# Development Of Merdeka Curriculum Teaching Materials

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## Abstract

This research seeks to develop a credible, practical, and productive theme learning teaching resource for the autonomous curriculum. This educational material was prepared using Kvisoft's flipbook creator programme. The research methodology used in this study is research and development (R&D). The ADDIE approach, which stands for analysis, design, development, implementation, and evaluation, was applied by the researchers in this study. During the odd semester of 2022/2023, students in class IV of Elemntary School 03 Limo Badak, Malalak District, served as study test participants. The three forms of data analysis performed are validity analysis, practicality analysis, and efficacy analysis of instructional materials. The findings of the research and debate can be used to make three conclusions. The Kvisoft Flipbook Maker application can be used to create educational resources in the form of e-books that are valid and usable. Second, this educational material was found to be useful and appropriate for use in a suitable category. Third, by using these instructional tools, fourth-grade elementary school students' information competency can be effectively boosted.

**Keywords**: Application Kvisoft Flipbook Maker; Merdeka Curriculum; Teaching Materials

## Introduction

Education's progress throughout the revolutionary era continues to roll and alter from time to time. As a result, it is required to increase educational quality in a variety of ways, including the use of effective learning techniques and strategies, the completion of teaching materials with multi-media, and the variation of learning styles with multi-methods (Indarta et al., 2021). Everything has gone digital in the last decade, including teaching and learning. Students' learning is currently growing and developing in direct contact with the digital world, thus the flow of information that students acquire today will differ from past pupils (Kuncahyono, 2018). As a result, the instructor must be able to design and design learning through digital teaching materials so that students are motivated to learn (Elisa et al., 2022). According to Resti (2018), designing unique and creative learning must be done by a teacher when offering classes for primary school children.

Indonesia has changed its curriculum for the hundredth time since 1947, and a new curriculum known as the Merdeka curriculum was released in February 2022 (Lubis, 2018). The Independent Curriculum is a learning system in which students can choose whichever subject they wish to learn based on their interests and talents (Jufriadi et al., 2022). The Merdeka Curriculum is designed to produce pupils of noble character and character. According to view (R. Rahayu, Rosita, et al., 2022; Suryaman, 2020), the Merdeka curriculum aspires to educate students with noble character, independence, critical thinking, creativity, teamwork, and a sense of variety. According to (Marisa, 2021; Susanti et al., 2022), the Independent Curriculum has three characteristics: project-based learning, an emphasis on vital material, and flexibility in learning. Learning in schools is more than just transferring knowledge from educators to students; it is also a process of infusing and developing concepts or ideas in students that are related to the basic knowledge that students already have.

Teachers are guided by independent curriculum learning to provide teaching materials in a creative and effective manner; one way is to employ interesting teaching resources. Teachers' learning materials should be adapted to the times, given that everything is digital; additionally, students now require learning that can provoke and increase learning motivation in accordance with the Independent Curriculum that is being implemented (Ardianti & Amalia, 2022; Rubach & Lazarides, 2021). According to (Hanikah et al., 2022), e-books have a presenting format that is cohesive in terms of language as well as the broad scientific capacity and breadth of the debate.

Teachers who fully understand the nature, nature, and characteristics of their students, learning methods centred on student activities, adequate student learning facilities, the availability of various learning resources, and media that engage and encourage students to learn are just a few of the factors that influence a successful, enjoyable, interesting, and meaningful learning process for students (Efendi et al., 2021). The availability of learning resources will help to facilitate the creation of engaging and enjoyable learning environments for students. If a teacher used to offer material to students face-to-face on a chalkboard, there is now something called learning media, which uses instructional resources as learning aids. Instructional materials are given via media that has been adapted to teaching content. The existence of learning media as one of the learning resources alters learning processes (R. Rahayu, Iskandar, et al., 2022).

According to field findings, there is a gap in theme learning of class IV Elementary School, which has a negative impact on student learning ability. This can be seen in the problems that arise, such as teachers still using textbooks or traditional printed books to present learning even though complete facilities such as internet or wifi networks, laptops, and projectors that should be able to support the learning process are available in schools. Furthermore, studies discovered that pupils were less engaged in their study and relied solely on the teacher. The design of the book at the start of learning did not open students' schemata and did not stimulate students' initial knowledge about the content to be studied.

The content in the student book is not organised in a way that allows pupils to easily understand it. The subject matter in the teacher's and student's books should be better organised, and the given textbooks lack appealing colour schemes. In-school digital tools such as computers, projectors, and LCDs have not been exploited for learning. Teachers have not yet used the Kvisoft Flipbook Maker programme to boost student learning progress. In comparison to the Merdeka curriculum's goals, there are now no appealing teaching resources available in schools, which is still far from what was expected.

In this study, the Kvisoft Flipbook Maker application was used to create interesting educational materials. The Kvisoft Flipbook Maker application is a set of trustworthy tools designed to convert PDF files into online publications or flip-book-style digital publications (Noviyanita, 2019). This programme features an appealing design, similar to a digital magazine, flipbook, or other digital catalogue. In addition to displaying writings, the Kvisoft Flipbook Maker programme encourages student participation in learning since it can synchronise with moving animations such as video and audio, which can inspire student action and creativity (Santoso et al., 2022; Zulhelmi, 2021). Aside from that, the Kvisoft Flipbook Maker application may be utilised both online and offline, eliminating the need for costly fees. This instructional resource presents the subject matter so that students can grasp the environmental challenges. Students can learn textbook information and strengthen their thinking abilities in order to tackle real-world situations and be close to their peers. Students are expected to be able to learn alone or with the help of a teacher (Junaidi et al., 2022). Students can study subject matter both at home and at school, allowing them to understand the teachings given at school.

The benefits of the Kvisoft Flipbook Maker programme in the learning process (Triwahyuningtyas et al., 2020) are as follows: it can be combined with video so that students have different experiences from all media; there is a search feature so that it can be used for independent learning activities; and it can be combined with pictures and music so that students don't feel bored understanding the material even though it is in the form of a book because the media is a Fli To alleviate student ennui, the media used is more diverse and can be blended with animation files. According to research (Mulyaningsih & Saraswati, 2017), the development of e-modules with the help of the Kvisoft Flipbook Maker application is based on a scientific methodology that includes 5M, or observing, asking, trying, reasoning, and communicating, which is matched with Basic Competency to realise the operation of word processing applications. Using word processing programmes to create student teaching materials is incredibly

beneficial, as is using Kvisoft Flipbook Maker to create e-modules based on a scientific approach to material content (Rusli & Antonius, 2019).

The goal of this study is to create a legitimate, practical, and successful thematic learning teaching material for the autonomous curriculum. This instructional material was created with the Kvisoft flipbook creator application. In the effective stage, teaching materials will be employed in class IV of elementary schools to assess student competence.

## Methods

The sort of research used in this study is Research and Development (R&D) research, often known as development research. In this study, researchers employ the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) frameworks. Because the development of teaching materials, particularly e-books, is fundamentally a linear process with the learning process, it is critical to pay attention to the development model while generating teaching materials to ensure their quality in supporting the efficacy of learning. There aren't many educational resources available (Khikmawati et al., 2021). The instructional resources should be organised based on the demands of the learning objectives. The ADDIE model development research flow is as follows:

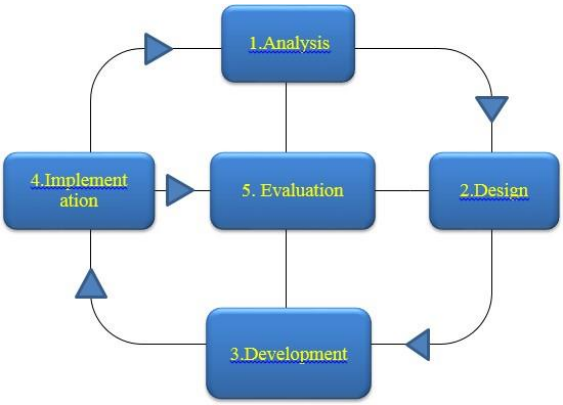


Figure 1 depicts the development stage of the ADDIE model.

Despite the fact that the development technique has been reduced, it still includes a testing and revision process to guarantee that the product generated fits the product standards. A team of experts, individual research subjects, a limited and vast scale (field), and adjustments are made to better the final product are used for testing. Excellent, empirically tested, and error-free. Students in class 4 of SD Negeri 03 Limo Badak, Malalak District, odd semester 2022/2023 were employed as test subjects in this study. Questionnaires, interviews, field observations, and documentation were utilised by researchers to acquire the right data. The instruments employed in this study were instruments for analysing the demands of educators and students, as well as validity and practicality sheets for evaluating the generated instructional materials. The data analysis techniques employed are validity analysis, practicality analysis, and effectiveness analysis of educational materials.

The analysis step involves identifying learning needs through curriculum research, interviews with stakeholders, and field observations. Based on this analysis, it is discovered that the needs in schools are for instructional materials to support students in learning so that independent learning can be realised. The design stage entails developing a layout for displaying teaching materials as well as a content framework to be included in the teaching materials. Module development is carried out during the development stage on the basis of the framework created by compiling information based on the existing curriculum. Following the development of instructional materials, testing is conducted on material specialists, media experts, and practitioners, namely instructors and students. Researchers will get feedback and ideas for improvement based on the outcomes of these tests in order to improve these training materials. This is followed by the final stage, namely the evaluation stage.

**Table 1**. Qualification of the results of the analysis

| Qualification achievement rate (%) | Qualification | Information |
|---|---|---|
| 90% - 100 | Very good | No need to revise |
| 75% - 89 | Good | No need to revise |
| 65 % - 74 | Pretty good | Revised |
| 55% - 64 | Not good | Revised |
| 0% - 54 | Not good | Revised |

## Results and Discussion

The study's findings are a differentiated learning-based instructional resource in the form of a digital book or e-book created with the Kvisoft Flipbook Maker application. The development phases begin with a needs study in the field, which reveals that themed teaching materials for autonomous curriculum learning based on student-centered learning and valuing student diversity are still needed. This can be accomplished through differential learning. It creates a product at this stage in the form of a layout and module design that will be developed. Teaching materials are designed in the form of a layout that is produced and then developed to contain teaching material content. At the teaching material validation stage, the following results were obtained:

**Table 2.** Data validation of the test results of material experts and media experts

| Component | Percentage Value (%) |
|---|---|
| Material expert assessment | |
| Content eligibility | 84.4 |
| Presentation eligibility | 91 |
| Module characteristics | 86.7 |
| The learning aspect is differentiated | 79,2 |
| Average value | 82.8 |
| Media Expert Assessment | |
| graphics | 77,8 |
| language eligibility | 84,1 |
| Average value | 80.2 |

**Table 3.** Data from practitioners' test results on teachers

| Aspect | Percentage Value (%) |
|---|---|
| Conformity of material with KI and GPA | 84 |
| Material support | 93 |
| Serving technique | 87 |
| Presentation Support | 81 |
| straightforward | 83 |
| Communicative | 78 |
| Conformity with the level of development of students | 81 |
| Knowledge and Skills learned by students | 76 |
| Typography of simple book contents | 84 |
| Easy to read typography | 88 |
| The typography of the contents of the book makes it easy to understand | 79 |
| The average value of the practicality test on the teacher | 83.1 |

The findings of the material expert validity test can be categorised with an average value of 82.8, which is included in the good category with high validity, and the results of the media expert validity test with an average value of 80.2, which is included in the good category with high validity, based on the data obtained. Some of the notes include the addition of learning components, such as enriching content relevant to KD, examining writing errors that occur, and using bullets and numbering consistently. According to Feby and her team's research, the validity test performed on PjBL-based e-books supported by kvisoft flipbook creator yielded an average value of all elements of validity classed as very valid with an average value of 86.00 (Kharisna & Amini, 2023). This teaching material was amended and tested on practitioners, mainly instructors and students, after being tested on material specialists and media experts. The test was conducted on four teachers and twelve pupils, and the results are shown in Table 3.

**Table 4.** Practitioner test results data on students

| Aspect | Percentage<br>Value (%) |
|---|---|
| Conformity of material with KI and GPA | 86 |
| Presentation support | 80 |
| Communicative | 85 |
| Typography of simple book contents | 77 |
| Easy to read typography | 75 |
| The average value of the practicality test | 80.6 |

Even if the development process is simplified, it includes testing and modification to ensure that the developed product meets the product requirements. Testing is carried out on a small and large scale (field) by a group of specialists and individual research participants, and adjustments are made to the final product to improve it. Excellent, empirically validated, and error-free.

The generated instructional materials can be used because they have been subjected to validity testing by media and subject matter experts, as well as practicality testing by school personnel, notably teachers and students. This e-book-format teaching resource was designed to organise learning into a coherent whole in a challenging material. Based on the validity results of the instructional materials, experts have provided a number of revision suggestions. The suggestions take the form of questions concerning the instructional materials as well as display, content, integration, and contextual learning suggestions to promote student literacy. Expert advice is used to improve the viability of instructional resources. The second outcome of the study is to evaluate the usefulness of instructional resources. Teachers and students put this instructional resource to the test.

While the results of the practicality test on students were assessed using the practicality test instrument for students, the results of the practicality test on teachers were assessed using the practicality test instrument for teaching materials for teachers. According to the teacher, the majority of the instructional materials' components fit into the very practical category. Teaching materials that focus on contextual learning are thus quite useful. Students' knowledge assessments can reveal how effectively educational resources are used. The pretest and posttest results show how valuable the students' knowledge is. Students take a pretest consisting of 30 multiple-choice questions. Following the use of the training materials, students complete the posttest by working on the same questions as the pretest. The product moment formula was used to analyse the data, yielding a r value of 0.12. Using the t-test formula, the value of th corresponds to -13.77. The number of students in the study was 28, the degrees of freedom (dk) were 27, and the crucial value of t was at a significance level of 5%, using the left-hand statistical test to achieve the value of t table = -1.70. Based on the data analysis results, the calculated t value is less than the t table value, hence the hypothesis is accepted.

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Existing studies lend credence to this finding. Totok Bintoro and his team's research, for example, claims that digital-based learning can help pupils grasp learning (Bintoro et al., 2022). The development of teaching materials aided by the kvisoft flip book maker application has had a positive impact on the development of learning in schools, where these teaching materials receive a good feasibility or validation value, namely an average percentage value of 86% in the content feasibility aspect, 88% in the language feasibility aspect, and 85% in the presentation feasibility analysis, and it is concluded that the media is very suitable for use (T. Rahayu & Pertiwi, 2022). The results of research from materials experts and design experts, on the other hand, obtained percentages of 80.5% and 84.5% in the appropriate category, respectively, whereas the results of assessments from prospective users (teachers) and student responses obtained percentages of 95.7% and 90.5% in the practical category at school (Putri et al., 2020).

## Conclusion

The findings of the research and debate can be used to make three conclusions. The Kvisoft Flipbook Maker application can be used to create educational resources in the form of e-books that are valid and usable. Second, this educational material was found to be useful and appropriate for use in a suitable category. Third, by using these instructional tools, fourth-grade elementary school students' information competency can be effectively boosted.

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