

## **MODULE TEACHING LOCAL CONTENT OF LANGKAT HISTORY BASED ON THE “BERJURDISAT” IN THE IMPLEMENTATION OF THE MERDEKA CURRICULUM**

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### **Abstract**

*Lessons Local content is a program and education whose content and storage are associated with the natural environment and cultural environment as well as the needs of the local area that must be studied by students in an area. Based on Langkat Regent Regulation Number 20 of 2018, Langkat History is a Local Content Lesson for Elementary Schools in Langkat Regency. This research is part of the study of the teaching model of Local Content Based on the Noble Values of Malay Culture in Langkat Regency. The subjects in this study were 210 representatives of elementary school teachers in the Langkat District. This study used questionnaires, observations, and interviews as data collection instruments. The data were analyzed by qualitative descriptive analysis. The results showed that the five noble values of Malay culture can be applied to the lessons of local content of Langkat history in elementary schools.*

**Keywords: Module Teaching, Local Content, Langkat History, Merdeka Curriculum**

## INTRODUCTION

Indonesia is one of the countries affected by the Covid-19 pandemic in 2020-2022. Nafrin & Hudaidah (2021) Covid-19 is an infectious disease caused by a new type of coronavirus, namely Sars-coV-2, first discovered in Wuhan, Tionkok December 2019. Engzell, (2021) the impact of the pandemic, one of which is the lagging of learning (*learning loss*) and learning gaps (*learning gaps*). Learning is one of the aspects that has an impact so that it experiences changes both in terms of learning models, teaching materials to curricula that are adapted to the conditions of needs during the pandemic and post-pandemic.

Kepmendikbud Number 56 of 2022 stated that the independent curriculum is a new curriculum as a realization of learning recovery after the Covid-19 pandemic. Merdeka Curriculum is a curriculum with intracurricular and extracurricular learning that prioritizes content for students. The Merdeka Curriculum aims to liberate teachers and students in choosing and adapting the content of the subject matter to the needs of students and the environment of the area where they live. Nugraha, (2022) Independent Curriculum as one of the efforts of the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in overcoming the learning crisis after the Covid-19 pandemic. Dewa, (2022) through this curriculum can apply noble values and character building in line with the nation's outlook on life. Hartini, (2018) the basic goal is to improve abilities, develop potential, educate and build individual character.

Hidayani, (2018) curriculum is an educational plan that summarizes the learning experience provided to students in schools. The Merdeka Curriculum in its application must be supported by the provision of teaching modules as one of the

learning tools in the independent curriculum.

Based on the results of teacher interviews in November 2022 at Langkat Regency Elementary School, it was stated that the implementation of the independent curriculum has differences from the application of the previous curriculum. So teachers must return to study the changes that exist in the application of an independent curriculum. The presence of an independent curriculum makes teachers have to learn a lot and adjust teaching modules to their teaching needs. In addition to the presence of teaching modules, local content as one of the intracurricular subjects in the independent curriculum forces teachers to have to reconstitute local content teaching modules in the application of this independent curriculum.

Local Content is one of the most important elements of Education in Indonesia. Zainul, (2021) local content is a study material or subject that contains content and learning processes about local potential and uniqueness. Nafisah, (2016) through local content applied in schools, it is hoped that students will be able to increase their love for regional culture. Nasir (2013) through local content learning is expected that students, not only have academic knowledge in the form of global knowledge as expected but also have concern for socio-cultural values that surround students.

Local content is one of the intracurricular subjects in the application of an independent curriculum whose content is handed over to the school or region respectively. Local content learning is expected to be able to shape student attitudes and behaviors in accordance with the needs of the surrounding community. The delivery of local content is associated with the natural, social, and cultural environment and regional needs. Local content delivery programs and media are

drawn from the learner's immediate environment. One of the elements that are close to learners is values, traditions, and culture.

Human beings living in society have rules as social control, namely the efforts or actions of a person or a party to regulate the behavior of others, Mansur, (2012) in this case culture is seen as able to overcome the problems.

Langkat Regency Perbup Number 20 of 2018 concerning the curriculum states that the Local Content for Elementary Schools in Langkat Regency is the History of Langkat. The results of the reservation in November 2022 related to the readiness of teachers in carrying out local content of Langkat history in the classroom are not ready. Yanti & Fernandes (2021) teachers are required to be more creative and active in utilizing everything. Teachers in primary schools mentioned that they were not ready to develop local content teaching modules in accordance with the needs of the current independent curriculum. However, teachers have a commitment and enthusiasm for learning in welcoming an independent curriculum. This is evident from the active activities of the Teacher Working Group every week which are carried out in each sub-district in guiding and facilitating teachers. Mahmud, (2022) The relationship between the role of the teacher to limited face-to-face learning suggests that the role of the teacher has a significant and positive effect on learning. Shagena, (2022) educators become the most important people in the learning process.

Jannah, (2022) there are several problems found when implementing the 2022 independent curriculum. In an independent curriculum, teachers are required to be more active and creative in compiling teaching modules. In compiling active and creative teaching modules, teachers can incorporate the content of

noble cultural values into it. Lestari, (2022) local wisdom values will be able to help students understand concepts and materials so that the knowledge gained can be implemented in everyday life. Suastra, (2017) local-based character development in learning shows that nine Balinese culture-based character values can be applied to the learning process.

One of the cultures in the Langkat regency is Malay culture. Malay culture has noble values that can be applied to the learning of local content of Langkat history on the application of the independent curriculum.

Based on the problems, expectations, and urgency described above, it is important that the research and development of this teaching module are carried out. The purpose of this study is to develop a teaching module for the content of local Langkat history based on the noble values of Malay culture in the application of an independent curriculum. It is hoped that through this research, the teaching module of the content of local history Langkat based on the noble values of Malay culture is worthy of contributing to the Langkat District Elementary School, especially for teachers in the implementation of an independent curriculum. In addition, this research is expected to be an alternative reference to improve the quality of learning local content of rare history in Elementary Schools.

## METHODS

This study uses qualitative data analysis techniques that begin with data collection, data grouping, and data presentation to draw conclusions (Creswell, J. W. 2008; Dewa. 2022).

This study is developmental research using the 4-D Models developed by Thiagarajan and Semmel (Ntobuo, 2018). The research steps include (1) defining; (2) design; and (3) developing.

The validity of the teaching materials was measured using a validation sheet of teaching materials (Hartini, 2018).

The validation result of the teaching material was determined by the criteria in Table 1.

**Table 1. The Assessment Criteria for Each As- part of Validation of Teaching Materials**

Average Score	Classification
$X > 3.40$	Very good
$2.80 < X \leq 3.40$	Good
$2.20 < X \leq 2.80$	Fair
$1.60 < X \leq 2.20$	Less good
$X \leq 1.60$	Poor

(Adopted from Hartini, 2018)

The criteria for the teaching material's practicality are shown in Table 2.

**Table 2. The Assessment Criteria for Teaching Materials Practicality**

Average Score	Classification
$X > 3.40$	Very practical
$2.80 < X \leq 3.40$	Practical
$2.20 < X \leq 2.80$	Quite practical
$1.60 < X \leq 2.20$	Less practical
$X \leq 1.60$	Not practical

(Adopted from Hartini, 2018)

**RESULTS AND DISCUSSION**

The BerJurDisat-based local content teaching module of Langkat history is a module for teaching local content of Langkat history based on the noble values of Malay culture. This research resulted in a teaching module for local content that contains the noble values of Malay culture. There are some noble values of Malay culture according to Al Azhar, et al (2012) namely: (1) Civilized; (2) Knowledgeable; (3) Honest; (4) Discipline; and (5) Obey. These five noble values of Malay culture are shortened to BerJurDisat.

The teaching module is the implementation of the learning objectives flow developed from learning outcomes with a Pancasila

learner profile. Teaching modules are arranged according to the phase or stage of development of the learner and relate to the conditions of the learner's immediate environment. Teachers must develop the concept of teaching modules so that the learning process is interesting and meaningful for students.

The BerJurDisat-based local content teaching module is a number of tools that contain the flow of learning objectives as well as teaching materials. The teaching module of local content of Langkat history will be equipped with the noble values of Malay culture, namely: (1) Civilized; (2) Knowledgeable; (3) Be honest; (4) Discipline; and (5) Obey or abbreviated as BerJurDisat.

The Learning Objectives Flow of the local content of Langkat history is derived from the Langkat history books that have been provided by the Langkat district government. Here are some examples of Langkat history books that have been provided by the Langkat district government.

**Figure 1. Langkat history book collection**



The Langkat district government has provided Langkat history books as a guide for teachers in organizing local content learning of Langkat history. The presence of an independent curriculum with the demands of compiling teaching modules as a substitute for RPP can be done by referring to the existing Langkat history books. Especially for the local content lesson of Langkat history. Flow The objectives of learning the local content of Langkat history are arranged based on the BAB and SUB BAB in the Langkat history book that has been provided by the Langkat district government.

The following is a table of the flow of

learning objectives for the local content of Langkat history for grade IV Elementary School in the semester I (one).


Table 3. Langkat history local payload ATP line-up for grade IV Primary School

Langkat Books in History		
Scope of Material	Code	SUBCHAPTERS
The existence of Langkat	TP 1	The beginning of the existence of Langkat
	TP 2	Parts of the Langkat region
Malay Identity	TP 1	Meaning of Malay
	TP 2	The beginning of the Malay ethnic group
	TP 3	The nature and characteristics of the Malays
Langkat in the era of the Malay kingdom	TP 1	Langkat Kingdom Terms
	TP 2	The first king of the kingdom of Langkat

Table 4. Arrangement of Learning Objectives for the local content of Langkat history for grade IV elementary school

Code	Learning Objectives
TP 1	Tells the beginning of Langkat's existence
TP 2	Map parts of the Langkat region
TP 3	Formulating the meaning of Malay
TP 4	Identifying the beginnings of the Malay ethnic group
TP 5	Categorizing the traits and characteristics of the Malays
TP 6	Search for the term Langkat kingdom
TP 7	Explaining the genealogy of the first king of the Langkat kingdom

Figure 2. Example of Langkat History Local Content Teaching Module



**MODUL AJAR KURIKULUM MERDEKA 2022**

SEKOLAH DASAR (SD/MI)

**Nama penyusun** : Rizki Nurjehan, S.Pd., Gr. M.Pd  
**Nama Sekolah** : SDN 050763 Gebang  
**Mata pelajaran** : Muatan Lokal Sejarah Langkat  
**Fase B, Kelas / Semester** : IV (Empat) / I (Ganjil)

*Kurikulum Merdeka 2022*

**MODUL AJAR KURIKULUM MERDEKA 2022**  
**MUATAN LOKAL SEJARAH LANGKAT SD KELAS 4**

**INFORMASI UMUM**

**A. IDENTITAS MODUL**

<b>Penyusun</b>	: Rizki Nurjehan, S.Pd., Gr. M.Pd
<b>Instansi</b>	: SDN 050763 Gebang
<b>Tahun Penyusunan</b>	: Tahun 2022
<b>Jenjang Sekolah</b>	: SD
<b>Mata Pelajaran</b>	: Muatan Lokal Sejarah Langkat
<b>Fase / Kelas</b>	: B / 4

**B. TUJUAN PEMBELAJARAN**

- Peserta didik dapat menceritakan awal mula keberadaan Langkat
- Peserta didik dapat membuat peta bagian-bagian wilayah Langkat
- Merumuskan makna dari Melayu
- Mengidentifikasi awal mula suku bangsa Melayu
- Mengkategorikan sifat dan ciri orang Melayu
- Menelusuri istilah kerajaan Langkat
- Menjelaskan silsilah raja pertama kerajaan Langkat

**C. PROFIL PELAJAR PANCASILA**

- Bertakwa kepada Tuhan YME
- Mandiri
- Bermoral kritis
- Kreatif

**D. NILAI-NILAI LUHUR BUDAYA MELAYU**

- Beradat
- Berilmu
- Jujur
- Disiplin
- Taat

**E. PERTANYAAN PEMANTIK**

- Apakah nama kabupaten tempat tinggal kita?
- Di manakah pusat pemerintahan kabupaten kita?
- Bagaimanakah sejarah kabupaten kita?

**F. KEGIATAN PEMBELAJARAN**

**PERTEMUAN 1**

**Tahapan kegiatan**

1. Siswa masuk kelas mengucapkan salam dan mencium tangan guru (*beradat*)
2. Guru menyapa peserta didik dan menanyakan kabar peserta didik (*beradat*)
3. Guru mengajak peserta didik membaca doa sebelum memulai pelajaran (*taat*)
4. Guru memulai pelajaran dengan memancing keaktifan peserta didik dengan memberikan pertanyaan pemantik sebagai *apersepsi* (*berilmu*)
5. Guru membagikan bahan ajar berupa buku sejarah awal mula keberadaan Langkat (*berilmu*)
6. Peserta didik menerima bahan ajar dengan disiplin dan membaca serta menganalisis cerita awal mula keberadaan Langkat dengan seksama (*disiplin*)
7. Guru meminta peserta didik maju ke depan kelas untuk menceritakan awal mula keberadaan Langkat tanpa buku (*jujur*)
8. Peserta didik menceritakan awal mula keberadaan Langkat dengan sportif tanpa contekan buku di depan kelas (*taat, jujur, dan disiplin*)

Table 5. The validation result of material content

Aspect of assesment	Average	Category
Quality of content	3.00	Good
Organization	3.00	Good
Language	3.50	Very Good
Evaluation	3.00	Good
Validity	3.125	Good

The average results of the content validation of the teaching materials were 3.125 and categorized as good. The validation analysis results of the teaching materials on the appearance aspect are shown in Table 6.

Table 6. The validation result of teaching materials' appearance

Aspect of assesment	Average	Category
Consistency	3.00	Good
Format	3.50	Very Good
Appeal	3.00	Good
Form and font	3.50	Very Good
Language	3.50	Very Good
Validity	3.30	Good

The average validation result of the teaching material appearance was 3.30 and categorized as good.

The practicality of teaching materials was measured through a response questionnaire comprising the aspects of convenience, benefit, and efficiency. The analysis results of the teaching materials are presented in table 7.

Table 7. The results of the questionnaire response analysis

Aspect of assesment	Average	Category
Ease of use	3.50	Very Practical

Benefits	3.50	Very Practical
The efficiency of learning time	3.50	Very Practical
Average	3.50	Very Practical

The analysis results of the teaching materials practically were 3.50 and classified as very practical.

### CONCLUSION

From the description above, there are quality module teaching has been developed and meets valid and practical criteria. Based on the development and retesting, it was concluded that the BerjurDisat-based local content teaching module is feasible to use. This is supported by the data collected during the study, namely the validity of the teaching module both in terms of content and appearance which classifies as good, and practicality which is categorized as very practical.

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