Development of German Language Teaching Modules for Senior High Schools

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ABSTRACT

Teaching modules have an important role in supporting the teaching and learning process. Therefore, the government, through the Merdeka Belajar curriculum, encourages teachers to develop teaching modules, so that learning can maximize the potential of the surrounding environment to achieve predetermined learning goals. However, survey results show that teachers still experience difficulties in developing teaching modules. This research aims to investigate teaching modules made by German language teachers in Sidoarjo in welcoming the implementation of the Merdeka Belajar curriculum launched by the Ministry of Education and Culture starting in 2022. The analysis in this research is based on the principles and steps for developing teaching and learning modules of German language according to the guidelines in the curriculum. The research was carried out using a qualitative approach, and aimed to describe 3 things, (1) the systematic suitability of the module, (2) the appropriateness of learning materials and assessments, and (3) the obstacles experienced by teachers during the process of developing teaching modules. The research population was German language teachers in Sidoarjo. Based on the analysis of this research, the following conclusions are produced: (1) the module created by the teachers can yet be improved, especially component 3 still requires quite a lot of improvement, (2) The material and assessments in the module are in accordance with the curriculum, although there is still a lot of material taken from other people's sources, both from textbooks and the internet, (3) The main obstacle faced by teachers during the process of developing teaching modules is time constraints.

INTRODUCTION

Professional teachers start with planning their teaching and learning. In order to be able to carry out good learning, they require preparation, starting with planning, then continuing with implementation and evaluation [1]. Learning plans are an important part of implementing teaching and learning. Learning plans in educational units at all levels must of course be based on government policies included in the curriculum. The implementation of the Merdeka Belajar curriculum by the Indonesian government through the ministry of education and culture, which was launched in April 2022, among other things, also has an impact on learning policies at the educational unit level.

The change that is clearly visible with the shift from the 2013 curriculum to the Merdeka Belajar curriculum is the existence of teaching modules as a substitute for learning implementation plans (Rencana Pelaksanaan Pembelajaran/RPP) [2]. In the Merdeka Belajar curriculum, the teaching and learning process is more emphasized on developing students' soft skills and character, focusing on essential material, and flexible learning. To achieve educational goals as stated in the Merdeka Belajar curriculum, educators are given the freedom to provide quality learning in accordance with the needs

and learning environment of students and focus on character.

In order to realize this learning, teachers are encouraged to be creative. Among other things, teachers must be able to prepare learning plans—which are termed teaching modules—that are in accordance with the curriculum, student development, and developments in technology and information, as mandated in the Teacher and Lecturer Law Number 14 of 2005, Article 8 states that teachers must develop learning materials taught creatively. Through the latest curriculum, teachers are encouraged to be creative in developing their own teaching modules or together with other teachers of the same class, so that learning can maximize the potential of the surrounding environment to achieve goals.

Teaching modules have an important role in supporting the teaching and learning process. With self- made modules, teachers and students are expected to be able to maximize the potential of the surrounding environment to achieve learning goals. The important role of teaching modules in the Merdeka Belajar curriculum is the main focus of this research. In reality, the government's policy of encouraging teacher creativity in planning and implementing their learning is not easily realized by teachers, even though the government has distributed various guides and examples as well as training on developing teaching modules. The situation analysis for this research was carried out on German language teachers in Sidoarjo through questionnaires and focused discussion forums.

The results of responses to the questionnaire showed that of the 9 teachers, only one had ever drafted a teaching module for their learning. The teacher who has developed the teaching module teaches in a state school that has implemented the Merdeka Belajar curriculum. They have also participated in socialization about the Merdeka Belajar curriculum from the ministry and training in developing teaching modules. The remaining eight teachers stated that they had never created a teaching module and had never participated in teaching module development training. Their school also has not implemented the Merdeka Belajar curriculum. As stated in the curriculum, the Merdeka Belajar curriculum is aimed at all levels of educational units, but is implemented in stages based on the readiness of the educational unit. The stages of implementing the curriculum are divided into three groups, namely freedom to learn, freedom to share, and freedom to change.

Initial interview results show that teachers are not ready to develop teaching modules. They still carry out learning based on textbooks on the market. In fact, the survey results show that there are no proper German language textbooks for senior high school in Indonesia that have been developed by local authors or book compilers. The two German language textbooks currently circulating in Indonesia are made by Germans. Indeed, these books are printed here, but they remain one hundred percent true to the original printing, both in material and context. These books are also not easy to get because (1) they are all in German, (2) they are expensive so they are not affordable for most students. This situation creates problems for senior high school/MA German language teachers in Sidoarjo. They do use one of these books, but they always have to modify and then reproduce the material so that it can be distributed to students for learning purposes, which is quite inconvenient.

The positive thing that needs to be appreciated from teachers is their motivation to

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want to practice developing teaching modules. They realize that gradually they also have to carry out the curriculum mandate. This research began with the motivation of teachers to learn and practice developing teaching modules together. To find out the process and results of the efforts of senior high school German teachers in Sidoarjo to produce teaching modules in accordance with the Merdeka Belajar curriculum, this research was conducted.

This research aims to describe 3 things, namely (1) the systematic suitability of the module, (2) the suitability of learning materials and assessments, and (3) the obstacles experienced by teachers during the process of developing teaching modules. The research population was German language teachers in Sidoarjo.

RESULTS AND DISCUSSION

This research produced a product in the form of two teaching modules made by teachers which were developed in groups. This section describes an analysis of three things, namely (1) the systematic suitability of the module, (2) the suitability of learning materials and assessments, and (3) the obstacles experienced by teachers during the process of developing teaching modules. The data analyzed was obtained from teacher- made modules, teacher responses to questionnaires distributed by the research team, and the results of discussions between the research team and the teachers who developed the teaching modules.

Systematic Compatibility of the Teaching Modules with Guidelines in the Merdeka Belajar Curriculum

The discussion regarding the systematic suitability of the teaching modules created by the teachers is based on explanations in the collaboration space opened by the Ministry of Education and Culture [3]. The teaching module has 3 components, namely general information components, core components, and attachments. General information components include (1) identity of the author, institution of origin, year of creation of the teaching module, school level, class, and time allocation, (2) description of initial competencies regarding knowledge and skills that students must achieve before studying the material, (3) Profile of Pancasila students,

(4) infrastructure, (5) target students, (6) learning model. Core components include learning objectives, assessment, meaningful understanding, trigger questions, learning activities, and student and teacher reflection. Attachments include student worksheets, enrichment and remedial materials, teacher and student reading materials, glossary, and bibliography.

Table 1: Teaching Module Components

	Components	Module 1	Module 2
1	General information components:		
	Author's identity, institution of origin, year the teaching module was created, school level, class, and time allocation	Included but not yet listed the year of creation, school level and time allocation	Included but not yet listed the year of creation, school level and time allocation
	Description of initial competencies regarding the knowledge and skills that students must achieve before studying the material	Included	Included
	Profile of Pancasila Students	Included	Included
	Infrastructure	Included	Not included
	Target students	Included	Not included
	Learning model	Not included	Not included
2	Core components:		
	Learning objectives	Included	Included
	Assessment	Included	Included
	Meaningful understanding	Included	Not included
	Trigger questions	Included	Included
	Learning activities	Included	Included
	Student and teacher reflection	Included	Included
3	Attachment:		
	Student worksheets	Not included	Not included
	Enrichment and remedial	Not included	Not included
	Teacher and student reading materials	Not included	Not included

Glossary	Not included	Not included
Bibliography/references	Included	Included

The results of the analysis show that the components in the two teacher-made teaching modules still need to be refined. Based on table 1 above, it is shown that module 1 is more complete than module 2. In the general information component, the year the module was created, school level, time allocation and learning model have not been written down in the two teacher modules. In module 2, infrastructure and student targets have not been included.

The core components, which include learning objectives, assessments, meaningful understanding, trigger questions, learning activities, and student and teacher reflection, have been created well in module 1, but in module 2, meaningful understanding does not exist. In the attachment components which include student worksheets, enrichment and remedial materials, teacher and student reading materials, glossary and bibliography, there is only a bibliography in modules 1 and 2. Based on the results of the analysis of the module components, it appears that components 1 and 2 in both modules created by the teacher only require light revision. However, component 3 still requires quite a lot of improvement.

Feasibility of Learning Materials and Assessments

Learning material is one of the important components that can support the success of the teaching and learning process. Learning materials are not only needed by students but also by teachers. Learning materials are a means of learning for students [4], while for teachers, learning materials can direct teachers to the learning goals they want to achieve as well as the learning goals stated in the curriculum [5].

The learning materials that must be described in the German language teaching module for high school must follow the guidelines in the curriculum regarding "Learning Outcomes for Phase F German Language Subjects" issued by the Standards, Curriculum, Educational Assessment Agency of the Ministry of Culture, Research and Technology of the Republic of Indonesia [2] . The material in the two modules developed by the teacher is in accordance with the guidelines in the curriculum. Both take the theme "Alltagsleben" (Everyday Life) and divide subthemes into two groups (two modules).

The learning objectives in the module are also appropriate and described in measurable indicators so that it appears that the stated objectives are concrete and can be understood to direct students in responding to situations in their environment. In the field of linguistics, especially German, competency standards are minimum competency qualifications for students that describe mastery of knowledge and attitudes towards German language lessons. German language learning is directed at improving students' ability to communicate in German well and correctly, both orally and in writing.

Competency standards are things related to the knowledge, skills and attitudes that students must master in the learning process. In the module created by the teacher, the learning aspect includes two parts, namely the literary aspect and the language aspect. These two aspects are divided into several sub-aspects which include students' skills in

language learning, namely listening, speaking, reading and writing skills. These skills can be developed as a way to increase knowledge and form better student attitudes.

Even though it is not stated explicitly, the systematicity of the material and exercises and assessments shows that the teachers use a communicative approach as the basis for their preparation. As stated by [6], the communicative approach is still considered suitable to be applied in foreign language learning. The development of a communicative approach which is influenced by sociolinguistics and pragmatics, views language in relation to its function as a medium for social interaction [7] viewing language as a tool of social communication. Language not only has a personal function, but also an interpersonal one.

This view influences language learning activities, determining material, and assessment. The characteristic of the communicative approach is that it provides wider space for interactive competence, not between teachers and students as in other approaches, but between students. Foreign language learners are given ample opportunities to simulate communication as in authentic communication.

Globalization in the world of work today provides opportunities for people of productive age to pursue career opportunities abroad. This phenomenon influences the types of qualifications required. If someone wants to be accepted to work in a foreign country, he or she is not only required to master the academic and work fields, because language competency is also an important requirement. This situation also benefits those who have the ability to speak foreign languages, especially German, opening up wider opportunities for careers abroad.

Assessment is an important component in learning activities because it can provide an overview of the achievement of learning outcomes and processes and project the learner's abilities in the future. According to [3], assessment is divided into two, namely outcome assessment and process assessment. Results assessment is an activity to measure learning achievement based on predetermined learning objectives. Results assessments are developed in accordance with the learning objectives and materials. Results assessment data can be seen from learner test results. Process assessments measure the achievement of the learning process, and function to measure the achievement of the learning process and diagnose weaknesses. The results can be used as a basis for making learning improvements. Based on these two assessments, future learner competencies can also be projected. Based on the curriculum guide, the assessment of learning German as a foreign language is adjusted to the CEFR German language assessment criteria. The two modules developed by the teacher are in accordance with these guidelines

CONCLUSION

Based on the analysis of this research, the following conclusions are produced: (1) the teacher-made module components still need to be improved. Components 1 and 2 require only light revision. However, component 3 still requires quite a lot of improvement, (2) The material and assessments in teacher-made modules are in accordance with the curriculum, although there is still a lot of material taken from other people's sources, both from textbooks and the internet, (3) The main obstacle faced by teachers during the process of developing teaching modules is time constraints. The large number of assignments at school and busyness at home result in the handling of the module

preparation process being hampered. Due to limited time, they are less careful in reading guides or developing their own materials for their teaching modules. Most of the materials used are still taken from sources, either in textbooks or sources on the internet made by other people.

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