



Teaching Materials of Theme *Aku Cinta Indonesia* to Support the Quality of Learning

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ABSTRAK

Hadirnya Kurikulum Merdeka mengubah orientasi pembelajaran sehingga guru harus menyesuaikan dengan perubahan ini. Tujuan dari penelitian ini adalah untuk mengembangkan bahan ajar tentang tema *Aku Cinta Indonesia*. Jenis penelitian ini merupakan penelitian *Research and Development (RnD)* dengan metode *ADDIE*. Pada tahap analisis data dikumpulkan menggunakan pengisian angket melalui *Google Formulir*. Subjek yang terlibat dalam penelitian ini adalah 13 guru TK pada tahap analisis, 6 validator yaitu 2 guru kelas, 2 kepala sekolah, dosen ahli bahan ajar, dan dosen ahli kurikulum pada tahap uji kelayakan. Metode pengumpulan data menggunakan observasi, dan kuesioner. Instrumen pengumpulan data menggunakan kuesioner. Teknik analisis data pada penelitian ini adalah teknik analisis data deskriptif kualitatif dan kuantitatif. Hasil penelitiannya adalah tema *Aku Cinta Indonesia* terdiri dari subtema kebudayaan dan kekayaan alam. Subtema kebudayaan berisi sub-subtema seperti kebudayaan fisik, kebudayaan perilaku, dan kebudayaan ide. Sub - subtema dari kekayaan alam berisi perairan dan daratan. Disimpulkan 100% responden memerlukan adanya pengembangan bahan ajar tentang tema *Aku Cinta Indonesia* bagi pendidik dalam pembelajaran yang berkualitas menggunakan Kurikulum Merdeka. 100% guru kelas memahami isi pedoman pengembangan bahan ajar tema *Aku Cinta Indonesia*.

ABSTRACT

The Independent Curriculum changes learning orientation, so teachers must adapt. This research aims to develop teaching materials on the theme *I Love Indonesia*. This type of research is *Research and Development (RnD)* research using the *ADDIE* method. Data was collected using a questionnaire via *Google Forms* at the analysis stage. The subjects involved in this research were 13 kindergarten teachers at the analysis stage, 6 validators, 2 class teachers, 2 school principals, teaching materials expert lecturers, and curriculum expert lecturers at the feasibility test stage. Data collection methods use observation and questionnaires. The data collection instrument uses a questionnaire. The data analysis technique in this research is qualitative and quantitative descriptive data analysis technique. The research results are *I Love Indonesia*, comprising the sub-themes of Culture and Natural Wealth. The Culture subtheme contains sub-subthemes such as physical culture. Behavioral Culture and Idea Culture. The sub-subtheme of Natural Wealth contains Water and Land. It was concluded that 100% of respondents needed developing teaching materials on the theme *I Love Indonesia* for educators in quality learning using the Independent Curriculum. 100% of class teachers understand the guidelines for developing teaching materials on *I Love Indonesia*.

1. INTRODUCTION

The presence of the Merdeka Curriculum (*Kurikulum Merdeka*) changed the existing learning orientation, namely the final learning outcomes and learning materials framed by themes. In the 2013 Curriculum, the final learning outcomes of PAUD services are basic competence (*kompetensi dasar*) and core competence (*kompetensi inti*) (Rohita et al., 2018; Rohmadheny & Laila, 2020). Where as in the Merdeka Curriculum, the final learning outcomes of the service are elements of learning outcomes (*capaian pembelajaran*) and Pancasila Student Profiles (*Profil Pelajar Pancasila*). Learning materials that are framed with themes in the 2013 curriculum are materials that are determined by each school (Fitriani et al., 2020;

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Rohita et al., 2018; Thoyyibah et al., 2019). In the Merdeka Curriculum, learning materials that are framed with themes use themes that have been determined by the Ministry of Education and Culture (Lestari, 2018; Setiawan et al., 2020; Wulandari, 2020). Teaching materials are determined to achieve goals by taking into account the needs of children. The teaching materials used in the Merdeka Curriculum are different from the materials used in the 2013 curriculum. In the 2013 curriculum, the teaching materials for each school follow the existing themes and are often used in the previous school year.

Frequently used themes include myself (*diriku*), my family (*keluargaku*), environment (*lingkungan*), animals (*binatang*), plants (*tanaman*), vehicles (*transportasi*), universe (*alam semesta*), and my country (*negaraku*). Where as in the Merdeka Curriculum, the Ministry of Education and Culture has determined 4 themes that are applied to educational units throughout Indonesia. The 4 themes are: (1) *Aku Sayang Bumi*; (2) *Aku Cinta Indonesia*; (3) *Bermain dan Bekerja Sama*; and (4) *Imajinasiku* (Santoso et al., 2023; Sulisyati et al., 2021). This theme does not yet have teaching materials so it does not yet have teaching materials in its application. The implementation of the Merdeka Curriculum at the PAUD level it self is in the form of learning based on the Pancasila Student Profile Strengthening Project (*Projek Penguatan Profil Pelajar Pancasila*) and is based on learning outcomes. Learning outcomes in the Merdeka Curriculum are an active response to the need to strengthen the role of PAUD as the basic foundation in education. The Pancasila Student Profile is focused on achieving graduation standards that are in accordance with Pancasila values with six-dimensional breaths. The dimensions applied in the Pancasila Student Profile are as follows: (1) *Beriman, Bertaqwa Kepada Tuhan Yang Maha Esa dan Berakhlak Mulia*; (2) *Mandiri*; (3) *Bergotong – royong*; (4) *Kebhinekaan Global*; (5) *Bernalar Kritis*; and (6) *Kreatif*. The six dimensions contain the noble values of the nation so that students are able to feel proud of their identity as Indonesian children.

A crucial element of the entire learning process is the instructional materials (Marlisa & Purnama, 2018; H. R. Pratiwi & Ismaniati, 2018). Teachers may benefit from using instructional materials that follow the guidelines of the current curriculum. The theme *Aku Cinta Indonesia* is related to one of the teaching resources that needs to be created. One of the teaching materials that need to be developed is related to the theme *Aku Cinta Indonesia*. School is not provide media as teaching materials, so that teachers are more creative in developing teaching materials for children (Indra Rini & Tirtayani, 2021; Sukmawati et al., 2022). The development of these teaching materials is of course to assist teachers in introducing Indonesian culture and diversity. The lack of teaching materials that makes students and teachers more likely to present makeshift teaching materials (Ulya & Rofian, 2019; Zulkifli & Royes, 2018). Development is also useful in the early stages of providing learning stimulation to children which will be useful at the next level of education (Wirdalena & Mayar, 2022; H. Wulandari et al., 2022). Good teaching materials can help implementation good learning process for early childhood (Aryani & Ambara, 2021; Kurnita et al., 2022; Sukmawati et al., 2022).

The development of instructional materials with the theme *Aku Cinta Indonesia* is the goal of this research. Following the creation of the content for teaching materials and book design, researchers create teaching materials in the form of book. A feasibility validity test on the book was conducted after media development in order to decide how it could be used in teaching and learning process. There are some previous studies that related with the development of teaching materials. Research related to printed teaching materials needed in middle school subjects (Hasanah et al., 2020; Syaifullah et al., 2019; S. Wahyuni, 2015). The application of beginning reading uses teaching materials to create practical and valid methods (Gustiawati et al., 2020; Sumantri et al., 2017). Another finding is that teaching materials containing teaching materials are related to the application of the curriculum used in learning in schools, proving the importance of developing teaching materials in accordance with the curriculum used (Maulida, 2022; Wijiningsih et al., 2017). Some of these studies have not developed about material teach theme *Aku Cinta Indonesia*. Explanations regarding the themes in the Merdeka Curriculum are still rarely discussed, so there is not much knowledge regarding the themes in the Merdeka Curriculum. There fore, researcher aims to develop teaching materials in one of theme, namely the theme *Aku Cinta Indonesia*.

2. METHOD

The development method in this study uses the method Research and Development (R&D). The R&D method is a research method used in producing certain products by testing the effectiveness of these products (Huliana et al., 2022; Sugiyono, 2019). This study uses the ADDIE model with a systems approach. The essence of the approach system is dividing the lesson planning process into steps into logical sequences, using the output of each step (Faradisha & Ambara, 2022; Perangin-angin, 2017). The ADDIE model is divided into 5, including (1) Analysis, aims to find out the need for teaching materials on the theme *Aku Cinta Indonesia* for Kindergarten teachers who study at PG - PAUD FKIP UMS. The analysis phase uses the media google formulir questionnaire. (2) Design, the stage of designing the development of shaped teaching

materials file cover and the contents of the guidelines in the form of web themes. (3) Development, aims to complement and develop the content of teaching materials. (4) Implementation, the stage of testing teaching materials to several school principals, teachers, and PG-PAUD expert lecturers. (5) Evaluation, the last step in giving an assessment is in the form of suggestions from the teaching materials that have been made.

The subject participants in this study were school principals and Kindergarten teachers who had started incorporating the Merdeka Curriculum to their teaching methods. There were 13 schools in the needs analysis, and 6 elements as guideline assessors including PG-PAUD lecturers, school principals, and class teachers. The results of the research data were obtained by filling out a questionnaire through google formulir. Questionnaire is a method to collect data in which by researchers to respondents by providing statements or questions to be answered (Sugiyono, 2018; Sukmawati et al., 2022). Assessment instrument grid showed in Table 1.

Table 1. Assessment Instrument Grid

No.	Subject Assessment	Aspect
1	Class Teacher	Content needs analysis Teaching materials Image display
2	Headmaster	Display of teaching materislas Suitability of content to purpose Material writing
3	Material Experts	Material writing Suitability of content to purpose
4	Teaching Media Experts	Dsisplay of teaching materials Image and color selection Attractiveness of teaching materials

Data from the research results were then analyzed by quantitative and qualitative descriptive analysis. Qualitative descriptive data analysis was analyzed based on inputs with assessment media using a Google Formular questionnaire, while quantitative descriptive data analysis was carried out by calculating the average percentage of due diligence to validators, namely class teachers, principals, teaching material expert lecturers, and teaching media expert lecturers.

3. RESULT AND DISCUSSION

Result

This research resulted in the development of teaching materials guideline products aboutone of the theme of the Merdeka Curriculum is the theme *Aku Cinta Indonesia*. Instructional material guidelines were developed with the aim of meeting the needs of educators in carrying out learning based on the Merdeka Curriculum. The teaching material guideline product contains information related to achievements in the Merdeka Curriculum and teaching materials in the form of web theme along with TFP (Terms, Facts, Principals) in accordance with the theme *Aku Cinta Indonesia*. This teaching material guideline was developed through 5 stages of development, namely analyze, design, development, implementation and finally stage evaluation. The results of each stage of development are as follows.

The first stage is needs analysis (analyze). In the ADDIE method, needs analysis can be adjusted in the analysis stage (*analyze*) by conducting an analysis on needs teachers and children on related material on the theme *Aku Cinta Indonesia*. The analysis phase is carried out by filling out a questionnaire or questionnaire through *google form* filled by teachers from several schools. The needs analysis questionnaire contains 18 questions with the answer choices Yes (score 1) and the answer choices No (score 0). Furthermore, the results of the questionnaire are processed into percentages. The percentage results show that almost all teachers need to develop teaching materials for the theme *Aku Cinta Indonesia* in implementing the Merdeka Curriculum. The results of the needs analysis questionnaire in Table 2.

Table 2. the results of the needs analysis questionnaire

No.	Question	Percentage	
		Yes	No
1	Do you know about the themes in the Merdeka Curriculum?	100%	0%
2	Do you know about the theme <i>Aku Cinta Indonesia</i> ?	100%	0%

No.	Question	Percentage	
		Yes	No
3	Is it necessary to develop teaching materials for themes in the Merdeka Curriculum?	100%	0%
4	Do you need teaching materials on the theme <i>Aku Cinta Indonesia</i> ?	100%	0%
5	Is the teaching material in the form of a book?	62%	38%
6	Is A4 book size?	85%	15%
7	Is the cover section contains a picture of Indonesia?	100%	0%
8	Is the book contains cover, table of contents, introduction, core material, appendices, and bibliography?	77%	23%
9	Is it necessary to include general knowledge about the theme <i>Aku Cinta Indonesia</i> for teachers?	100%	0%
10	Is it necessary included a Web Theme of the theme <i>Aku Cinta Indonesia</i> ?	100%	0%
11	Are the teaching materials in the form of themes, sub-themes, and TFP form the theme “ <i>Aku Cinta Indonesia</i> ”?	100%	0%
12	Is the material content of each sub theme must contain terms, principles, concepts related to the theme?	100%	0%
13	Sub theme are divided into 2, namely culture and natural wealth	62%	38%
14	The sub theme of culture is divided into 3, namely physical culture, behavioral culture, and ide culture	92%	8%
15	Meanwhile, the natural wealth sub theme is divided into 2, namely waters and land	92%	8%
16	In the appendic it is necessary to include the source of the image?	100%	0%
17	Each image needs to be grouped by area?	77%	23%
18	The number of book pages I < 50 pages?	85%	15%

Based on the table percentage above canis known that, (1) All respondents have know the theme *Aku Cinta Indonesia* in the Merdeka Curriculum and requires the development of teaching materials for the theme *Aku Cinta Indonesia* which includes pictures of Indonesian culture in the *cover*. (2) All respondents wanted teaching materials containing themes, sub themes, and TFP from the theme *Aku Cinta Indonesia* accompanied by a web theme image and general knowledge about the theme *Aku Cinta Indonesia* for teachers. (3) Most of the respondents chose the development of teaching materials in the form of A4 size books with covers, table of contents, introduction, core material, attachments in the form of pictures or tables, and bibliography. (4) Most of the respondents agreed that the sub-themes were divided into 2, namely Culture and Natural Wealth, with the Cultural Sub-themes being divided into 3, namely Physical Culture, Behavioral Culture, and Idea Culture, while the Natural Wealth Sub-themes were divided into 2, namely Waters and Land. So. (5) Most of the respondents chose to agree if the book numbered < 50 pages and attached pictures on the attachment pages.

The second stage is Development. Starting with the design stage then continued the development stage of the plan. At the design stage product designed based on the information needs that have been obtained in the needs analysis questionnaire. The researcher starts the design stage by designing the book cover through the application Canva. The researcher divides the book into 3 parts, namely the Introduction (beginning), the Core section, and the Closing section. The introductory section contains the cover cover, preface, and table of contents. The core section contains knowledge about the Merdeka Curriculum and material on the theme *Aku Cinta Indonesia*. Meanwhile, the closing section contains attached pictures and bibliography. Furthermore, the researcher developed the contents of the design by adding information in the form of Web Theme which will be used as a material reference on the theme *Aku Cinta Indonesia* and information containing TFP(Term, Fact, and Principle) relating to themes, sub themes and sub-sub themes on the theme *Aku Cinta Indonesia*. Subsequent development is carried out using the application Microsoft Word and Microsoft Edge. The results of the second stage are presented in [Figure 1](#).

The third stage, namely the effectiveness validation test and evaluation stage. At this stage, it is carried out by testing the effectiveness validation and evaluation of class teachers, school principals, curriculum experts and teaching material experts. The purpose of this stage is to determine the effectiveness of the guidelines that researchers develop. The effectiveness validation test stage and evaluation is carried out by filling out a questionnaire through google formulir. The purpose of the evaluation stage is to find out the deficiencies of the guidelines that the researchers have developed so that researchers can make product improvements. The results of this stage in the [Table 3](#), [Table 4](#), and [Table 5](#).

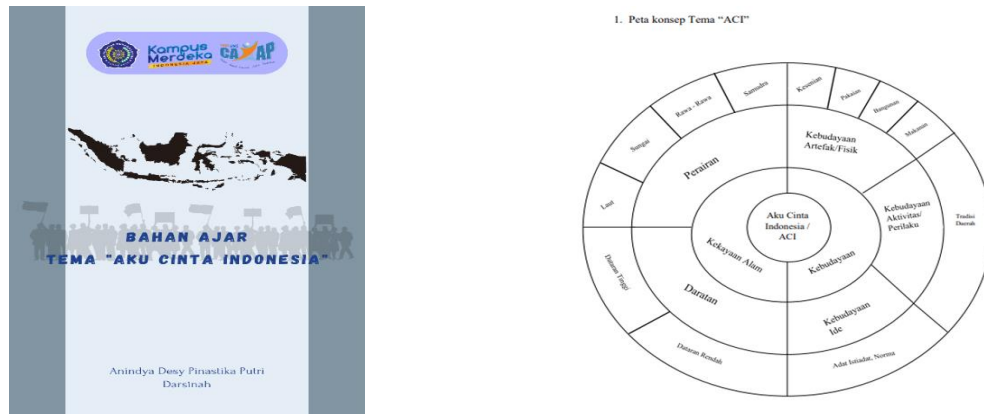


Figure 1. Results of The Design Stage

Table 3. Feasibility Test Result form Expert Lectures

No.	Question	Percentage	
		Yes	No
1	Do you know about the themes <i>Aku Cinta Indonesia</i> in the Merdeka Curriculum?	100%	0%
2	Did you get explanatory information about the theme <i>Aku Cinta Indonesia</i> from certain sources before?	100%	0%
3	Does the content of this guide material correspond to the theme <i>Aku Cinta Indonesia</i> ?	100%	0%
4	Is the preparation of Web Themes and materials in the teaching material guidelines informative?	100%	0%
5	Is the material supported by appropriate image media?	100%	0%
6	Is the design guideline appropriate and compatible?	100%	0%

Table 4. Feasibility Test Result from Headmasters

No.	Question	Percentage	
		Yes	No
1	Do you know about the themes <i>Aku Cinta Indonesia</i> in the Merdeka Curriculum?	100%	0%
2	Did you get explanatory information about the theme <i>Aku Cinta Indonesia</i> from certain sources before?	100%	0%
3	Does the content of this guide material correspond to the theme <i>Aku Cinta Indonesia</i> ?	100%	0%
4	Is the preparation of Web Themes and materials in the teaching material guidelines informative?	100%	0%
5	Is the material supported by appropriate image media?	100%	0%
6	Is the design guideline appropriate and compatible?	100%	0%

Table 5. Feasibility Test Result from Teachers

No.	Question	Percentage	
		Yes	No
1	Do you know about the themes <i>Aku Cinta Indonesia</i> in the Merdeka Curriculum?	100%	0%
2	Did you get explanatory information about the theme <i>Aku Cinta Indonesia</i> from certain sources before?	100%	0%
3	Is the languages used easy to understand?	100%	0%
4	Is the preparation of Web Themes and materials in the teaching material guidelines informative?	100%	0%
5	Is the material supported by appropriate image media?	100%	0%
6	Is the design guideline appropriate and compatible?	50%	50%

The percentage table above explains that: (1) All validators, including teachers, school administrators, curriculum experts, and lecturers with expertise in teaching materials, are aware of the theme *Aku Cinta Indonesia*. (2) The book's contents, in the opinion of each validator, matched the theme *Aku Cinta Indonesia* and were presented in an educational way. (3) It is easy to understand the technical language. (4) A small group of validators came to the conclusion that the book's layout continued to be at odds with the *Aku Cinta Indonesia* theme.

Discussion

Based on the results of product development and the results of validation tests on the teaching material guidelines for the theme *Aku Cinta Indonesia*, several findings emerged. The development of an instructional media needs to consider the suitability of the material with the stated objectives (Dara Asshofi et al., 2019; Syafitri et al., 2019). First finding namely related to the results of the needs analysis which shows that 100% of kindergarten teachers need the development of teaching materials on the theme *Aku Cinta Indonesia*. The needs analysis was completed by 13 kindergarten teachers and school principals who had received an introduction to the implementation of the Merdeka Curriculum. This analysis aims to find out what teachers need in using teaching materials in the teaching and learning process. Fill in the media teaching materials according to the needs of a teacher use the media works fine (Humaida & Suyadi, 2021; I. Pratiwi et al., 2018). Media that has a relationship between content and media can be said to be a good learning media (Amini & Suyadi, 2020; Murdijanti et al., 2022; N. L. A. I. Wahyuni, 2022). Needs analysis aims to provide content in teaching materials that are in accordance with learning objectives. Second finding namely at the design stage, where the book is designed using an application Canva. Book design in sections cover there is an image as a characteristic of the theme described, namely the theme *Aku Cinta Indonesia*. The images attached are selected to represent each region in Indonesia. The purpose of choosing these pictures is so that children are more familiar with other regional cultures. The appearance of pictures in books can certainly be interesting and help the teacher in giving examples to children. Limitations of image sources are found at this stage. The image displayed should be the original image which is personal documentation.

Third finding that is at the development stage. The stage where the researcher develops the content of the material. The content of the material contains themes and sub themes on the theme *Aku Cinta Indonesia*. The theme is divided into two, namely culture and natural wealth. The theme of Culture is divided into 3 sub themes, namely physical culture/artifacts, culture of behavior/activity, and culture of ideas, physical culture. Artifacts are divided into sub-sub themes of regional arts, regional clothing, buildings (traditional houses), and regional specialties. The cultural behavior/activity sub theme is only divided into one sub theme, namely regional traditions. Meanwhile, the sub theme of idea culture is divided into sub themes of customs and norms that exist in certain areas. The second theme, namely natural wealth, can be divided into two sub themes. Two sub themes the are land and water. The land sub theme is divided into lowland and highland sub themes, while the waters sub theme is divided into several sub themes. Namely seas, rivers, swamps, and oceans. The development of teaching media requires a balance between the content of the material and the learning objectives (Faradisha & Ambara, 2022; Fathimah & Ishartiwi, 2018; Nuryani, 2020). The development of this material is intended to make it easier for children to recognize from an early age the diversity that exists in Indonesia in a simple way. So that later, when children enter a higher level of education, children will easily develop this information.

Fourth finding that is at the trial stage. The trial phase was carried out using a feasibility validity test given to 2 class teachers, 2 school principals, curriculum expert lecturers, and teaching materials expert lecturers. The results obtained from the results of the feasibility validity test on 2 school teachers and 2 school principals were 100%, while those from curriculum experts and teaching material experts were 95.8%. The achievement of the percentage results is due to the absence of other guidebooks that develop themes in the Merdeka Curriculum. Of course, this is a new thing for researchers and validators. Books developed based on teacher needs in the teaching process can support the quality of learning (Kurnia et al., 2019; Maulidah & Aslam, 2021). Good motivation can also help deliver a good learning. However, there are still deficiencies in the teaching material development book, namely the attached pictures have not been specifically focused on children. The limitation in this research is the development of teaching materials specifically for the theme *Aku Cinta Indonesia*, so there are no guidelines or other references in developing this book, apart from general information from books published by the Ministry of Education and Culture (Kemendikbud). Over all, the development of teaching materials in the form of books is feasible both in appearance and content to be developed and taught to children, so that they can add to children's information.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the teaching material guidelines for the theme "Aku Cinta Indonesia" developed using the ADDIE method are appropriate and effective for teachers to use in supporting the quality of learning the implementation of the Merdeka Curriculum in schools.

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