



Capacity Building for Raudhatul Athfal Teachers in Tanah Datar through the Development of Merdeka Curriculum Teaching Modules

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Abstract: *This community service activity addressed the need to improve Raudhatul Athfal (RA) teachers' capacity in Tanah Datar Regency to develop effective teaching modules aligned with the Merdeka Curriculum. Many teachers faced difficulties in translating curriculum principles into classroom practice due to limited training. The program aimed to strengthen their competence through structured mentoring using a Participatory Action Research (PAR) approach. Conducted offline over two days (June 1–2, 2024), it involved 52 teachers in material delivery, hands-on module design, and reflection sessions. Data from observations, interviews, FGDs, and questionnaires revealed improved teacher understanding and skills. The evaluation showed a high satisfaction rate with an average score of 3.95 ("Good"). Teachers demonstrated increased confidence in applying curriculum concepts and integrating technology. This mentoring program effectively supported RA teachers in designing innovative and contextualized modules in line with the Merdeka Curriculum.*

Keywords: *Merdeka Curriculum, Teaching Modules, Raudhatul Athfal, Mentoring, Capacity Building.*

INTRODUCTION

Entering 2022, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek) officially launched the Merdeka Curriculum as part of efforts to recover learning (Cahya et al., 2025; Ridwanulloh et al., 2024; Yuniarti, 2024). This recovery initiative was based on various educational challenges, including the significant disparity in learning quality across regions and among socio-economic groups (Khodarasih et al., 2025; Sabrifha et al., 2025; Salmiah et al., 2025; Syaharra et al., 2025). These issues were further exacerbated by the COVID-19 pandemic between 2020 and 2022, which severely impacted student learning outcomes.

The Merdeka Curriculum simplifies the curriculum under emergency conditions to address learning gaps caused by the pandemic. Based on data obtained from <https://www.pusatinformasi.guru.kemdikbud.go.id> [accessed: March 25, 2024], it was reported that 31.5% of schools implementing the emergency Merdeka Curriculum experienced a reduction in the pandemic's negative effects on literacy and numeracy outcomes. Specifically, literacy learning loss was reduced by 73%, while numeracy loss decreased by 86% (Idhartono, 2022; Jojo & Sihotang, 2022).

These data illustrate that changes in curriculum design and implementation strategies must be carried out comprehensively. The Merdeka Curriculum is seen as a means to support post-pandemic learning recovery while granting schools the autonomy to choose and apply the curriculum that best suits their needs (Sriandila et al., 2023; Warmansyah et al., 2023). The Merdeka Curriculum framework is designed to be more flexible and student-centered, aiming to foster student competence development through character and skill enhancement.

The policy for implementing the Merdeka Curriculum extends across all levels of education and was adopted by the Tanah Datar Regency Government through the issuance of Tanah Datar Regent Decree No. 347 of 2022 concerning the Guidelines for the Implementation of the Merdeka Curriculum in Madrasahs (Lestarinigrum, 2022; Sugiri & Priatmoko, 2020). Fundamentally, the implementation of the Merdeka Curriculum in madrasahs follows national policies and frameworks outlined by the Ministry of Religious Affairs and Kemendikbudristek.

In madrasahs, it is expected that curriculum implementation can be adapted to suit specific learning needs, offering reinforcement in line with the distinctive characteristics of each institution (Huda et al., 2022; Saihu, 2022). Raudhatul Athfal, as an early childhood education level within madrasahs, plays a vital role in implementing the Merdeka Curriculum as part of the learning recovery effort (Durtam, 2022). Raudhatul Athfal is encouraged to engage in innovation, creativity, and breakthroughs in educational management by fostering a positive and conducive school environment (Suryadi, 2023). This approach aims to enhance both teacher and student motivation in the learning process. By providing opportunities for innovation and creativity, it is expected that the quality of learning in Raudhatul Athfal will improve.

Teachers in Raudhatul Athfal, positioned at the frontline of curriculum implementation, are urged to focus on shaping students' character, instilling 21st-century competencies, and promoting life skills through more creative and adaptive learning

tailored to the students' needs in today's era (Kasra et al., 2022; Sitorus et al., 2024). Consequently, teachers must continuously enhance their capabilities, master competencies, and broaden their perspectives in order to deliver the best possible learning services to students.

The implementation of the Merdeka Curriculum in schools and madrasahs places the child at the center of the learning process. Differentiated learning and comprehensive authentic assessment models within the Merdeka Curriculum aim to accommodate students' interests, talents, and potential in the Tanah Datar context (Angyanur et al., 2022; Idhartono, 2022). Evaluation is no longer focused solely on cognitive outcomes; instead, it is expected to reflect a holistic human profile that embraces the full spectrum of intelligence. With this view, all students are seen as possessing strengths and achievements based on their respective talents, interests, and tendencies. The success of implementing the Merdeka Curriculum in Raudhatul Athfal can be measured by how enjoyable the learning experience becomes for all students (Suwanjal & Apriani, 2023; Wulandari, 2022). A joyful and meaningful learning atmosphere helps ensure that all children are actively engaged in the process and contributes to the cultivation of a learning culture.

Lifelong learning ensures that educational outcomes become more meaningful, effective, and efficient. Furthermore, changes in classroom atmosphere can contribute to character building among students, equipping them with the competencies and life skills required to meet the demands of the present era (Pérez-Rodrigo & Aranceta, 2001). To ensure successful implementation of the Merdeka Curriculum, teachers are expected to fully understand the process and stages of its application. Based on the core content of curriculum implementation, there are several key understandings that teachers must acquire (Maskur, 2023). These include understanding the philosophical foundations of the Merdeka Curriculum, mastering strategies for learning and assessment, comprehending the development of the operational curriculum at the madrasah level, and understanding the development of student character through projects that reinforce the Pancasila Student Profile and the rahmatan lil alamin profile (Directorate of KSK Madrasah, Directorate General of Islamic Education, Ministry of Religious Affairs, Tanah Datar, 2022:8).

To gain these understandings, Raudhatul Athfal teachers are expected to be capable of designing and developing operational curricula, enhancing their learning strategies, and managing the implementation of character-building projects based on the

principles of Pancasila and the concept of rahmatan lil alamin (Thowilah & Hoiriyah, 2024). In order to acquire the necessary knowledge and skills to develop operational curricula and implement instructional approaches aligned with the Merdeka Curriculum, teachers should actively participate in socialization programs, professional training, seminars, and technical mentoring facilitated by the Ministry of Education and Culture, the Ministry of Religious Affairs, training institutions, lecturers, and other relevant stakeholders.

Such ideal conditions, as previously described, cannot be achieved solely through curriculum formulation. Teachers, as the primary agents of change in the field, are vital to the successful implementation of the curriculum. Research conducted by Tomlinson, (2014) indicates that many early childhood educators, particularly those in PAUD institutions, still face significant challenges in understanding and implementing the Merdeka Curriculum, especially in relation to developing and designing teaching materials and modules. Supporting the previous research findings, Utami et al. (2022) conducted a study aimed at enhancing the character and competencies of early childhood education (PAUD) teachers in the implementation of the Merdeka Bermain (Freedom to Play) curriculum. This study was based on the observed issues of inadequate character development and low competency levels among PAUD teachers in applying the Merdeka Bermain approach.

Based on interviews with Raudhatul Athfal teachers who are members of the Raudhatul Athfal Teachers Association (IGRA) in Tanah Datar Regency, conducted in March 2024, it was found that most teachers had received socialization related to the implementation of the Merdeka Curriculum. However, 12 Raudhatul Athfal institutions in Tanah Datar Regency had not yet implemented the curriculum. According to HW, a teacher who also serves as the secretary of IGRA in Tanah Datar, many school administrators and teachers do not fully understand how to carry out teaching practices, learning planning, curriculum evaluation, development of operational curricula at the school level, or how to integrate the Pancasila student profile.

Supporting HW's statement, 11 Raudhatul Athfal teachers admitted experiencing difficulties in developing teaching tools or modules based on the Merdeka Curriculum. A lack of understanding and skills among teachers related to learning development was identified as a primary obstacle to the implementation of the Merdeka Curriculum in Raudhatul Athfal throughout Tanah Datar Regency.

From the above research findings and the problems encountered by Raudhatul Athfal teachers in implementing the Merdeka Curriculum in Tanah Datar, support is needed from related stakeholders to enhance teachers' understanding and competencies in developing and implementing the curriculum. The Tanah Datar Ministry of Religious Affairs expects that all components of the madrasah and associated parties will work collaboratively to maximize efforts in empowering teachers through institutional support and capacity-building programs. The Department of Islamic Early Childhood Education (PIAUD) at Universitas Islam Negeri Mahmud Yunus Batusangkar, as a partner of madrasahs, bears the responsibility to contribute to the improvement of educational quality in Raudhatul Athfal.

In this regard, the PIAUD department aims to design mentoring activities for IGRA teachers in developing teaching modules based on the Merdeka Curriculum, with the goal of strengthening their understanding and skills in effectively implementing the curriculum in Raudhatul Athfal settings.

METHODS

This community service initiative was conducted using a Participatory Action Research (PAR) approach. PAR is a collaborative research methodology that actively involves participants in the process of identifying problems, planning solutions, taking action, and reflecting on outcomes. This approach was considered the most appropriate for empowering Raudhatul Athfal (RA) teachers in Tanah Datar Regency, as it encourages mutual learning and co-construction of knowledge between facilitators and participants.

The main goal of applying PAR in this context was to provide intensive guidance to RA teachers in overcoming the challenges they face in designing and developing teaching modules aligned with the Merdeka Curriculum. Many RA teachers reported limited experience and confidence in curriculum planning, especially in translating abstract concepts such as student-centered learning, Pancasila student profiles, and differentiated instruction into practical classroom modules. Therefore, the PAR model was used to guide teachers through a structured mentoring process that included collaborative workshops, feedback cycles, classroom trials, and reflection sessions.

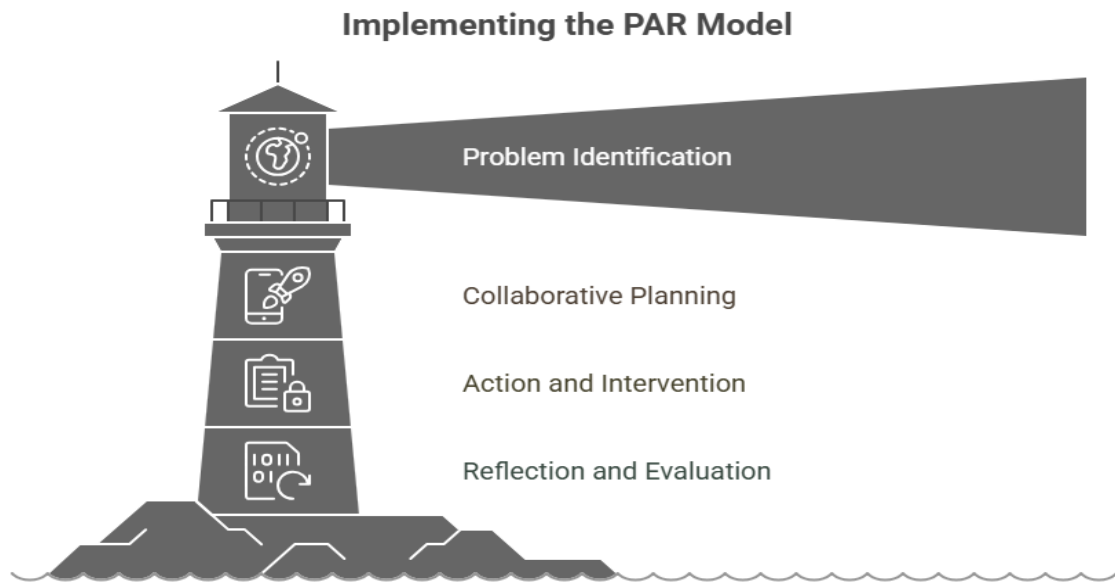


Figure 1. PAR Model

The implementation process involved several stages: 1) Problem identification, through initial assessments and informal discussions to explore the teachers' understanding and obstacles in implementing the Merdeka Curriculum; 2) Collaborative planning, where facilitators and teachers co-designed the structure of mentoring sessions and identified key themes of the module development process; 3) Action and intervention, where teachers engaged in training, practicum, and peer-review of module drafts; 4) Reflection and evaluation, where outcomes were discussed and improvements were planned together.

To ensure the validity and depth of the findings, multiple data collection methods were employed, including documentation, semi-structured interviews, focus group discussions (FGDs), and questionnaires. Documentation consisted of module drafts, reflective journals, and photos of workshop activities. Interviews and FGDs were conducted to capture participants' experiences, needs, and suggestions during the mentoring. Questionnaires were used both before and after the mentoring process to evaluate changes in knowledge, confidence, and perceived competence in module development. This methodology not only ensured that the program addressed real challenges faced by the teachers but also created a space for sustainable capacity-building. Through PAR, teachers were not positioned as passive recipients of knowledge but as active agents of change, contributing to the transformation of their own learning environments in line with the values of the Merdeka Curriculum.

RESULTS AND DISCUSSION

The implementation of the community service program was carried out in an offline format over two consecutive days, from Saturday, June 1 to Sunday, June 2, 2024. The activity took place at one of the Raudhatul Athfal institutions located in Tanah Datar Regency. This program specifically targeted Raudhatul Athfal (RA) teachers within the regency, involving a total of 52 participating educators. Prior to the execution of the training, the community service team conducted a comprehensive review of all necessary preparations, which included finalizing the training materials and module contents. In addition, the team coordinated with partner institutions to distribute the training modules related to the preparation of Merdeka Curriculum-based instructional materials.

The implementation phase encompassed both theoretical and practical sessions, where participants not only received conceptual material but were also directly involved in the process of designing instructional modules for their respective early childhood education units. The training began with an opening ceremony led by a moderator, followed by remarks from the Head of the Islamic Early Childhood Education (PIAUD) Department at UIN Mahmud Yunus Batusangkar. Subsequently, a representative from the Tanah Datar IGRA (Association of Islamic Early Childhood Teachers) delivered a welcoming address, acknowledging the presence and contributions of the community service team.



Figure 1. Banner Design of the Mentoring Program on Teaching Module Development

During the core sessions, participants received in-depth guidance on the development of teaching modules aligned with the principles of the Merdeka Curriculum. The training was delivered in a face-to-face setting and focused on contextualizing the curriculum to suit early childhood learning environments. Facilitators provided theoretical insights and practical frameworks, encouraging participants to engage actively through discussions, reflections, and hands-on module development.



Figure 2. Opening Remarks by the Head of the PIAUD Department

Based on the observations, interviews, and interactive sessions conducted throughout the training, several outcomes were evident. Firstly, there was a marked improvement in participants' knowledge and skills related to instructional module development. The intensive mentoring enabled teachers to better understand the structure, objectives, and pedagogical strategies required under the Merdeka Curriculum. Secondly, the participants expressed overwhelmingly positive responses, noting that the program had provided them with valuable insights and practical tools to enhance their teaching practice. Many teachers reported increased confidence in designing and implementing learning modules that are relevant, structured, and aligned with current curriculum reforms.



Figure 3. Delivery of Material on Teaching Modules for the Merdeka Curriculum



Figure 4. Training Participants Being Guided in Developing Assessments Based on the Merdeka Curriculum Using Teaching Modules

Moreover, the activity significantly enriched the pedagogical knowledge and perspective of PAUD teachers in Tanah Datar Regency. Through this program, teachers acquired a deeper understanding of various instructional methods, strategies, and approaches that can be applied in designing effective modules. They also gained exposure to the integration of information technology and digital media as tools to improve the quality of classroom instruction. As educators operating within the framework of the Merdeka Curriculum, the ability to utilize available technological resources has become an essential competency for enhancing early childhood learning outcomes.

Ultimately, the mentoring process supported teachers in internalizing and applying the core principles of the Merdeka Curriculum, contributing to the creation of more dynamic, engaging, and innovative learning environments in early childhood education institutions.



Figure 5. Evaluation and Discussion Related to the Teaching Module Training Activities for the Merdeka Curriculum

Table 1. Evaluation Results of the Mentoring Program on the Development of Merdeka Curriculum Teaching Modules for Raudhatul Athfal Teachers in Tanah Datar Regency

No	Description	Score	Category
1	The material presented in the community service program	3.7	Good
2	Public response to the presented material	3.7	Good
3	Relevance of the material to the needs of the participants (teachers)	4.2	Very Good
4	Applicability of the material to teaching practice	4.1	Very Good
5	Alignment of the material with participants' needs	4.2	Very Good
6	Presenters and their delivery techniques	3.9	Good
7	Time allocation for the delivery of materials	3.9	Good
8	Clarity of the material	3.8	Good
9	Teachers' interest in the mentoring activity	4.0	Good
10	Overall satisfaction with the program	4.0	Good

Average Score: 3.95 (Good Category)

The evaluation results presented in Table 1 indicate that the mentoring program received a positive response from the participants, with an overall average score of 3.95, categorized as Good. This suggests that the training content and delivery were well-received and met the expectations and professional needs of Raudhatul Athfal teachers.

Several contributing factors supported these favorable outcomes. First, active engagement was observed throughout the sessions, where participants enthusiastically joined discussions and asked relevant questions. This active participation reflects a high level of motivation and seriousness in enhancing their understanding of the Merdeka Curriculum. Second, participants had varied teaching experiences, which enriched the learning dynamics. Those with prior experience in curriculum implementation adapted more quickly to the new concepts, providing peer support to others during collaborative sessions. Third, the presence of competent facilitators played a critical role. The materials were delivered by experienced experts who presented clear, practical explanations and

contextual examples aligned with the realities of early childhood education. Fourth, the relevance of the training content to the daily challenges faced by RA teachers significantly enhanced its impact. Participants felt the materials helped them design more effective and structured teaching modules in accordance with the Merdeka Curriculum. Lastly, adequate facilities and infrastructure contributed to the smooth implementation of the program. Despite some limitations, most teachers had access to digital devices and internet connectivity, enabling full participation in the mentoring activities.

In summary, the results affirm that the mentoring program successfully supported teachers in strengthening their pedagogical skills, especially in designing modules that are reflective of student needs and aligned with curriculum reforms.

CONCLUSION

The mentoring program significantly strengthened the professional capacity of Raudhatul Athfal teachers in understanding and implementing the Merdeka Curriculum. Teachers gained practical knowledge in designing teaching modules that integrate differentiated learning, character education, and child-centered approaches. They also developed skills in utilizing digital tools and instructional media to enhance the quality of early childhood education. The program fostered a more reflective and collaborative teaching culture, enabling participants to align their instructional planning with the core values and principles of the Merdeka Curriculum. Overall, this initiative contributed to improving pedagogical competence, enriching learning environments, and promoting innovation in PAUD institutions across Tanah Datar.

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