

**Development Of Elementary School Teaching Modules Phase A With the Insight Of *Darul Ahdi Wa Syahadah* to Support *Merdeka Belajar***Muhlasin Amrullah<sup>1\*</sup>, Mahardika D. K. Wardana<sup>2</sup>, Khizanatul Hikmah<sup>3</sup>Universitas Muhammadiyah Sidoarjo<sup>\*1, 2, 3</sup><sup>\*1</sup>email: [muhlasin1@umsida.ac.id](mailto:muhlasin1@umsida.ac.id)<sup>2</sup>email: [mahardikadarmawan@umsida.ac.id](mailto:mahardikadarmawan@umsida.ac.id)<sup>3</sup>email: [khizanah.hikmah@umsida.ac.id](mailto:khizanah.hikmah@umsida.ac.id)

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**Abstract**

The purpose of this study was to develop a phase A elementary school teaching module with the insight of *Darul Ahdi Wa Syahadah* that can be applied to the freedom to learn Curriculum in elementary schools in the Muhammadiyah association. The research method in this study is research and development/development research using the ADDIE model. The research was conducted in grade 1 of SD Muhammadiyah 1 Labschool Umsida. Data analysis will be carried out starting from expert validation, then continued with pseudo-experiments. Data analysis techniques use descriptions and assumption tests. The teaching module for Phase A of elementary school based on the concept of *Darul Ahdi Wa Syahadah* is proven to be valid and feasible to use, with a score of 88.75% material experts and 90% teaching material experts. Its use effectively improves the learning outcomes of grade 1 students of SD Muhammadiyah 1 Candi, and encourages the channeling of students' potential, interests, and talents. This module supports the implementation of Merdeka Curriculum in a relevant and innovative manner. So this shows that the teaching module is effective to be applied.

**Keywords:** *Phase A; Darul Ahdi Wa Syahadah; Teaching Module.*

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**Abstrak**

Tujuan dari penelitian ini adalah untuk mengembangkan modul ajar sekolah dasar fase A berwawasan *Darul Ahdi Wa Syahadah* yang dapat diterapkan pada Kurikulum Merdeka di sekolah dasar di lingkungan persyarikatan Muhammadiyah. Metode penelitian dalam penelitian ini adalah penelitian dan pengembangan (research and

development) dengan menggunakan model ADDIE. Penelitian dilakukan di kelas 1 SD Muhammadiyah 1 Labschool Umsida. Analisis data dilakukan mulai dari validasi ahli, kemudian eksperimen semu. Teknik analisis data menggunakan deskripsi dan uji asumsi. Modul ajar untuk Sekolah Dasar kelas V berdasarkan konsep Darul Ahdi Wa Syahadah terbukti valid dan layak digunakan, dengan skor ahli materi 88,75% dan ahli bahan ajar 90%. Penggunaannya efektif meningkatkan hasil belajar siswa kelas 1 SD Muhammadiyah 1 Candi, serta mendorong penyaluran potensi, minat, dan bakat siswa. Modul ini mendukung implementasi Kurikulum Merdeka secara relevan dan inovatif. Sehingga hal ini menunjukkan bahwa modul ajar ini efektif untuk diterapkan

**Keywords:** Fase A; Darul Ahdi Wa Syahadah; Modul ajar

### A. Introduction

The spirit of education lies in the curriculum and can never be separated. Kamiludin and Suryaman (2017: 59) Basic education is the main foundation in shaping the character, mindset, and competence of students as the next generation of the nation. In an effort to strengthen the national education system, the Indonesian government has launched freedom to learn policy as a new paradigm that emphasizes flexible, participatory, and contextual learning. This policy provides space for educators to develop learning innovations that suit the needs and potential of students. In line with this, strengthening national and religious values is urgent, especially in the midst of globalization and the

challenges of the identity crisis of the younger generation. One of the relevant approaches in character education is the integration of *Darul Ahdi wa Syahadah* values that reflect the spirit of religious nationalism and national responsibility in an Islamic frame. (Sumarsih, Marliyani, Hadiyansah, Hernawan, & Prihantini, 2022).

The concept of freedom to learn in the *Merdeka Curriculum* is in line with the ideals of Ki Hajar Dewantara, which is more relevant and interactive, focusing on free learning so that students can learn independently and creatively. With this freedom, it is used as an encouragement for students to explore their knowledge so as to create an independent character (Ardianti &

Amalia, 2022). First, applying some of the principles of the Merdeka Curriculum by not replacing the school curriculum used. Second, using an *Merdeka Curriculum* by using prepared learning tools. Third, using an *Merdeka Curriculum* by developing their own teaching tools. The *Merdeka Curriculum* is implemented with the aim of restoring the program after experiencing a decline in the quality of students in the world of education (Prabaningrum, Sayekti, & Surakarta, 2023).

The structure of the *Merdeka Curriculum* in driving schools according to the Decree of the Minister of Education, Culture, Research and Technology No.162 of 2021 is divided into 3 phases, namely: Phase A for Class I and Class II, Phase B for Class III and Class IV, and Phase C for Class V and Class VI. Phase A is the phase of developing and strengthening basic literacy and numeracy skills. The basic literacy and numeracy skills of grade 1 students can be associated with Pancasila education lessons so that this research aims to develop a teaching module for Pancasila phase A based on the concept of *Darul Ahdi Wa Syahadah* which can be applied to an *Merdeka Curriculum* in

elementary schools of muhammadiyah association. Curriculum changes are adjusted to the needs of students and the times that continue to develop according to different needs and achievements (Triana, Yanti, & Hervita, 2023).

One of the fundamental reasons for the current education development policy is the challenge of advances in information technology and globalization. (Suyono, Syuhada, & Sumaryanto, 2021). Where in every activity carried out by both teachers and students cannot be separated from digital-based devices. The *Merdeka Curriculum* policy is expected to be able to make the world of education integrated with technological advances that have become social needs of individual life. (Mardani, Susiawati, & Fathimah, n.d.). The educational concept of the *Merdeka Curriculum* integrates literacy, knowledge skills, skills and attitudes and mastery of technology. One of the points in the *Merdeka Curriculum* requires teaching modules to support learning. So it is necessary to develop the development of teaching modules for Pancasila phase A based on based the concept of *darul ahdi wa syahadah* to support the implementation of freedom

to learn, Muhammadiyah has a specialty in understanding the relationship between religion and the state called the term *Darul Ahdi Wa Syahadah* Muhammadiyah's view of the concept of "*Darul Ahdi wa Syahadah*" is based on Islamic principles taught in the Qur'an and Hadith, The Muhammadiyah view, "*Darul Ahdi wa Syahadah*" refers to the relationship between a leader or government and its people. This concept emphasizes the importance of justice, trust, and loyalty in the relationship. Muhammadiyah sees the need for love of the homeland through positive contributions to the nation and homeland with universal Islamic values in order to create a prosperous and harmonious society based on Islamic values, all of this is realized in learning national and Islamic insights, especially in 21st century learning, students are equipped with four skills or commonly called 4C, namely critical thinking or critical thinking, communication or communication, collaboration or cooperation, creativity or creativity to realize the main objectives of Muhammadiyah Education. (Inayati, 2022).

Teaching modules have the following criteria: 1) Essential; understanding the concepts of each subject through learning experiences and across disciplines, 2) Interesting, meaningful, and challenging; fosters students' interest in learning and involves students to be active in the learning process. Relates to students' prior knowledge and experience so that it is not too complex but also not too easy for their age stage, 3) Relevant and contextual; related to students' prior knowledge and experience, in accordance with the context of the time and place of students' existence 4) Continuous; the flow of learning activities is in accordance with the students' learning phase. Therefore, making teaching modules is a teacher's pedagogical competence that needs to be developed, this is so that the teacher's teaching techniques in the classroom are more effective, efficient, and do not get out of the discussion of achievement indicators. (Maulinda, 2022).

One of the points in the Merdeka Curriculum requires teaching modules to support learning. The existence of this teaching module is important and mandatory in every lesson. Therefore, to

support the availability of teaching modules for elementary school level the Muhammadiyah Association which has Muhammadiyah Islamic values and is in line with the *Merdeka Curriculum*, it is necessary to develop a teaching module for Pancasila phase A elementary school based on Muhammadiyah Islamic values to support the implementation of freedom to learn. The purpose of this research is to develop a teaching module for elementary school phase A based on Muhammadiyah Islamic value that can be applied to the *Merdeka Curriculum* in elementary schools of Muhammadiyah Association.

### **Merdeka Curriculum**

*Merdeka Curriculum* is a curriculum with diverse intracurricular learning, where the learning content will be better achieved when learners have enough opportunities to explore concepts and strengthen skills so that the designed learning objectives can be achieved. (Er, 2016). The curriculum is prepared in accordance with the level of education in Indonesia by taking into account the increase in faith and piety, the values of Pancasila, the potential, intelligence and interests of students, the diversity of regional and environmental potential,

and the demands of technological development (Fitriyah & Wardani, 2022). Strengthening the profile of Pancasila students can be developed through certain themes set by the government.

The organization of learning needs to be updated to support the implementation of *Merdeka Curriculum*. One of the methods used is by regulating the division of authority between the central government and regional education units. The authority of the Central Government includes: 1) Curriculum structure; 2) Student Profile; 3) Learning Outcomes; 4) Principles of learning and assessment. In addition, Education Unit Authority; 1) School vision, mission and goals; 2) Local policies related to curriculum; 3) Learning and assessment process; 4) Development of operational curriculum in education units; 5) Development of teaching tools. The development of teaching tools includes creating a teaching module.

*The concept of Teaching Modules in the Merdeka Curriculum*, Teaching modules are one type of learning tool that is often used by teachers. The government supports the implementation

of *Merdeka Curriculum* in elementary schools by providing teaching tools in the form of books, teaching materials, and supporting teaching modules; training and providing learning resources for teachers. (Merdeka, Rahmadayanti, & Hartoyo, 2022). One of them is the teaching module made based on the lesson plan (RPP) which is used to help achieve the Learning Outcomes (CP) during learning.

***Purpose of Teaching Module Development,*** Researchers developed teaching modules with the aim of providing teaching tools that can assist teachers in conducting learning. In using teaching modules, teachers have the freedom to: 1) Choose or change teaching modules that have been provided by the government to be adjusted to the characteristics of students, or 2) Make their own teaching modules that are in accordance with the characteristics of the students (Sutrisno, 2022). In this case, the *Merdeka Curriculum* provides flexibility for teachers to enrich the module in two ways, namely teachers can choose or modify teaching modules that have been prepared by the government and adapted to the character of students and compile

modules individually according to the material and character of students (Maulinda, 2022). The module being developed by the teacher is expected to cover 21st century skills and can potentially improve students' 21st century skills because the content of the module relates to the part that leads to critical thinking, communication, collaboration and creative students (Dini, Nesri, & Kristanto, 2020).

***Teaching Module Components,*** According to yogi et al (2021) The components of the teaching module in the *Merdeka Curriculum* include: 1) The teaching module contains at least learning objectives, learning steps (which include learning media to be used), assessments, as well as information and other learning references that can assist teachers in carrying out learning. 2) according to the subject and its needs. 3) Teachers in education units are given the freedom to develop the components in the teaching module according to the environmental context and student learning needs. In addition, the components of module development according to the learning guide and assessment of teaching module components include general

information components, core components, and attachment components. In the general information component, there are several points, namely: the identity of the module author, initial competence, Pancasila learner profile, facilities and infrastructure, target students, learning model. The core components include: learning objectives, meaningful understanding, triggering questions, learning activities, assessment, and remedial and enrichment. Then the final stage in the attachment is a student worksheet (Siti Maryam et al., 2022). There are 3 parts that need to be considered in the teaching module components, namely the components of Meaningful Understanding, Trigger Questions, and Learning Sheets (Setiawan, Andanty, & Nabhan, 2022). Then the preparation of language is also an important component in the teaching module in accordance with good and correct Indonesian language rules and effective and efficient language utilization, making it easier for students to understand the material in the teaching module (Fitriani, Amelia, & Marianingsih, 2017).

### *Teaching Module based on concept of Darul Ahdi Wa Syahadah*

This teaching module was developed using the materials in phase A. Phase A covers grade 1 and grade 2 of elementary school. The general learning outcomes in phase A used in this study are that students are able to: Recognize and tell symbols. In addition, the learning outcomes per element are: Learners are able to recognize and tell symbols. Learners are able to identify and explain the relationship between symbols. Learners are able to apply symbols in the family and school environment. the concept of darul ahdi wa syahadah will be included in every material that discusses symbols. For example, the symbol of the 1st precept of Godhead is associated with *Surah Al-Ikhlās* verses 1-4. The symbol of the 2nd precept is associated with *Surah An Nisa* verse 135. The symbol of the 3rd precept is associated with *Surah al-Hujurat* verse 13. The symbol of the 4th precept is associated with *Surah Ash Shuro* verse 38 and the symbol of the 5th precept is associated with *Surah An Nahl* verse 90. The preparation of module material is integrated with the Muhammadiyah curriculum, which includes the concepts

and principles of learning and assessment and Muhammadiyah education (Bahasa, Ismuba, & Muhammadiyah, 2017). All materials in the module are developed with the principles of module development as well as the *Merdeka Curriculum*.

Based on previous research data, among others, written by Sa'dun Akbar: 2024 with the title "Training in Preparing Teaching Modules with Integration of Pancasila Student Character Values in the *Merdeka Curriculum* in Elementary Schools" in this article only focuses on developing teaching modules that integrate the character values of Pancasila students in the *Merdeka Curriculum*. However, there are not many modules that specifically combine Islamic and national values, such as the concept of *Darul Ahdi wa Syahadah*, in the context of learning in elementary schools. This shows the need to develop modules that not only support the *Merdeka Curriculum* but also strengthen the religious and nationalism identities of learners from an early age. Then Sudarmini's article: 2022 with the title "Implementation of Islamic and Muhammadiyah Values in the Teaching

Module of the *Merdeka Curriculum* at Aisyiyah Bantul Superior Junior High School" This research develops teaching modules that integrate Islamic and Muhammadiyah values, but the focus is more on the secondary education level. There are still shortcomings in the development of similar modules aimed at elementary schools, especially in Phase A. The next research was written by Wiwik Okta Susilawati: 2022 with the title "Development of Civics Module Integrated with Al-Qur'an and Hadith Theme 6 Class IV in Elementary School" in this study has developed teaching modules that integrate Al-Qur'an and Hadith values in thematic learning in elementary schools. However, the focus is still limited to certain themes and does not include the integration of national values as a whole, from all previous studies, no one has raised the distinctiveness of the Muhammadiyah's national insight which has the view of *Darul Ahdi Wa Syahadah*.

## B. Methods

The research conducted is a type of research and development (R&D). R&D is a research process used to develop and

validate an educational product (Borg & Gall, 1983: 772). This research and development used the ADDIE development model. In this study, researchers used two stages, namely the first stage of the development of teaching modules based on the concept of *Darul Ahdi Wa Syahadah* and the second stage of quasi-experiment to assess the effectiveness of teaching modules based on al-islam and muhammadiyah value. The first stage, the development model used is ADDIE, namely analysis, design, development, implementation, evaluation. Research and development (Research and Development) that we plan through the flow of developing teaching modules with the ADDIE model is as follows: a) analysis; this stage aims to analyze the needs in the learning process and collect various kinds of information related to the product to be developed; b) design; this stage aims to make teaching modules based on al-islam kemuhammadiyah; c) development; this stage aims to produce teaching module development products based on al-islam and muhammadiyah value. At this stage, expert validation is also carried out (material experts and

teaching materials followed by revision); d) implementation; this stage is a teaching module based on Muhammadiyah Islamic value applied to a learning process. This stage is carried out by socializing teaching modules based on Muhammadiyah Islamic value through distribution to teachers and students; and e) evaluation; this stage is to see whether the product developed is successful, and in accordance with initial expectations or not. The second stage, namely quasi-experiment.

The research design used in this research is a one group pretest- posttest design, which is a research design that has a pretest before treatment and a posttest after treatment. The quasi-experiment design was chosen because it is not possible to form a new group, but the group has naturally formed (Creswell, 2016). Figure 1 below illustrates the research design used by the researcher.

Data analysis techniques in this study, namely using descriptive analysis and assumption tests. Descriptive analysis was carried out to determine the average value of the observed variables, while the assumption test in this study was carried out using SPSS with a sig

level of 0.05 which consisted of homogeneity and normality tests. This study involved elementary school students in Grade 1 in the 2022-2023 school year. There was 1 class designated as the experimental class, with a total of 25 students.

### C. Result and Discussion

The development of phase A teaching modules based on al-islam and muhammadiyah value in the *Merdeka Curriculum* was developed to determine the validity and effectiveness of learning outcomes for grade 1 students at SD Muhammadiyah 1 Candi. The results of the development of this teaching module use the ADDIE model, as follows:

1. **Analysis:** Based on the results of the analysis, the *Merdeka Curriculum* requires a teaching module. Therefore, the teaching module for phase A based on al-islam and Muhammadiyah value in the *Merdeka Curriculum* was developed to support teaching tools that can assist teachers in conducting learning. The teaching module for phase A based on al-islam and Muhammadiyah value in

the *Merdeka Curriculum* was developed to make it easier for students to improve learning outcomes in implementing the *Merdeka Curriculum*.

2. **Design:** The researcher planned the draft as phase A learning media implemented for grade 1 students by referring to the *Merdeka Curriculum*. The design was made using Canva and Corel Draw applications, including the cover, material space division, layout, and the entire teaching module. The developed phase A al-islam and kemuhammadiyah-based teaching module contains a cover, table of contents, core competencies and basic competencies, learning objectives, learning materials, and assignments or practice questions.
3. **Development:** The development phase begins with making teaching modules starting with discussions according to the material and learning outcomes and assignments determined in phase A. Teaching modules based on al-islam and muhammadiyah value

are prepared using the canva and corel draw 2020 applications. Before being applied to students, the teaching modules that have been developed are validated by material experts and teaching material experts consisting of 2 lecturers who are experts in their respective fields. Material expert validation includes aspects of content feasibility, language suitability, presentation, analysis of student activities, assessment of student learning outcomes measured using a Likert scale of 1-4 with criteria 4 = very valid, 3 = valid, 2 = quite valid, 1 = less valid. The results of material validation in the teaching module based on al-islam and kemuhammadiyah value phase A are presented in table 1.

**Tabel 1. Material Expert Validation Results**

No.	Aspects	Persentase	Interpretasi
1	Content Appropriateness	95%	Highly Valid
2	Language	87,5%	Highly Valid
3	Presentation	87,5%	Highly Valid

4	Student Activity Analysis	87,5%	Highly Valid
5	Analysis of Learning Outcome Assessment	83,3%	Highly Valid
<b>Average</b>		<b>88,75%</b>	<b>Highly Valid</b>

The results of the percentage of material expert validation on the teaching module obtained in terms of several aspects obtained a validity level of 88.75%, which is very valid in all aspects because the total score exceeds 75%. So that the teaching module based on al-islam and muhammadiyah value developed at this time can be used in the learning process for phase A students of the *Merdeka Curriculum*. Teaching material expert validation includes the size of the module, module cover design, module content design, and paper and print quality. The results of teaching material expert validation are presented in table 2.

**Tabel 2. Teaching Material Expert Validation Results**

No.	Aspects	Persentase	Interpretasi
1.	Module Size	100%	Highly Valid
2.	Module Cover Design	91,6%	Highly Valid
3.	Module	82,14%	Highly Valid

Content		
Design		
4. Paper and Printing Quality	100%	Highly Valid
<b>Average</b>	<b>90%</b>	Highly Valid

The results of the teaching material expert validation on the teaching module obtained in terms of several aspects obtained a validity level of 90%, which is very valid in all aspects because the total score exceeds 75%. So that the teaching module based on al-islam and muhammadiyah value developed at this time can be used in the learning process for phase A students of the *Merdeka Curriculum* in grade 1 of SD Muhammadiyah 1 Candi.



**Image 1. National insight module that has been copyright and published**

4. **Implementation:** The application of phase A teaching modules based on al-islam and muhammadiyah value to grade 1 students totaling

25 students starting with the pre-test and ending with the post-test. The application of the teaching module aims to determine the feasibility of the learning implementation process. The pre-test and post-test questions have been validated by the subject teacher. The pre-test questions were 15 items and the post-test questions were 20 items.

5. **Evaluation:** Data on pre-test and post-test scores from 25 students were analyzed by t test. The t test aims to determine whether the teaching module developed is effective as a learning medium for phase A students in the *Merdeka Curriculum*. This statistical test is calculated using IBM SPSS. Before the t test, the pre-test and post-test data will be tested for normality and homogeneity first as a condition of statistical testing.

**Tabel 3. Normality Test Results**

<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
.991	25	.997
.943	25	.174

The significant value of pre-test data is  $0.997 > 0.05$  while the significant value of post-test data is  $0.174 > 0.05$ . These results indicate that the distribution of pre-test and post-test data is normal

**Tabel 4. Homogeneity Test Results**

<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
.150	1	48	.700

The results of the homogeneity test calculation show that the homogeneity data is 0.700, meaning that the significance value is  $0.700 > 0.05$ . The conclusion of the results of the homogeneity test on the pre-test and post-test scores is homogeneous or uniform.

**Tabel 5. Paired Sample T-Test Results**

<i>Paired Sample Test</i>			
<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>Sig.</i>
55.580	19.775	19.874	0.000

The results of the Paired Sample T-Test test obtained based on data on students' pre-test and post-test scores. The acquisition of Standard Deviation is 19.775. The mean paired differences value of 55.580 shows the difference in the average pre-test and post-test scores.

The t table value is a positive value of 19.874. Based on the Paired Sample T-Test test using SPSS, the significance value (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted, and if the significance value (2-tailed)  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected. The Paired Sample T-Test test using pre-test and post-test data, obtained a significance value (2-tailed) of 0.000. This means that the significance value (2-tailed) obtained is  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So that it is concluded that there are differences in learning outcomes before and after being applied in the form of teaching modules, meaning that the phase A elementary school teaching module based on the concept of *darul ahdi wa syahadah* is effective to be applied to phase A students to support the implementation of freedom to learn.

#### **D. Conclusion**

The phase A primary school teaching module based on the concept of *Darul Ahdi Wa Syahadah* developed produces an innovative teaching module according to the characteristics and needs of students with valid criteria and is suitable for application in the learning

process. Evident from the acquisition of material expert scores with a percentage of 88.75% and teaching material experts with a percentage of 90% which shows a very valid category. The effectiveness of using the phase A primary school teaching module based on the concept of *darul ahdi wa syahadah* can be seen from the average value of the posttest which shows an increase in the learning outcomes of phase A students in grade 1. So this shows that the teaching module is effective to apply. In its preparation, the phase A elementary school teaching module based on the concept of *Darul Ahdi Wa Syahadah* designs relevant learning so as to encourage students to be able to channel students' potential, interests, and talents. Thus, the learning outcomes of grade 1 students of SD Muhammadiyah 1 Candi can be achieved in learning the current *Merdeka Curriculum*. This teaching module based on the concept of *Darul Ahdi Wa Syahada* is expected to be a support in the process of implementing an *Merdeka Curriculum*. For further development, it can be re-evaluated so that it can be disseminated by paying attention to several things such as the target subject

and the scope of material developed in accordance with the learning outcomes.

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