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## Training on the Preparing of Learning Tools as an Adjustment to the Merdeka Curriculum for Junior High School Mathematics MGMP Teachers in Lhokseumawe City

Fajriana<sup>1)\*</sup>, Fitri Ayu Ningtiyas<sup>2)</sup>, Nurul Afni Sinaga<sup>3)</sup>, Rifaatul Mahmuzah<sup>4)</sup>,  
Syahrina Intan<sup>5)</sup>, Puji Sabrini<sup>6)</sup>

<sup>1,2,3,4,5,6)</sup> Program Study Pendidikan Matematika FKIP, Universitas Malikussaleh

\*Corresponding Author  
Email: [fajriana@unimal.ac.id](mailto:fajriana@unimal.ac.id)

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### Abstract

Indonesian education has implemented various curricula that have undergone improvements with each change. Currently, there is an independent curriculum designed to provide opportunities for teachers to develop teaching materials by taking into account the character, interests and talents of students. The independent curriculum has begun to be implemented in Lhokseumawe city junior high schools, but in reality this implementation is not accompanied by socialization and training related to the preparing of learning tools. This results in the teaching and learning process that occurs not in accordance with the system intended by the independent curriculum. Teachers need assistance in order to prepare learning tools so that the objectives of the independent curriculum can be achieved. One of the alternatives that can be done to overcome this problem is to conduct socialization and training in preparation of learning tools adapted to the independent curriculum for MGMP junior high school teachers in Lhokseumawe City. The purpose of this service is so that teachers, especially junior high school mathematics teachers in Lhokseumawe city who are members of MGMP, can prepare learning tools in accordance with the independent curriculum. The method used in this service is Participatory Rural Appraisal (PRA), where in this activity participants actively participate in the entire process carried out from the initial stage to the final stage. Overall, the stages of activities carried out in this service in the form of training in the preparation of independent curriculum learning tools consist of four stages, namely the planning stage, preparation stage, implementation stage, and evaluation stage. The results of this service are in the form of learning tool documents that are in accordance with the objectives contained in the independent curriculum and the satisfaction survey of training participants. Based on the results obtained from 57 respondents it is known that the level of participant satisfaction with quality of the material presented was 90.35%. As for the aspect of the speaker, the level of satisfaction of the training participants obtained was 86.67%

**Keywords:** Merdeka Curriculum, Learning Tools, MGMP, Teacher

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## INTRODUCTION

The implementation of the independent curriculum which is starting to be implemented in every school requires subject teachers to be able to change the teaching and learning process in class to follow the goals and objectives to be achieved in the independent curriculum. This curriculum is designed to provide opportunities for teachers to compile teaching materials according to student abilities by taking into account the character, interests and talents of students (Nugraha, 2022: 253). Likewise, students are given the opportunity to learn independently and receive fun learning methods according to their interests and talents (Sartini & Mulyono, 2022: 1350). The transition of the curriculum resulted in changes in all teaching tools that have been available and used by teachers in the classroom. However, in reality, there has been no socialization related to learning tools integrated with the independent curriculum conducted for teachers in Lhokseumawe city, making it difficult to implement the new

curriculum at school and in the classroom. Meanwhile, teachers who are competent in developing teaching materials can improve the quality of learning for the better. According to Ningtiyas et al (2023: 11) improving students' cognitive abilities is easy to do if students are involved in good quality learning. Students' critical thinking skills in learning are strongly influenced by the form of teaching tools so that learning objectives are achieved if this is fulfilled (Daud et al, 2021: 19).

The head of the Lhokseumawe city junior high school Mathematics MGMP really hopes that there will be activities carried out in real terms such as assisting teachers in developing appropriate learning tools so that teachers are no longer confused in implementing the independent curriculum correctly. MGMP is a forum that facilitates teachers to provide input to each other regarding making good and correct learning tools, making questions and other useful programs (Amalia, 2019: 133) and Mahmuzah (2022: 93).

The problems obtained through interviews with the head of the SMP Mathematics MGMP by the PKM team were used as input in an effort to find solutions to the lack of socialization and training related to the preparation of learning tools integrated with the independent curriculum for junior high school mathematics teachers in Lhokseumawe City. Socialization and training activities for learning tools are generally aimed at providing in-depth knowledge about the preparation of learning tools according to the system used and being trained to independently compile these learning tools through information that has been obtained in socialization activities. Through the description previously presented, the PKM team made the decision to create a community empowerment service program in this case the MGMP Mathematics teachers of junior high school in Lhokseumawe city in the form of training in the preparation of learning tools as a solution to adjusting to the independent curriculum.

The purpose of the PKM team conducting this activity is to provide a deeper understanding of the independent curriculum, especially in terms of developing teaching materials and training teachers directly in developing learning tools that can be implemented in the classroom in accordance with the substance of the independent curriculum. After the teacher participates in this PKM activity, it is hoped that the Lhokseumawe City Junior High School Mathematics MGMP teachers can develop mathematics learning tools creatively and innovatively following the substance of the independent curriculum and can adapt to the situation of students in the classroom. If teachers are able to independently develop and create learning tools very creatively and innovatively in the classroom, it will have a positive impact on student learning success. The success of student learning in schools will greatly affect changes in the national education system for the better in the future.

## RESEARCH METHODS

Community Service Activities (PKM) were carried out at the Lhokseumawe City Junior High School Mathematics MGMP office. The activity lasted for 3 days, namely September 21, 23 and 30, 2023 with a total of 57 participants who were members of the Lhokseumawe City Junior High School Mathematics MGMP. The method used in the implementation of this service activity is the PRA or *Participatory Rural Appraisal* method, where in this activity participants actively participate in the entire process being carried out, starting from the initial stage to the stage (Adimiharja & Hikmat, 2003; Pratiwi, 2007).

The stages of service activities carried out include planning, preparation, implementation, and evaluation stages.

#### 1. Planning Stage

The planning stage consists of:

- a. Initial observations related to the implementation of the independent curriculum in several junior high schools in Lhokseumawe city, especially in Mathematics.
- b. Confirmation and *Focus Group Discussion* (FGD) with the head of MGMP Mathematics regarding the conditions found in the initial observation.
- c. Planning for training activities on the preparation of learning tools for the independent curriculum by involving and asking for opinions from several representatives of MGMP mathematics teachers regarding the training materials needed.

#### 2. Preparation Stage

In the preparation stage, the team prepares everything needed during the training, such as determining the venue, requesting permission and completing the necessary administrative sharing, and so on.

#### 3. Implementation Stage

The implementation of the service uses the following methods:

##### a. Training Methods

The training method is intended to provide information to participants regarding the independent curriculum and how to develop learning tools that are correct and in accordance with what is intended in the curriculum. In this section, the speaker will present in detail the training material related to the independent curriculum learning tools.

##### b. Workshop Method

The workshop method is intended to enable participants to directly practice the material that has been obtained previously. Based on the provision obtained from the training, each participant will then develop their own learning tools according to the needs and characteristics of their students.

##### c. Evaluation Stage

The activity ended by providing a satisfaction survey to participants regarding the implementation of training on the preparation of independent curriculum tools, and evaluating the results of the tools that had been prepared by the trainees.

## RESULTS AND DISCUSSION

This community service is carried out by providing training in the preparation of independent curriculum learning tools to mathematics teachers who are members of the Lhokseumawe City Junior High School Mathematics MGMP so that these teachers have the skills to design teaching modules that are in accordance with the substance of the independent curriculum. The first stage is the preparation stage which is carried out by preparing everything needed during the training, such as determining the venue, asking permission and completing the various necessary administration.

The second stage is the implementation stage which begins by explaining to the participants the importance of a teacher to understand the current independent curriculum and the importance of preparing learning tools that are correct and in accordance with the needs of

their students. Because the implementation of learning will run smoothly if the learning tools have been prepared appropriately. Next, participants will be given a pretest regarding their knowledge of the independent curriculum. After that, the activity continued using the following method:

a. Training Method

The training method is intended to provide information to participants regarding the independent curriculum and how to develop learning tools that are correct and in accordance with what is intended in the curriculum. In this section, the speaker will convey in detail the training material related to the independent curriculum learning tools, and provide opportunities for participants to ask questions about things that have not been understood.



Figure 1. Training Participants Listen to the Material



Figure 2. Participants ask questions to the resource persons

b. Workshop Method

The workshop method is intended to allow participants to directly practice the material that has been obtained previously. Based on the provisions obtained from the training, each participant will then develop their own learning tools according to the needs and characteristics of their students. The process of preparing independent curriculum learning tools carried out by training participants will be directly accompanied by presenters and lecturers, so that participants can ask or consult directly with presenters or lecturers if they experience difficulties in preparing learning tools.





Figure 2. Participants Develop Learning Tools

The next activity is evaluation to measure the level of success of the training conducted. Evaluation activities are carried out by providing a satisfaction survey questionnaire related to the implementation of the training that has been carried out (presenters, materials presented, consumption), and evaluating the results of the tools that have been prepared by the training participants.

Table 1. Results of the Trainee Satisfaction Survey

No.	Indicator	Percentage of Participants' Answers
1.	Material	90,35%
2.	Presenter	86,67%
3.	Consumption	85,79%

Based on the results obtained from 57 respondents, it is known that the level of participant satisfaction with the quality of the material presented is 90.35%. As for the aspect of the speaker, the level of satisfaction of the training participants obtained was 86.67%. The last aspect related to the participants' satisfaction with the consumption served was 85.79%. The overall average shows that participants are satisfied with the training carried out both from the aspects of the material, presenters and consumption served.

## CONCLUSION

Based on community service activities that have been carried out on all MGMP mathematics teachers in Lhokseumawe City, SMPN 1 Lhokseumawe, related to "Training in the Preparation of Learning Tools as a Solution to Adjusting the Independent Curriculum for Junior High School Mathematics MGMP Teachers in Lhokseumawe City" several conclusions are obtained. *First, there are* still many junior high school mathematics teachers in Lhokseumawe City who do not understand how to prepare learning tools for the independent

curriculum. *Second*, the extraordinary enthusiasm of teachers when participating in training activities. *Third*, teachers recognize that this training is very useful in improving teacher performance and competence during the implementation of the learning process based on the independent curriculum. *Fourth*, the survey results show that the training participants are satisfied with the training activities that have been carried out.

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