TEACHER READINESS IN DEVELOPING TEACHING MODULES BASED ON LOCAL WISDOM: A CASE STUDY OF JUNIOR HIGH SCHOOL TEACHERS IN MAGETAN DISTRICT

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ABSTRACT

Teacher readiness in planning learning is an important element of teacher success in achieving learning goals. In the Merdeka Curriculum, this learning plan is realized in the form of teaching modules, one of the approaches of which can be directed at local wisdom. The purpose of this article is to describe teachers' readiness in developing mathematics teaching modules based on local wisdom. A case study of teacher readiness was conducted on 21 junior high school mathematics teachers in Magetan Regency who came from different schools during teacher training which was measured through understanding before and after training as well as the resulting teaching module products. The research results show that the level of teacher readiness in developing teaching modules has reached the criteria of proficient to proficient after receiving training and there has been an increase compared to the previous situation. However, some teachers still have difficulty in developing learning objectives and developing problems based on local wisdom. Several challenges in developing this teaching module have also been identified and several alternative solutions have been explained.

Keywords: Teacher Readiness, Teaching Modules, Merdeka Curriculum, Mathematics, Local Wisdom, Magetan

PRELIMINARY

The study of teacher readiness in developing local wisdom-based teaching modules in implementing the Merdeka Curriculum is a very relevant topic in the current educational context in Indonesia. This is because the Merdeka Curriculum is a new approach to education that emphasizes flexibility, diversity and student empowerment. Implementation often involves local elements, such as local wisdom, culture and the needs of local students. So far, research on teacher readiness has become an object of study that is quite popular, including teacher readiness in using technology (Endot & Jamaluddin, 2023; Nawastheen et al., 2023; Padmadewi et al., 2023), online media (Howard et al., 2021; Padmadewi et al., 2023; Pratolo et al., 2022), the use of certain learning models (Akin &

Neumann, 2013, 2013; Du & Chaaban, 2020, 2020; Endot & Jamaluddin, 2023; Rohm et al., 2021), to realize the thinking process (As'ari et al., 2019). In the development of the Merdeka Curriculum, much research has been carried out regarding teacher readiness in carrying out differentiated learning (Alomari & Alarfaj, 2023; Digna et al., 2023; Gusteti & Neviyarni, 2022; Sari et al., 2023), implementing project-based learning (Afhami & Murzaki, 2023; Yunus et al., 2022), implementation of the project to strengthen the profile of Pancasila students (Ferdiansyah & Kaltsum, 2023; Lathif & Suprapto, 2023; Wijayanti et al., 2022), development of assessments (Laulita et al., 2022; Minarti et al., 2022), to developing teaching modules (Maulida, 2022; Sari & Umami, 2023; Syafi'i, 2023).

Teacher readiness in developing teaching modules is key in ensuring the success of the education and learning process. Teachers who are ready to develop teaching modules are able to create interesting and meaningful material (Bacio & Sagge, 2022; Erfayliana et al., 2022). This can increase the level of student satisfaction with learning, which in turn can increase student motivation and learning outcomes. Well-trained teachers can integrate local elements and local wisdom into teaching modules appropriately (Asrial et al., 2022; Aswirna et al., 2022; Jati et al., 2019; Novianti & Shodikin, 2018; Tahya et al., 2022). This gives students a more relevant and meaningful learning experience according to their environment, as well as instilling the value of knowing and loving their culture and local wisdom. Furthermore, this will lead to the meaning of meaningful learning.

Through the process of developing teaching modules, teachers will also develop better learning skills. They will better understand how to design effective materials and how to design diverse and interesting learning activities (Komikesari et al., 2020; Suartama et al., 2019). Teachers who are ready to develop teaching modules will be better prepared to face changes in education. They will be better able to adapt their modules to student needs and developments in education. Teaching modules developed by teachers can be more flexible in meeting various learning styles and student needs (Setiawan et al., 2022; Setiyani et al., 2020). Teachers who are prepared to develop modules can easily adapt the material to meet the needs of diverse students.

The process of developing teaching modules allows teachers to feel more ownership of the learning they provide. They have greater control over what is taught and how it is taught, which can increase their sense of empowerment in the teaching process (Munna & Kalam, 2021). Teachers who are ready to develop teaching modules will be better able to overcome various challenges in teaching, such as resource inequality, diverse classroom situations, or special student needs. With teacher readiness, teaching modules

can ensure that national education standards and local curricula are met properly. This will ensure consistency in education across the region. Teachers who are ready to develop teaching modules will be more likely to innovate and continue to update their learning approaches (Suartama et al., 2019). This helps keep learning fresh and relevant. Thus, teacher readiness in developing teaching modules is very important to create an effective, relevant and meaningful learning environment for students. This also supports the vision of the Merdeka Curriculum which emphasizes flexibility, local wisdom, and student empowerment in their learning process.

Magetan Regency is a district located in East Java Province, Indonesia which has a lot of local wisdom. Local wisdom in Magetan Regency reflects the culture and traditions of the local community. Several aspects of local wisdom that can be found in Magetan include cultural arts, tourist attractions, traditional food, arts and crafts, local wisdom in agriculture, and wisdom in the environment that should be protected and preserved (Antariksawan & Soebijantoro, 2018; Hanif, 2017; Lestari, 2014; Lestari & Priyono, 2019; Widodo, 2005). Magetan Regency has several interesting tourist attractions, such as Mount Lawu, Sukuh Temple, Baluran National Park, Sunan Magetan Tomb, Barek Peak, and Wahyu Lake (Anggara, 2022), Sarangan Lake (Dewi & Fitriani, 2021; Yustikasari & Meirinawati, 2023), to the Refugia educational tourism park (Anam et al., 2023). Apart from that, there are also cultural activities that are still preserved by the local community, such as mask dance, shadow puppetry, bandol dance (Antariksawan & Soebijantoro, 2018), Leduk art (Hanif, 2017), and the Larung Saji ceremony (Philips & Susilo, 2022).

Based on the importance of teacher readiness in developing local wisdom-based teaching modules in implementing the Merdeka Curriculum, research on this matter is an important thing that also needs to be done. The aim of this research is to describe teachers' readiness in developing teaching modules with local wisdom based on case studies of junior high school teachers in Magetan Regency.

METHODS

This research uses a qualitative method with a case study model. A descriptive approach is used to serve the purpose of this article to describe teacher readiness in developing local wisdom-based mathematics learning modules. Descriptive research does not provide treatment, manipulation or changes to the variables studied, but rather describes a condition as it is (Sukmadinata, 2009: 73). This research was carried out in

June 2023 on 21 Magetan Middle School Mathematics teachers offline and online via Google Classroom for 37 lesson hours through a series of training and assignments.

Three instruments were used to collect data through questionnaires, observation, documentation using triangulation analysis. Questionnaires were given before and after the training to see the teacher's initial condition before and after the training. Observations were carried out directly by researchers who served as instructors in training to increase teacher competency in teaching module preparation workshops. Three Mathematics Education lecturers were involved in this activity. Meanwhile, documentation is obtained from the results of teaching modules which are assignments for teachers.

Data obtained from the instruments used include, among other things, to explore data, namely the level of understanding and skills of teachers as well as teacher readiness in developing teaching modules obtained through questionnaires. Activities and suitability between training plans and implementation are carried out through observation instruments. Meanwhile, sample data of open modules developed by teachers during and after training through instrument documentation.

The data collected is analyzed, namely data reduction, data display, and conclusion drawing/verification. In drawing the conclusions drawn are not presented in the form of an absolute score, but in the form of a range of values that represent certain achievement criteria. The criteria for teacher achievement in developing teaching modules are shown in the goal achievement criteria in Table 1 below.

Table 1. Goal Achievement Criteria

Percentage of Achievement (%)	Achievement Criteria
$0 < x \leq 60$	Need guidance
$60 < x \leq 70$	Eligible
$70 < x \leq 80$	Capable
$80 < x \leq 90$	Proficient
$90 < x \leq 100$	Very proficient

Participants in this research were 21 junior high school mathematics teachers in Magetan Regency from different schools. The selection of different schools was carried out on the grounds that they could represent the distribution of schools in Magetan Regency so that the results obtained could be accounted for.

RESULT AND DISCUSSION

1. Understanding of CP, TP, and ATP

In the Merdeka Curriculum, the terms learning outcomes (CP), learning objectives (TP) and learning objective flow (ATP) are introduced which are used as a basis for preparing teaching modules. CP is a curriculum tool that has been determined by the government and is static, while TP and ATP are the authority of teachers or schools (educational units) to develop themselves based on the CP given. Therefore, it is very important to see how teachers understand these three terms and their skills in developing TP and ATP based on the CP given as a form of teacher readiness in compiling teaching modules. The results obtained from the analysis carried out regarding teacher understanding and skills are shown in Table 2 below.

Table 2. Percentage Level of Teacher Understanding and Skills

Achievement Criteria	Percentage (%)
Proficient	24
Capable	67
Eligible	10

These results show that the level of understanding and skills of teachers in compiling TP and ATP based on CP lies in the criteria of adequate to proficient, with the criteria for the majority of teachers being at the proficient level reaching 67%. These results certainly need to be improved so that the majority of teachers can reach an advanced or even very advanced level. The results of this research are in line with Syafi'i's (2023) research conducted in Bone Regency and research by Tandiarrang et al., (2023) in Tanatoraja Regency, South Sulawesi Province which shows that only a small number of teachers have designed learning tools such as CP, TP, ATP, and teaching modules. Based on these results, training to prepare TP and ATP based on CP as a basis for preparing teaching modules needs to be carried out more massively.

2. Teacher Readiness Level in Developing Teaching Modules Based on Local Wisdom

The development of a mathematics teaching module based on local wisdom in Magetan Regency is a very positive step to link mathematics material to local culture and context. This can increase students' interest and understanding of mathematics and create a sense of pride in their cultural heritage. Developing mathematics teaching modules with local wisdom can help bridge the gap between the formal curriculum and local culture, as well as motivate students to learn mathematics better. It is also a good way to preserve and promote local cultural heritage.

In order to achieve the aim of this research, namely to describe teachers' readiness in developing mathematics teaching modules based on local wisdom, an assessment was carried out on the teaching modules developed by 21 junior high school mathematics teachers in Magetan Regency. The assessment result of the teaching module developed by the teacher in terms of the components of the teaching module are shown in Table 3.

Table 3. Level of Teacher Readiness in Developing Teaching Modules Based on Local Wisdom

No.	Components Assessed	Average Score	Percentage (%)	Criteria
1.	Completeness of general information	4,1	82,9	Proficient
2.	Suitability of learning objectives with learning outcomes	3,9	78,1	Capable
3.	The accuracy of the learning model/method used	4,2	84,8	Proficient
4.	Syntactic suitability with the learning model/method chosen in the learning step	4,0	79,0	Capable
5.	Suitability of the local wisdom context with the teaching module material being developed	4,2	83,8	Proficient
6.	Suitability of assessment instruments to learning objectives	3,9	77,1	Capable
7.	Completeness of supporting instruments, such as student worksheets, enrichment and remedial materials, teacher and student reading materials, and bibliography	4,0	81,0	Proficient

The average score presented in Table 3 is an average score with a value range of 0 to 5. Meanwhile, the percentage presented is a comparison of the average score obtained compared to the ideal score. In Table 1, it can be seen that the level of teacher readiness in developing local wisdom-based teaching modules for each component ranges from proficient to advanced criteria.

Some of the teaching materials that are part of the local wisdom-based teaching module that have been developed by the teacher are shown in Figure 1 and Figure 2 below. In these pictures, elements of local wisdom in Magetan Regency are used as context in developing mathematical problems presented in the teaching module.

LEMBAR KERJA PESERTA DIDIK (LKPD)

Tradisi Ledug Sura

Ledug Suro adalah tradisi yang berasal dari Kabupaten Magetan. Masyarakat menggelar tradisi ini untuk menyambut tahun baru Hijriyah dengan menggelar Kirab Nayoko dan rebutan roti bolu Rahayu. Roti bolu berbentuk menyerupai bentuk lesung, bedug, gunungan dan gong dari ribuan roti bolu diarak menuju ke alun - alun setempat yang kemudian diperebutkan oleh warga untuk mendapatkan berkahnya tersebut. Tiap kali perayaan ini digelar ribuan warga berbondong-bondong menghadiri tradisi tersebut untuk mendapatkan bolu rahayu. Roti bolu yang didapat akan di bawa pulang dan dimakan bersama keluarga diyakini akan dapat berkah.

Tradisi ledug suro ini bisa menghabiskan sekitar 20 ribu buah bolu yang dibentuk dalam rangkaian gunungan, bedug, gong dan lesung. Pembuatanya dilakukan sendiri oleh IKM roti bolu yang ada di Kabupaten Magetan. Untuk pembuatan bedug bolu rahayu seperti tambak gambar berapakah roti bolu rahayu yang dibutuhkan Jika bedug mempunyai Panjang 120cm dan berdiameter 70 cm dan tiap biji roti bolu mempunyai luas 20cm².

LEMBAR JAWABAN

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English Version

STUDENT WORKSHEET

Ledug Sura Tradition

Ledug Suro is a tradition that originates from Magetan Regency. The community holds this tradition to welcome the Hijriyah New Year by holding a Nayoko carnival and fighting for Rahayu sponge cake. Sponge cake shaped like a mortar, drum and gong from thousands of sponge cakes is paraded to the local Alun-Alun. Then the residents fought over it to get this blessing. Every time this celebration is held, thousands of people flock to attend this tradition to get bolu rahayu. The sponge cake obtained will be taken home and eaten with the family, it is believed to be a blessing.

This ledug suro tradition can involve around 20 thousand sponge cakes which are formed in a series of mountains, drums, gongs and mortars. The production is carried out by the sponge cake from small and medium businesses in Magetan Regency. To make a bolu Rahayu drum like a pond, how much rahayu bolu bread is needed? If the drum is 120 cm long and 70 cm in diameter and each bolu cake has an area of 20 cm^2.

Answers:

……………………………………………………………………………………………………

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Figure 1. Examples of Local Wisdom-Based Problems Developed in the Geometry Content Teaching Module

In Figure 1, problems related to the local wisdom of the Leduk Suro tradition are presented which are used to teach the concept of the surface area of a cylinder in geometry content. In this case, Bedug Bolu Rahayu is served in the form of a tube whose surface is attached with sponge cake of a smaller size. However, in this case it will give rise to a double interpretation, whether the shape of the drum is completely composed of small sponge cakes or only the surface. Without this explanation, of course students will be confused about the information presented. As in the last sentence, *"... setiap biji roti bolu memiliki luas permukaan 20 cm^2* (… each sponge cake has a surface area of 20 cm^2)". It is necessary to clarify the shape of this cake, whether it is a sphere, a cylinder, a fish, a bird, or something else, of course it will affect the surface area attached to the side of the cylinder, if the problem being raised is related to the surface area of the cylinder.

Perhatikan pola/ motif dari Batik Sidomukti pada gambar berikut!

Batik Sidomukti Magetan | nguntoronadionline   Buka

Tentukan :
a. Motif apakah pola ke-10 dan pola ke-15 pada batik sidomukti tersebut!
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b. Tentukan jumlah motif [ ] dan motif [ ] pada 10 pola pertama?
....
....

English Version

Pay attention to the pattern/motif of Sidomukti Batik in the following picture!

Determine:
a. What motifs are the 10th pattern and 15th pattern in Sidomukti batik!
b. Determine the number of X motifs and Y motifs in the first 10 patterns?
……………………………………………………………………………………
Answers:

Figure 2. Examples of Local Wisdom-Based Problems Developed in the Number Pattern Content Teaching Module

In Figure 2, the teacher tries to use batik culture as material to teach number pattern content through batik patterns. The patterns used in batik often follow regular patterns so it is very possible to teach the concept of patterns, especially image patterns. Even though not all batik has a regular pattern, the choice of batik is full of local wisdom values. In several studies conducted, the use of batik has even shown effectiveness in improving certain mathematical abilities and learning outcomes (Astuti et al., 2019; Ekowati et al., 2017; Parhusip et al., 2023; Prahmana & D'Ambrosio, 2020; Trisnawati, 2022). This confirms that the use of local wisdom in mathematics learning is very possible to be implemented and will provide added value for introducing local culture and wisdom in an area which can foster a sense of love for the country.

3. Challenges Identified in Developing Local Wisdom-based Teaching Modules

The development of local wisdom-based teaching modules in the context of the Merdeka Curriculum involves a number of challenges that need to be identified and overcome so that the modules are effective and in line with the set learning objectives. In developing local wisdom-based teaching modules, several challenges faced by junior high school teachers were identified. At least from this case study of teachers in Magetan Regency, five obstacles were identified, namely First, most schools are still at the stage of independent learning or independent change, so that schools that implement the Merdeka Curriculum are only being implemented for the first year in grades 1 and 4. Meanwhile, other teachers who have not implemented the Merdeka Curriculum have not yet started compiling teaching modules. Teachers must fully understand the principles and objectives of the Merdeka Curriculum. A similar thing emerged in research by Tandiarrang et al., (2023). This involves understanding the teacher's ability to create learning objectives (TP) and a flow of learning objectives (ATP) that are based on learning outcomes (CP).

Second, in compiling this teaching module, teachers also need to understand student characteristics as initial capital for providing differentiated learning. In one class, students may have different levels of ability. Teachers should consider how teaching modules can be adapted to reach students of varying ability levels without compromising curriculum objectives. To see student characteristics, teachers can provide an initial assessment (diagnostic) at least once at the beginning of the school year. In the initial assessment, things that can be measured include students' interests, learning styles, profiles and learning readiness (Gusteti & Neviyarni, 2022). Teachers need to ensure that the modules developed comply with these principles. In optimizing the implementation of

differentiated learning, training, an educational environment and a supportive organization are very necessary (Alomari & Alarfaj, 2023).

Third, the teacher's sensitivity and conception of the material that will be developed in the teaching module. The teacher's lack of sensitivity to the material taught was caught in several cases, where teachers were confused about choosing what local wisdom context could be used to teach certain material. Teachers are sometimes also trapped in a condition where certain contexts are always linked to certain content in mathematical problems. As a result, when they are asked to develop the context that they think is attached to certain content, they will have difficulty. Furthermore, teachers' conceptions of certain concepts are sometimes still wrong, which results in problems being developed into multiple interpretations and can even give rise to misconceptions. This is as shown and discussed in Figure 2. Strengthening teacher understanding in the form of deepening the material, training, and allied teacher discussion groups can be built as an alternative solution.

Fourth, none of the teacher participants have received training in preparing Merdeka Curriculum teaching modules based on local wisdom in Magetan Regency. Teachers may require additional training in developing teaching modules that are in accordance with the Merdeka Curriculum. This can be a challenge if resources for training are limited.

Fifth, the availability of resources, including textbooks, technological devices, internet networks and physical facilities is very necessary. Creating modules that enable effective access and learning without relying on expensive or limited resources is an important challenge. Moreover, currently there are abundant sources of information available on the internet and on social media. In fact, recently the existence of artificial intelligence (AI) has also received attention and is being looked at for use in the world of education, including developing teaching modules. Therefore, resource facilitation needs to be carried out to support the preparation of local wisdom-based teaching modules which are expected to be more optimal.

CONCLUSION

Based on the results of research and discussions, it shows that the level of teacher readiness in developing local wisdom-based teaching modules with case studies for junior high school teachers in Magetan Regency has reached the criteria of adequate to proficient. However, some teachers still have difficulty selecting and developing problems based on local wisdom that match the content of algebraic probability problems. In its development,

there were five challenges in developing local wisdom-based teaching modules that were identified, namely the school stage was still at the stage of independent learning or independent change, understanding of student characteristics as initial capital for differentiated learning was still lacking, the need to increase teacher sensitivity and conception of the material to be developed in teaching modules, there is a need for training in preparing Merdeka Curriculum teaching modules based on local wisdom, and the availability of resources.

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