

Accompaniment in Creating Learning Modul Based on the Merdeka Curriculum for Aswaja Subjects in Formal Education in Sidoarjo

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Abstract

The Merdeka Curriculum provides opportunities for teachers to make adjustment to local school conditions. Aswaja subjects are important to be adjusted based on the demands of curriculum development. This accompaniment aims to assist the preparation of learning modul based on the Merdeka Curriculum in Aswaja subjects in Sidoarjo. This accompaniment uses the ABCD approach and involves 30 participants of Aswaja teachers in Sidoarjo Regency who have succeeded in compiling learning module products for Aswaja subjects at all levels of education ranging all levels of education from elementary school to high school which have never been done. In addition to the product in the form of learning modul, this accompaniment succeeded in encouraging the active involvement of Aswaja subject teachers, exploring the latest learning innovations to attract students' attention to Aswaja subjects, forming local leaders, encouraging the role of stakeholders.

Keywords: learning modul; merdeka curriculum; aswaja subjects

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Introduction

Currently, learning modul are a topic that is often discussed by teachers at all levels of education, whether primary, secondary or tertiary. Learning modul are learning tools that are systematically arranged based on learning principles used by teachers for students (Salsabilla et al., 2023). Learning modul are very important in the learning process for teachers and students. Without modul, teachers will have difficulty in teaching and students will face unsystematic learning, so the effectiveness of learning will not be optimal. Learning modul are an important tool to improve the quality of learning, play a significant role for teachers and students and are closely related to the learning process (Maulida, 2022).

The discussion about learning modul is getting warmer with the presence of Merdeka Curriculum. This curriculum provides freedom for schools to adapt the curriculum to local needs and student characteristics. Therefore, the development of learning modul that are in accordance with the principles of the Merdeka Curriculum is increasingly important. Learning modul developed based on the Merdeka Curriculum are expected to be able to consider local needs and contexts and accommodate cultural and religious diversity in society.

Sidoarjo, one of the districts in East Java, is known for its religiosity values. These values are inseparable from the influence of the largest Islamic organization in Sidoarjo, Nahdlatul Ulama (NU). NU is known as an organization that promotes moderation (*tawasuth* and *tawazun*), tolerance (*tasamuh*) and justice (*i'tidal*) (H, 2016; Tafuzj, 2017). As a large organization with many sympathizers, NU not only focuses on religiosity but also on education. The existence of *pesantren* and *madrassas* is evidence of NU's role in education. In addition, the existence of the Ma'arif NU Educational Institution (LP. Ma'arif NU) also shows the existence of NU in the field of education (Wahid, 2001).

NU's role in education needs to be adjusted to the curriculum to make it more relevant. This step answers the needs of educational institutions affiliated with NU, especially those under the auspices of the Ma'arif NU Education Institute (LP. Ma'arif NU). Accompaniment in preparing modul for Aswaja teachers is a response to the need for curriculum adjustment. This mentoring may be the first time Aswaja teachers have been involved in the LP. Ma'arif NU in Sidoarjo, but when referring to LP. Ma'arif NU as the object of accompaniment, there is previous accompaniment that has been carried out by Ediyanto, et al. (2021) who has conducted structured accompaniment to Inclusion school teachers under the auspices of LP. Ma'arif NU Bangil Branch (Ediyanto et al., 2021).

Aswaja subject, sometimes called Aswaja and Ke-NU-an, is a typical local content of institutions under LP Ma'arif NU (Darni et al., 2021; Doyan et al., 2018). This subject is important because in addition to reflecting NU identity, it also serves to instill the Islamic ideology of *Ahlussunnah wal Jama'ah* and internalize the values of moderation (*tawasuth* and *tawazun*), tolerance (*tasamuh*), and justice (*i'tidal*) (Abdul Malik et al., 2023; Mutakin, 2018). Naim (2015) explains three important reasons for the existence of Aswaja subjects and the urgency to make updates, namely, Aswaja becomes a theological identity that is

contested by various Islamic sects and organizations. Not a few sects or organizations claim themselves as Aswaja. Precisely because it is the arena for fighting over this claim, reconstruction is important. Secondly, the substance of Aswaja is still a space of debate that has not been completed until now. This is because the definition, scope and characteristics of Aswaja are indeed loose. However, there is a common starting point that marks the characteristics of Aswaja. Thirdly, Aswaja has not been socialized and systematically arranged in various fields of life. Aswaja embraced by Indonesian Muslims - especially the Nahdlatul Ulama - is still elitist in nature among the educated. Citizens of the general public usually do not know and care less about Aswaja (Naim, 2015).

Technically, Aswaja learning is mostly delivered with classical and not up-to-date methods. Information obtained in the FGD on February 12, 2024 from several Aswaja teachers admitted that they only used the lecture method without any two-way dialectic between teachers and students. With this classic learning, Aswaja subjects do not receive attention from students and students tend to be passive in the learning process. In fact, Aswaja has an important portion for schools under LP Ma'arif NU, namely as a subject that functions as an indoctrination of Ahlussunnah wal Jama'ah ideology (Wahid, 2001; Wibowo et al., 2018).

Despite its importance, this subject is often neglected. Findings during the FGD on February 12, 2024 showed that this subject is negatively stigmatized because it is considered out of context. Teachers complain that much of the material is inappropriate for students' abilities, too advanced, and irrelevant to the students' level of education. In addition, although Aswaja is included in local content, local elements and contextual material with the students' environment, especially in Sidoarjo, are less visible.

The presence of Merdeka Curriculum provides an opportunity to assist Aswaja teachers in Sidoarjo. The need to develop a module as a result of this accompaniment aims to overcome the problem that Aswaja subjects are not contextualized. Although this module is important in the learning process and affects its effectiveness, many teachers have not been able to compile it.

With this accompaniment, it is hoped that Aswaja teachers in Sidoarjo can be helped in compiling learning modul that are in accordance with the Merdeka Curriculum. Through

the Aswaja learning module developed, the goal of making Aswaja subjects more contextual and effective in learning can be realized.

Method

Accompaniment in the preparation of learning modul based on the independent curriculum in Aswaja subjects was carried out in Sidoarjo Regency, precisely at the Sidoarjo Regency Ma'arif LP PC Training Center Hall located at Jl. Monginsidi Kav. DPRD CIII/I Sidoklumpuk Sidoarjo, Postal Code 61218, East Java, Indonesia. This mentoring is carried out forur months from January 2024 to April 2024. As participants in this mentoring are Aswaja subject teachers in Sidoarjo Regency with a total of 30 teachers at all levels of education, namely elementary school (MI), junior high school (MTs), and senior high school (MA) (Paramita et al., 2021).

This mentoring uses the ABCD approach as (Asset-Based Community-Driven Development). This approach was chosen because it is compatible with the mentoring process being implemented. Referring to the outcome, this accompaniment seeks for the Aswaja learning module by optimizing the role of participants as the main actors in making the Aswaja learning module (Munawar Ahmad, 2007; Tim, 2016). The main target of this accompaniment is the preparation of Aswaja learning modul based on the independent curriculum at all levels of elementary school, junior high school, and senior high school.

To achieve the main goals and objectives in this accompaniment, the ABCD approach is used as a guideline, with the following details:



Figure 1. ABCD Approach in the Mentoring Process (Wajdi et al., 2020).

1. Discovery

Discovery is the initial identification in ABCD-based mentoring. This identification process is carried out using structured and unstructured interview techniques. This process requires the facilitator to go directly to the Aswaja teacher as a participant to conduct purposive and snowball interviews. With this interview technique, the facilitator

can break the barrier of formality with the assisted subject, namely the Aswaja teacher so that the interview becomes a conversation full of intimacy and warmth and an inquiry dialogue is possible between the facilitator and the subject (S.A.P. et al., 2021).

Topics used in interviews with Aswaja teachers are about their assets and potential. Through this topic, Aswaja teachers believe that Aswaja subjects actually have the opportunity to become contextual and enjoyable subjects for students as long as the materials presented to students are right on target and systematically designed. Likewise with the facilitator, because the interview is take and give, the facilitator gets a lot of potential information to be inventoried at a later stage.

2. Dream

Through the discovery stage with dialogic interviews between the facilitator and the participants, little by little the hopes and goals to be achieved together are described. Aswaja teacher participants have a dream to design Aswaja learning modul that will be very useful to guide Aswaja teachers in the teaching and learning process.

This dream is not an intervention from the facilitator but purely the hopes and desires of Aswaja teachers in Sidoarjo Regency. The compilation of Aswaja learning modul at all levels of education is not an ambitious dream but a proportional dream because again, that dream is not driven but a dream. Of course, with the compilation of the Aswaja learning module, this product will be an innovation because within the scope of Sidoarjo Regency - this product is a new breakthrough.

3. Design

The dream that has been expected by Aswaja teachers will not be able to become a reality if it is not realized through careful planning. At the design stage, participants and assistants design activities that will be carried out during the mentoring process. The design of the mentoring implementation is described as follows:

Table 1. Timeline of Accompaniment Activities for the Preparation of Aswaja Modul

No	Timeline	Phase	Activity
1	January 8, 2024	Introduction	Initial Coordinatio of the Support Team
2	January 17, 2024		Presentation on Material the Merdeka Currilum Mendset

No	Timeline	Phase	Activity
3	January 22 – February 5, 2024	Core Phase	FGD on the Preparation of CP and TP for Aswaja
4	February 12 – 14, 2024		FGD Review of CP and TP Aswaja
5	March 18, 2024		Drafting of SD / MI Module
6	March 25, 2024		Drafting of SMP / MTs Module
7	April 1, 2024	Finalization	Drafting SMA / MA Module
8	April 8, 2024		Review of Aswaja Cluster SD / MI Draft Module Draft
9	April 10, 2024		Review of Aswaja Cluster SD / MI Draft Module Draft
10	April 13, 2024		Review of Aswaja Cluster SD / MI Draft Module Draft
11	April 15, 2024		Finalization of Aswaja Module Draft
12	April 17, 2024		Dissemination of Aswaja Module Results

4. Define

The define stage is a stage that is at the post-design level or activity planning. Accompaniment reaches the define stage if the mentoring process finds a local leader who is in charge of driving the dreams of Aswaja teachers. In other words, the local leaders are the leaders of the module clusters that have been broken down by education level.

5. Destiny

The last stage in the mentoring process is destiny. This stage is the level where Aswaja teachers move with their initiatives and ideas in implementing various things that have been formulated at the design stage. This stage takes place when local leaders and participants continuously carry out changes, monitor developments, and develop dialogue, innovate and execute their dreams in the form of Aswaja learning modul (Muslih et al., 2021).

Results

The first activity is the introduction. This activity includes the initial coordination of the mentoring team which was held on January 8, 2024, presentation of material on the mindset of the independent curriculum on January 17, 2024, FGDs on the preparation of CP and TP Aswaja on January 22 to February 5, 2024 and FGDs on CP and TP Aswaja Review which took place on February 12 to 14, 2024.

The initial coordination of the accompanying team became the first activity in this mentoring process because the accompanying team consisted of several elements and had their respective roles. LP PC Ma'arif NU Sidoarjo Regency acts as an institution that provides full support including funding, venue and recruitment of participants. Aswaja NU Center Sidoarjo acts as an institution that conducts in-depth studies on Aswaja teaching materials. PCNU Sidoarjo Regency acts as a protective institution for the implementation of mentoring.



Figure 2. Multistakeholder Coordination Meeting of Facilitator Team, Aswaja NU Center Sidoarjo, PC LP Ma'arif NU Sidoarjo and PCNU Sidoarjo Regency.

The presentation of material on the mindset of the Merdeka Curriculum was carried out on January 17, 2024. This material was delivered by the Aswaja NU Center and LP Ma'arif NU. This presentation aims to provide Aswaja teachers with a comprehensive understanding of the basic principles of the Merdeka Curriculum. The teachers were given an understanding that the Merdeka Curriculum provides freedom for schools to adapt the curriculum to local needs and student characteristics. This exposure is expected to open teachers' insights regarding the importance of learning modul that are contextual and relevant to the student environment.



Figure 3. Submission of the Merdeka Curriculum Mindset Material at the PC LP Ma'arif NU Sidoarjo Training Center Hall.

Focus Group Discussion (FGD) for the preparation of Aswaja Learning Outcomes (CP) and Learning Objectives (TP) was held from January 22 to February 5, 2024. In this activity, teachers were invited to discuss the structure and content of the Aswaja learning module to be compiled. This FGD aims to identify important topics that must be included in the learning module and determine learning outcomes that are realistic and in accordance with the students' education level. The discussion was dynamic, involving various perspectives from teachers from different levels of education.

FGD Review of CP and TP Aswaja was held on February 12 to 14, 2024. This activity was a continuation of the previous FGD and aimed to evaluate and refine the draft CP and TP that had been prepared. The Aswaja teachers together with the facilitators conducted a critical review of the existing drafts, identified weaknesses, and provided input for improvement. This review process ensures that the CP and TP compiled are truly in accordance with the principles of the Merdeka Curriculum and are relevant to the local context of Sidoarjo.



Figure 4. FGD Aswaja Teacher

After going through the introduction and review stages, the drafting of the Aswaja learning module began. This activity is divided into three stages according to the level of education:

1. Preparation of the SD/MI Draft Module on March 18, 2024.
2. Preparation of the SMP/MTs Draft Module on March 25, 2024.
3. Preparation of the SMA/MA Draft Module on April 1, 2024.

In each stage of drafting, teachers worked together with mentors to develop teaching materials in accordance with the agreed CP and TP. The preparation of this draft module is carried out systematically by considering the needs and characteristics of students at each level of education.

After the draft learning module is completed, the next stage is a review of the draft module conducted in various clusters:

1. Review of Aswaja Module Draft for SD/MI Cluster on April 8, 2024.
2. Review of the Aswaja Module Draft of the SMP/MTs Cluster on April 10, 2024.
3. Review of Aswaja Module Draft for SMA/MA Cluster on April 13, 2024.

This review was conducted to ensure that each draft module was in accordance with the established standards and relevant to the local context. Inputs from various parties were collected and used to refine the draft modul before finalization.



Figure 5. Preparation of Aswaja Module Draft and Review of Aswaja Module

The finalization stage of the Aswaja learning module draft was held on April 15, 2024. At this stage, all inputs from the previous review process were integrated into the final draft of the learning module. This finalization process ensures that the learning module is ready to be implemented in schools.

The last stage is the dissemination of the Aswaja learning module results which was held on April 17, 2024. This activity aims to introduce the learning module that has been prepared to all education stakeholders in Sidoarjo Regency. This dissemination is expected to increase understanding and acceptance of the new learning module and encourage its implementation in schools.



Figure 6. Aswaja Module

Discussion

Accompaniment in preparing learning modul based on the Merdeka Curriculum in Aswaja subjects in Sidoarjo Regency shows a significant level of success. This is characterized by several main achievements that can be identified through various qualitative and quantitative indicators. The following are some aspects of the success achieved during the mentoring process.

One of the main success indicators is the active involvement of 30 Aswaja teachers who participated in this mentoring. Teachers from various levels of education (SD/MI, SMP/MTs, and SMA/MA) showed high enthusiasm in every stage of the activity. They not only participated in the discussion and preparation of the module, but also provided input to enrich the process of developing the learning module and restructuring the Aswaja teaching materials to suit the students' education level.

Through a series of activities such as FGDs, presentation of materials, and review of draft modul, it can certainly encourage the improvement of Aswaja teachers' competencies. These teachers better understand the principles of the Merdeka Curriculum and are able to apply it in the local context. They also gained new skills in designing and developing teaching materials that are systematic and relevant to student needs (Akbar et al., 2022; Wardhana et al., 2022).

This accompaniment succeeded in producing Aswaja learning modul that were contextualized and in accordance with local needs in Sidoarjo. The module integrates religious values and local culture, reflecting the identity and characteristics of the Sidoarjo community. Thus, this module is expected to increase the relevance and effectiveness of Aswaja learning in schools (Wibowo et al., 2018).

The learning module produced from this accompaniment is considered an important innovation in Aswaja learning in Sidoarjo. Previously, Aswaja subjects were often considered contextless and less interesting for students. However, with a new module that is more systematic and relevant, the subject is expected to become more interesting and enjoyable for students, as well as more effective in achieving learning objectives (Ramdlani et al., 2024; Talkah & Muslih, 2022).

The mentoring process also succeeded in finding and forming local leaders among Aswaja teachers. These local leaders act as the driving force that will ensure the sustainability of the Aswaja learning module implementation in schools. They also function as facilitators who can assist other teachers in understanding and using the new learning module.

The success of this mentoring is also evident from the increasing support from various education stakeholders in Sidoarjo. The Sidoarjo District PCNU, LP Ma'arif NU and Aswaja NU Center provided full support for the mentoring process and the implementation

of the learning modul. In addition, schools under LP Ma'arif NU are also committed to adopting the learning modul that have been prepared.

Evaluation conducted after the dissemination of the learning module results showed positive responses from the participants. They felt that the new learning module was more adequate and in accordance with the learning needs at school. This positive feedback is an important indicator that the mentoring objectives have been achieved.

The final stage of the mentoring, namely the dissemination of the learning module results, went well and was attended by various interested parties. Implementation of the learning module in schools has begun, and initial monitoring shows that this module can be applied well in the learning process.

Overall, the accompaniment in preparing learning modul for the Merdeka Curriculum in Aswaja subjects in Sidoarjo can be considered successful. The resulting module is not only relevant and contextual, but also an important innovation that can improve the quality of Aswaja learning in schools. Support from various stakeholders and active involvement of teachers are the keys to the success of this activity.

Although the mentoring went smoothly and the objectives of the mentoring were achieved, this mentoring did not escape the challenges, such as: participants consisting of various levels of Aswaja teachers caused the FGD process to be really well implemented, the target of completing such a broad module product ranging from elementary to upper level education with a total of 12 modul requires a lot of energy to review and revise with limited human resources and time. Given the limited time in the process and completion of the module, it is very necessary to test it to find out the shortcomings and get constructive input.

Another expectation from this accompaniment is that this module will be able to become a means and media to instill moderation values even though the position of Aswaja subjects is only as local content. As has been expected by Naim (2015), about his expectations in Aswaja subjects as a means of internalizing the value of moderation, in line with that, in fact, the effort to carry out this accompaniment can exceed the preparation of module products. Muharom, et al (2022) also hope that the local content curriculum based on Aswaja An-Nadliyah can be a means of strengthening the value of Islamic moderation in educational institutions, especially madrasah (Akbar et al., 2022; Naim, 2015).

Conclusion

Accompaniment in preparing learning modul based on the Merdeka Curriculum in Aswaja subjects in Sidoarjo Regency has shown significant success, such as: active involvement of Aswaja subject teachers, contextual and relevant Aswaja learning module products, exploring the latest learning innovations to attract students' attention to Aswaja subjects, the formation of local leaders, stakeholder involvement (PC LP Ma'arif NU, Aswaja NU Center Sidoarjo and PCNU Sidoarjo Regency), and positive responses from participants.

The entire mentoring process that runs for five months has run smoothly until the module finalization stage. Although the mentoring has been completed and the Aswaja learning module product has reached the finalization stage, so that this Aswaja learning module product can meet student expectations and be tested, at the next stage the recommendation from the supervisor is to test this module product. The stage of testing the module product that has not been carried out in this accompaniment is also a weakness of this accompaniment. So for the next recommendation is to conduct product trials so that this module meets the expectations of teachers and students.

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