare the next generation to face the challenges of working life that require skills and abilities through educational institutions ([Hidayah et al., 2022](#); [Ramadhan et al., 2023](#)).

The curriculum in Indonesia has developed into a *Kurikulum Merdeka* ([Cholilah et al., 2023](#); [Hidayah et al., 2022](#)). The *Kurikulum Merdeka* is a flexible curriculum, focusing on essential materials, character development, and student competencies ([Akib et al., 2020](#); [Nurhayati et al., 2022](#); [Yani, 2023](#)). The 2013 curriculum, which promotes student learning goals based on the Pancasila student profile, was improved by the *Kurikulum Merdeka* ([Hidayah et al., 2022](#); [Javanisa et al., 2022](#)).

The Pancasila student profile includes the character and competencies that students must have ([Irawati et al., 2022](#); [Nurhayati et al., 2022](#)). Character is the basic value that shapes a person's personality and is shaped by genetics and influenced by the environment, which sets him apart from others ([Hidayati et al., 2020](#); [Khaidir & Suud, 2020](#); [Nuraeni, 2024](#); [Pradana et al., 2021](#)). While competence is the ability or proficiency that a person has to perform certain tasks in a certain field ([Nadapdap & Naibaho, 2023](#); [Wong, 2020](#)). The six characteristics of Pancasila students are respecting and honoring God Almighty, global

diversity, collaboration, independence, critical thinking, and creativity ([Kemendikbudristek, 2022](#); [Ronny & Mahendra, 2024](#)). Education has an important role in strengthening and developing the characteristics of the student profile on Pancasila ([Irawati et al., 2022](#); [Ronny & Mahendra, 2024](#)). Good learning is needed to achieve educational goals ([Dewi, 2019](#); [Kosasih, 2021](#)). Good learning is supported by facilities and infrastructure for the smooth running of learning activities ([Juita et al., 2024](#); [Kosasih, 2021](#)). Teaching materials are one type of learning resource. All types of items used in learning activities are considered teaching materials. Textbooks, project, and teaching modules are instructional materials utilized in the autonomous curriculum ([Azis & Lubis, 2023](#); [Kosasih, 2021](#)).

Modules are teaching materials used in the learning process that are systematically arranged and attractively designed so that they are easy for students to understand ([Gunawan, 2022](#); [Yuristia et al., 2022](#)). They were developed to increase students' confidence in learning and understanding the material. Good module writing can support this. Good module writing can motivate students to learn by presenting material that suits their interests and skills ([As-Syiba et al., 2023](#); [Rahmawati & Asteria, 2023](#)).

Modules supplement students' learning materials, which must be carefully and efficiently constructed to meet the desired learning objectives ([Arifin et al., 2022](#); [Hasibuan & Sitepu, 2023](#)). Learning objectives will be achieved optimally if the learning process is well-planned and mature ([Rahmawati & Asteria, 2023](#); [Rohmayanti & Hidayah, 2023](#)). However, teachers continue to employ student worksheets in the classroom, and their applicability has not been examined. Modules as teaching materials need to be tested for practicality because practical media can make learning easier for educators and students ([Mardia & Sundara, 2020](#); [Taqwa & Taufik, 2019](#)). Therefore, the module's practicality must be measured to achieve the expected learning objectives. Practicality is the ease of use of modules in the learning process ([Ananda & Usmeldi, 2023](#); [Mardia & Sundara, 2020](#)).

Research by [Nuraviyani \(2022\)](#) stated that the good implementation of modules can condition more planned learning activities and clear results. Research by [Mahadiraja and Syamsuarnis \(2020\)](#) states that modules that align with the right learning objectives are needed to achieve optimal learning success. Another research by [Mardia & Sundara \(2020\)](#) said that practical modules will facilitate learning. Based on the description above, the purpose of this study is to measure the level of practicality of the *Kurikulum Merdeka* teaching module on temperature and heat material based on the Pancasila student profile. The difference between this research and previous research is that this research uses a module that focuses on student characteristics so that students can better understand learning.

METHODS

This study employs the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) development methodology as a means of conducting research and development ([Ayudia & Kamaludin, 2024](#); [Branch, 2010](#)). The following is the ADDIE model in Figure 1.

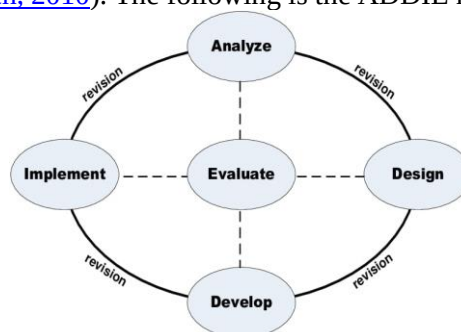


Figure 1 ADDIE Development Model ([Branch, 2010](#))

One of the state high schools in Banjarmasin served as the research site. The study's subjects are 33 pupils in class XI B at one of the state high schools in Banjarmasin. The module's practicality was measured using an observation sheet of learning implementation. The observation sheet is filled out by observers who watch how learning is put into practice during the learning process.

The module created in this study is a temperature and heat physics module based on the Pancasila student profile from the three meetings, with an average score of 93.00%, and is categorized as very good. There are seven learning steps observed, namely introduction, phase 1 (problem orientation), phase 2 (formulating the problem), phase 3 (collecting data), phase 4 (analyzing data), phase 5 (drawing conclusions), and closing. The practicality reviewed from the implementation of learning is analyzed quantitatively so that the average score and percentage of the modules developed are obtained. The final score obtained will be adjusted to the score interpretation criteria in Table 1.

Table 1 Categories Practicality

No	Reliability Coefficient	Category
1	81%-100%	very good
2	61%-80%	good
3	41%-60%	pretty good
4	21%-40%	not good
5	0%-20%	bad

RESULTS AND DISCUSSION

The module created in this study is a temperature and heat physics module based on the Pancasila student profile from the three meetings. It has an average score of 93.00% and is categorized as very good. The following is the overall average for the three meetings in Table 2.

Table 2 Average meetings

Learning Activities	Meeting 1		Meeting 2		Meeting 3	
	Score	Category	Score	Category	Score	Category
Introduction	86,67%	VG	90,00%	VG	96,67%	VG
Phase 1 (problem orientation)	83,33%	VG	100,00%	VG	83,33%	VG
Phase 2 (Formulating the problem)	95,83%	VG	91,67%	Sangat VG	95,83%	VG
Phase 3 (collecting data)	86,11%	VG	88,89%	VG	97,27%	VG
Phase 4 (analyzing data)	75,00%	G	83,33%	VG	100,00%	VG
Phase 5 (drawing conclusions)	84,52%	VG	82,29%	VG	91,67%	VG
Closing	94,44%	VG	100,00%	VG	100,00%	VG
Average meeting	88,69%	VG	93,54%	VG	96,76%	VG
Learning Implementation	93,00%					
Category	Very practical					

Information: VG: Very good; G: Good; PG: Pretty good; NG: Not good; B: Bad

The module contains a cover, general information (including module identification, initial competencies, Pancasila student profiles, facilities and infrastructure, student characteristics, learning models/methods), and appendices (which include student worksheets, enrichment and remedial materials, and educator reading materials) are all included in this module. The core components include learning objectives, meaningful understanding, thematic questions, learning preparation, learning activities, assessments, and reflections.

The study's modules were evaluated for practicality using learning implementation sheets that three observers observed. The activities or learning steps involved in the learning process are the components of learning implementation seen. Learning developed through the guided inquiry model is carried out in five stages. The five phases are problem orientation, creating issues, gathering information, examining information, and coming to conclusions. There are three meetings; the following is a diagram of meeting 1 in Figure 2.

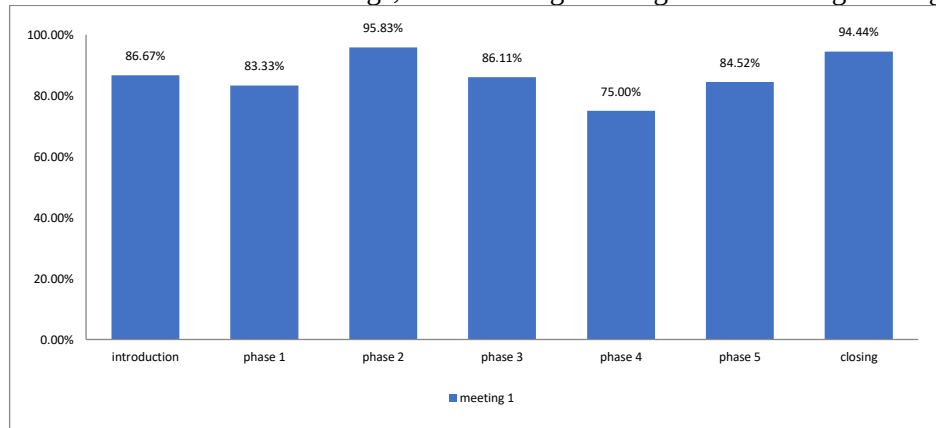


Figure 2 Results of the calculation of the practicality of the first meeting

In the first meeting, namely introduction, phase 1 (problem orientation), phase 2 (formulating the problem), phase 3 (collecting data), phase 5 (drawing conclusions), and closing activities were categorized as very good, and phase 4 (analyzing data) was categorized as good. The average first meeting was 88.69%, in the very good category. In the preliminary activity, the educator displayed a picture of the iron joint on the bridge. Then, they gave several reasons why the bridge was not made tight, but the students had difficulty explaining their opinions. To answer the question, an experiment was carried out on the expansion of substances during the core activity. In all meeting activities, there were shortcomings, including filling in the table in the data analysis that had been provided, and the analysis that was still fully guided. This is due to the low ability of students to explain scientific phenomena through conventional learning habits, and ignoring the importance of reading and writing skills ([Assem et al., 2023](#)) Students are not used to making tables and analyzing data, so they must be fully guided. Figure 3 shows a diagram of meeting 2.

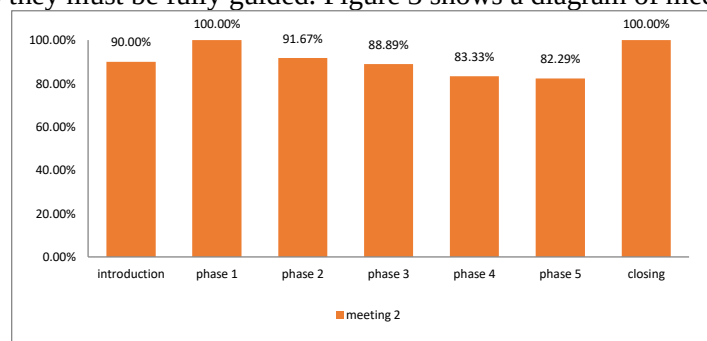


Figure 3 Results of the calculation of the practicality of meeting 2

At meeting 2 of the introduction, phase 1 (problem orientation), phase 2 (formulating the problem), phase 3 (collecting data), phase 4 (analyzing data), phase 5 (drawing conclusions), and closing activities were categorized as very good. The overall average is 93.54%, which is in the category of very good. In the preliminary activity, educators display images of water being cooked in a pot. Then they were given some questions about whether they had ever cooked water, and then they left it, and finally, the water in the pot ran out. Some students answered that the water would run out if they cooked it over time, but there

were still mistakes. In the core activity, a heat experiment was carried out on temperature and substance form changes to answer the question. There were shortcomings in all meeting two activities, including during phase 2. In phase 2, the students were guided to formulate their problem and hypothesis, but they still had difficulties. This is because students were only given examples and directions at the first meeting, so when given the freedom to formulate their problems, they are still not used to it, which causes a decline in phase 2. The following is a diagram of meeting 3 in Figure 4.

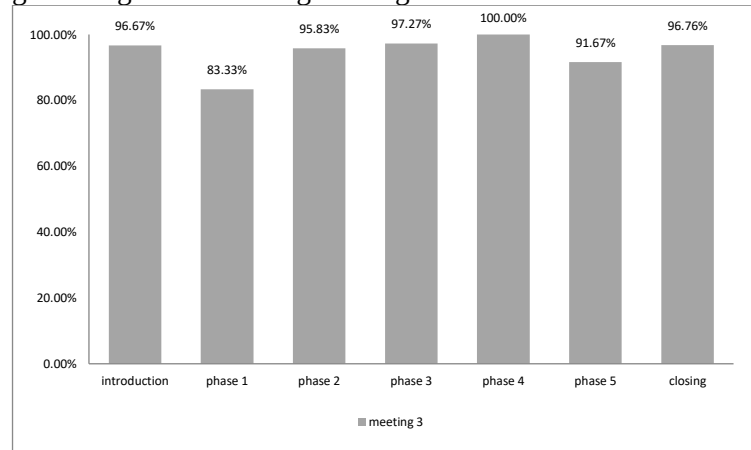


Figure 4 Results of the calculation of the practicality of meeting 3

In meeting 3 of the introduction, phase 1 (problem orientation), phase 2 (formulating the problem), phase 3 (collecting data), phase 4 (analyzing data), phase 5 (drawing conclusions), and closing activities were categorized as very good. The overall average is 96.76%, with the category of very good. The educator displayed a picture of a coffee spoon as a coffee stirrer in the introductory activity. Then ask why stirring coffee with a spoon makes your hands feel hot. Some students answered that this was because the spoon material used was metal, so the spoon felt hot when stirring hot coffee. However, an experiment was carried out to answer the question of how to transfer heat. In all activities at meeting 3, there was a decrease in phase 1, namely, problem orientation. This is because the educator did not convey the activity description at meeting 3; the educator only displayed pictures and asked briefly, even though the students answered enthusiastically, but the classroom conditions were not conducive. Here is a diagram of the entire meeting in Figure 5.

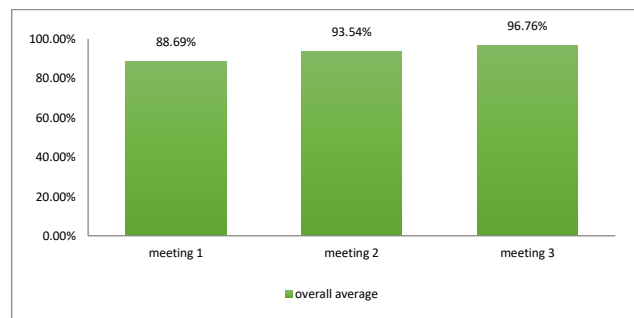


Figure 5 Results of the calculation of overall practicality

Figure 5 shows excellent results from the calculation of learning implementation carried out by observers during three meetings. There was an increase in each meeting because the experience of previous meetings showed a more effective and structured way to make each meeting more productive. Other research by [Mardia and Sundara \(2020\)](#) and [Taqwa and Taufik \(2019\)](#) shows that both teachers and students can benefit from practical media that

facilitates learning and using practical modules to make learning easier overall. The results of the implementation of learning indicate that these results are practically used in the learning process because each learning phase can be carried out. This indicates that well-designed and practical learning activities affect the procedures carried out. Learning activity planning determines how educators carry out learning.

CONCLUSION

The outcomes of evaluating the curricular teaching module's applicability in teaching temperature and heat-based materials on the Pancasila student profile from the three meetings averaged a score of 93.00% and were categorized as very good; hence, it can be said that this module is applied realistically during the educational process. The suggestions for further research are expected to measure the practicality of other materials, and practicality is always measured, accompanied by validity and effectiveness.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

F conceptualized, background, and wrote; AS and SH carried out data analysis and validation.

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