



The Effectiveness of Using Indonesian Language Learning Modules in the Independent Curriculum to Improve Learning Outcomes

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ABSTRACT

This study aims to explore the effectiveness of using Indonesian language learning modules in the Independent Curriculum (Curriculum Merdeka) to improve student learning outcomes. This research took place at SMP Primbana Medan, in the 2024/2025 academic year. This study used a descriptive qualitative approach with a case study design. The respondents were Indonesian language teachers and students in grades VII, VIII, and IX. Participatory observation guidelines were used to collect research data. This participatory observation technique was reinforced by other techniques, namely in-depth interviews and documentation. To ensure data validity, source triangulation and member checking techniques were conducted with the primary respondents. Effectiveness data were analyzed using a thematic approach through the stages of data reduction, data presentation, and conclusion drawing. The results showed that the use of learning modules encouraged active student involvement, improved understanding of the material, and supported independent and contextual learning. Several obstacles were also found, such as students' difficulties in understanding the modules without guidance and the lack of adjustment of module content to students' learning needs. This study provides strategic recommendations to improve the effectiveness of Indonesian language learning modules in the Independent Curriculum, thereby enhancing student learning outcomes.

Keywords: effectiveness, Indonesian language, learning modules, independent curriculum, learning outcomes

Efektivitas Penggunaan Modul Pembelajaran Bahasa Indonesia pada Kurikulum Merdeka untuk Meningkatkan Hasil Belajar

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi efektivitas penggunaan modul pembelajaran Bahasa Indonesia pada Kurikulum Merdeka untuk meningkatkan hasil belajar siswa. Penelitian ini berlangsung di SMP Primbana Medan pada tahun pembelajaran 2024/2025. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan desain studi kasus. Responden penelitian ini adalah guru Bahasa Indonesia dan siswa kelas VII, VIII, dan IX. Pedoman observasi partisipatif digunakan untuk mengumpulkan data penelitian. Teknik observasi partisipatif ini diperkuat oleh teknik lainnya yakni wawancara mendalam dan dokumentasi. Untuk menjamin validitas data, dilakukan triangulasi sumber dan teknik member checking terhadap responden utama. Data efektivitas dianalisis menggunakan pendekatan tematik melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan modul ajar mendorong keterlibatan aktif siswa, meningkatkan pemahaman materi, serta mendukung pembelajaran yang mandiri dan kontekstual. Beberapa kendala juga ditemukan, seperti kesulitan siswa dalam memahami modul tanpa pendampingan dan kurangnya penyesuaian isi modul dengan kebutuhan belajar siswa. Penelitian ini memberikan rekomendasi strategis untuk meningkatkan efektivitas modul pembelajaran Bahasa Indonesia pada Kurikulum Merdeka untuk meningkatkan hasil belajar siswa.

Kata kunci: efektivitas, modul pembelajaran, bahasa Indonesia, kurikulum merdeka, hasil belajar

Submitted
07/08/2025

Accepted
13/08/2025

Published
15/08/2025

Citation	Tarigan, M. M. Y., Hutahaean, B., Gultom, C. R., & Saruksuk, H. S. L. (2025). The Effectiveness of Using Indonesian Language Learning Modules in the Independent Curriculum to Improve Learning Outcomes. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 4, Nomor 4, Juli 2025, 861-866. DOI: https://doi.org/10.55909/jpbs.v4i4.858
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Publisher
Raja Zulkarnain Education Foundation



INTRODUCTION

The Independent Curriculum (Curriculum Merdeka) is an effort to transform education in Indonesia, emphasizing freedom of learning, differentiated learning, and strengthening student character through the Pancasila Student Profile. To support this policy, the government provides teaching materials in the form of flexible, contextual, and adaptive learning modules tailored to student needs (Kemendikbudristek, 2022).

In the context of Indonesian language subjects, learning modules are not merely tools but also serve as a crucial bridge in developing literacy skills, critical thinking, and the ability to convey ideas effectively. Modules are designed to reflect the integration of core competencies, student character, and the learning environment, making the learning process more personalized and meaningful (Hasanah & Pratiwi, 2023; Desiarna et al., 2022; Nugroho, 2023). However, the effectiveness of modules in learning practices still requires in-depth study, particularly regarding student responses, the modules' adaptability to classroom realities, and teachers' ability to implement them optimally. "This research is important because it provides a data-based evaluation of the impact of Indonesian language modules used in the field, thus impacting student learning outcomes (Lestari & Wibowo, 2022; Purnanto & Mustadi, 2016).

Relevant articles on the effectiveness of Indonesian language teaching modules in the Independent Curriculum are also available for other subjects, such as the following:

- 1) Ariga, S. (2023). Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19. *Edu Society: Jurnal Pendidikan, Ilmu Sosial dan Pengabdian Kepada Masyarakat*, 2(2), 662–670. <https://doi.org/10.56832/edu.v2i2.225>
- 2) Hamidah, M., Kurniasih, & Darmayanti, M. (2022). Pengembangan Modul IPAS untuk Meningkatkan Kesiapsiagaan Bencana Berbasis Model Learning Cycle pada Kelas V Sekolah Dasar. *Jurnal*

Cakrawala Pendas, 8(4), 1230–1246. <https://doi.org/10.31949/jcp.v8i4.2976>

- 3) Rosmaniar, & Feraliza. (2025). Pengembangan Bahan Ajar Tema dan Amanat Cerita Rakyat Berbasis Google Form Menggunakan Teknik Ganda. *GAUNG: Jurnal Ragam Budaya Gemilang*, 3(2), 113–124. <https://doi.org/10.55909/gj.v3i2.93>

METHOD

This research used a descriptive qualitative approach with a case study design. Through this approach, the research data were described qualitatively. This approach was chosen to provide a comprehensive overview of learning practices using modules contextually and naturally (Sudjana, 2005).

This research took place in the even semester of the 2024/2025 academic year. During this period, various preparatory activities, fieldwork, and data analysis activities were carried out, as well as a report in the form of a scientific article in an online journal.

The research was conducted at SMP Primbana, Medan. This school is located at Jl. Jendral Besar A.H. Nasution 45 Medan, Pangkalan Masyhur, Medan Johor District, Medan City, Prov. North Sumatera Province.

The primary focus of this research was the implementation process of the Indonesian language learning module based on the Independent Curriculum. Various teacher and student activities were collected and analyzed to determine the effectiveness of the learning module.

Data collection techniques included classroom observation of learning activities, in-depth interviews with teachers and students, and document analysis of the learning module, student evaluation results, and teacher reflection notes.

To ensure data validity, source triangulation and member checking techniques were used with the primary respondents.

The research data were analyzed using a thematic approach through the stages of data



reduction, data presentation, and conclusion drawing.

RESULT

1. Module Implementation by Teachers

Indonesian language teachers at Primbana Junior High School have used learning modules adapted to the Independent Curriculum. The modules cover learning outcomes, learning objectives, student activities, formative and summative assessments, and reflections. Teachers utilize these modules to design active, differentiated, and contextual learning. However, it was found that module implementation was not always optimal. Teachers still experienced difficulties in adapting the modules to the actual conditions of students in the classroom, especially in terms of learning readiness and varying student abilities. This affected the effectiveness of material delivery.

2. Student Responses to Module

Use Based on interviews with students in grades VII, VIII, and IX, the majority stated that the teaching modules helped them understand the material in a more structured way. They found it easier to follow the learning flow because the modules presented systematic learning steps. Several students also revealed that the practice questions and reflections in the modules encouraged them to learn more independently. However, several students also mentioned that the language in the modules was sometimes too formal or challenging to understand. In addition, some parts of the modules were not appropriate for their local context, thus decreasing interest in reading.

3. Supporting and Barrier Factors

Supporting factors for the use of Indonesian language modules include:

- 1) Availability of validated modules from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022).

- 2) Teacher competence in managing module-based learning.
- 3) School commitment to supporting teacher training.

Factors inhibiting the use of Indonesian language modules include:

- 1) Modules not fully adapted to student characteristics.
- 2) Limited learning time, making it difficult for teachers to optimize all activities within the module.
- 3) Lack of further training on flexible and innovative module use.

DISCUSSION

The research results show that the Indonesian language learning module used in the Independent Curriculum has had a positive impact on student learning processes and outcomes. This aligns with the opinion of Hasanah & Pratiwi (2023), who stated that the Independent Curriculum module supports active and reflective learning. "The module used at Primbana Junior High School contains all the components recommended by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), including learning objectives, differentiated activities, and assessments.

However, the effectiveness of the module is determined not only by the completeness of the content but also by how teachers adapt the module's use to the students' circumstances. This aligns with findings (Nugroho & Fatimah, 2023; Martahayu & Yuanita, 2022) that the teacher's role is vital in guiding module use.

Furthermore, this study found that students were more enthusiastic when the module provided meaningful exploration and project assignments. Contextual and flexible modules have been shown to increase student learning motivation (Lestari & Wibowo, 2022; Florina & Atmazaki, 2023).

However, when module content is not relevant to students' backgrounds or is delivered in uncommunicative language, student comprehension suffers, as noted by Sofyan and



Herlina (2023) regarding the importance of content alignment with students' realities. "It is also worth highlighting the importance of developing more contextual and participatory modules, as suggested by Ramadani & Nurlela (2022), Fatimah et al. (2023), Hartas et al. (2009) and Hapsari & Wulandari (2020), so that students can experience the relevance of the material to their daily lives. Teachers must be trained to utilize modules not merely as aids, but as primary resources guiding student-centered learning.

The biggest obstacles to the effective use of modules lie in time constraints and a lack of teacher training. Therefore, it is crucial to strengthen teacher capacity through ongoing training to enable them to adapt modules creatively and contextually.

This research also confirms that module effectiveness is not only measured by the success of achieving learning objectives, but also by aspects of student engagement, learning independence, and contextual relevance. In this case, the qualitative approach used successfully revealed the dynamics of module use in depth and comprehensively in the school environment.

CONCLUSION

Research results indicate that the use of Indonesian language learning modules within the Independent Curriculum at SMP Primbana Medan is quite effective in improving student learning outcomes. The modules help students learn more actively, independently, and understand the material more contextually. The modules also improve student literacy and interest in learning, although their effectiveness is greatly influenced by the teacher's ability to facilitate learning and the appropriateness of the module content to students' needs.

To improve module effectiveness, several activities are necessary. First, module development must be more adaptive and responsive to student conditions (Wulandari & Yulianto, 2023; Zahro & Aprilia, 2024). Second, ongoing teacher training is necessary in module utilization (Putri &

Haryanto, 2023; Pujiarti et al., 2023; Aryzona et al., 2023; Taufik et al., 2023). Third, the development of learning strategies should consider the differentiation of student abilities (Maulana & Hapsari, 2021; Muckromin et al., 2023).

This research makes a significant contribution to efforts to improve the quality of Indonesian language learning and the implementation of the Independent Curriculum in educational units.

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