

# Implementation of The Preparation of Teaching Modules in Improving Teachers' Professional Competence (Case Study of Teachers of SMPN 1 Integrated Roof 1 Sukamukti)

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## ABSTRACT

The background of this research is that there is a gap between the demands of the ideal curriculum emphasizing the development of in-depth teaching materials and the reality of copy-paste habits and administrative burdens that hinder teachers' creativity. This study aims to analyze the implementation of the preparation of teaching modules in the Independent Curriculum in improving teachers' professional competence. The research method used is qualitative descriptive with a case study approach. Data collection was carried out through non-participatory observation methods, in-depth interviews, and document studies, which were then analyzed through the stages of condensation, data presentation, and conclusion drawn. The results of the study show that (1) The process of preparing the Teaching Module independently functions as an effective forcing mechanism for self-upgrading teachers; (2) The activity of studying learning outcomes and compiling teaching materials requires teachers to re-validate their scientific concepts, thereby strengthening the structure of thinking and mastery of the material (professional competence). The conclusion of this study is that the implementation of the preparation of teaching modules in the independent curriculum can improve teachers' professional competence if carried out through a collaborative learning community.

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## 1. INTRODUCTION

Education is essentially a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. In the global dynamics of the 21st century, the challenges of the world of education are increasingly complex with the presence of the era of disruption and *Society 5.0*. This demand forces the educational paradigm to shift from *teacher-centered* to *student-centered*, and from just a *transfer of knowledge* to a transfer of values and high-level thinking skills. The main key to answering the challenges of this era lies in the forefront of the education system, namely teachers. However, the reality of teacher competence in Indonesia still faces serious challenges.

Education is the heart of human beings. Education is present in order to develop a progressive and

civilized human life so that one can share with each other, both in the form of science and technology. Therefore, its existence is the foundation of humans. In other words, humans and education are one unit in shaping world civilization. Education is an activity that humanizes humans, namely humans who have knowledge and personality, such as having independent character. These three factors are a barometer for humans in order to color their life in the world. With education, human life becomes directed and develops according to the times.

Education is actualized in different forms. This is due to many factors, one of which is internal factors in humans in the form of intellectual and emotional development. Education is present in every human being and does not look at gender, skin color, and culture. This is concrete proof that education (in the form of knowledge) colors the nuances of human life. In other words, a person's level of education reflects his life, namely the way of thinking and acting in accordance with the norms that apply in his environment (Suharyanto H. Soro:2024)

The Teaching Module in the Independent Curriculum is a development of a more comprehensive Learning Implementation Plan (RPP). In contrast to the lesson plan which is often administrative, the Teaching Module requires a *component of Meaningful Understanding and Triggering Questions*. The preparation of this component requires teachers to master the essence of material (*The Nature of Science/Knowledge*). Teachers cannot formulate quality triggering questions if they do not understand the philosophy and usefulness of the material they teach.

National Teacher Competence (UKG), the average teacher competence, both pedagogic and professional, is still below the expected standard. Law Number 14 of 2005 concerning Teachers and Lecturers explicitly describes four mandatory competencies: pedagogical, personality, social, and professional. Of the four, professional competence is defined as a broad and in-depth mastery of learning materials that are often in the spotlight. The problem is that the most effective instrument to improve teachers' professional competence is actually attached to their daily tasks, namely learning planning. In the context of the Independent Curriculum, this planning manifests itself in the form of a "Teaching Module". The Teaching Module is not just a teaching step plan, but a living document that contains learning objectives, assessments, and adaptive teaching materials.

Theoretically, the process of preparing the Teaching Module should be a "crater of candradimuka" for teachers. When the teacher compiles the modules independently, he is forced to verify concepts and structure the material, which automatically hones his professional competence. However, the phenomenon in the field, especially at the research site of SMPN Satu Atap Terpadu 1 Sukamukti, shows anomalies. The implementation of the creation of Teaching Modules is often stuck in administrative formalities. The culture of *copy-pasting* or downloading instant modules from the Merdeka Mengajar Platform (PMM) without adaptation is still thick. The phenomenon of "Instant Teaching Modules" is dangerous because teachers lose the "spirit" of learning and do not experience a struggle of thought in choosing material, which results in a shallow mastery of the material when teaching.

Professional competence is one of the core competencies that distinguish the teaching profession from other professions. According to Law No. 14 of 2005, professional competence is the ability to master learning materials broadly and in-depth that allows them to guide students to meet competency standards. Kunandar (2007) added that indicators of professional competence include mastery of teaching materials in the school curriculum, understanding of scientific structures, concepts, and methods, and the ability to develop materials creatively. In this context, Sudjana (2009) reminded that professional teachers must be able to describe the subject matter into an operational learning plan. If the plan is not the result of his own thinking, then his professionalism is doubtful.

Suharyanto H. Soro (2024) defines competence as a combination of knowledge, skills, attitudes, and behaviors that a person must have in carrying out their duties in order to achieve the quality standards of their work. In general, competence is understood as a science based on a theoretical understanding of a job to be actualized in real life in the field. Competence plays an important role in realizing a job. In the context of teachers, they are oriented to theoretical and practical abilities in carrying out learning activities both in the classroom and outside the classroom. That's why a teacher

is required to have four competencies, one of which is professional competence.

## 2. METHODS

This study uses a case study approach with observation data collection methods, interviews, and documentation studies. Suharyanto H. Soro (2023) defines a case study as a scientific activity that is carried out consciously, both single and plural problems using observation, interview, questionnaire, and documentation data collection methods or the like so that they can describe and exploit the findings comprehensively and in depth.

The researcher uses a non-participatory observation method: The researcher directly observes the workshop activities of module preparation, teacher meetings, and the learning process in the classroom to see the suitability between the modules made and their implementation. Every phenomenon and event that occurs is written and recorded using android technology. The next method is an interview aimed at exploring teachers' perceptions of the difficulties and benefits felt during the preparation of teaching modules independently. The last method is document study, which is to examine the Teaching Module documents produced by the teacher to see the validity of the material, the collapse of logic, and the originality of the content.

The research was carried out at SMPN Satu Atap Terpadu 1 Sukamukti. This location was chosen because it has unique characteristics as a "One-Stop" school with a diversity of teacher competencies, ranging from experienced senior teachers who master technology, to young teachers who are digitally capable but need to strengthen content. Key informants include the Principal (Plt), the Vice Principal for Curriculum, and the subject teacher representative.

The researcher used a data analysis technique referring to the Miles, Huberman, and Saldana (2014) model which includes data analysis oriented to selecting and focusing relevant data. Data presentation is compiling data in the form of a logical narrative. Drawing conclusions is verifying findings to answer the formulation of the problem.

## 3. FINDINGS AND DISCUSSION

### Perception and Transition to Teaching Modules

All informants are aware of the fundamental difference between the RPP (2013 Curriculum) and the Teaching Module (Independent Curriculum). Teachers described the old lesson plan as an "administrative, rigid, and *teacher-centered*" document, where all students were considered to have the same abilities. In contrast, the Teaching Module is seen as a dynamic document that prioritizes "*student-centered* needs". Rudi Setiawan and Nurhadi, for example, emphasized that teaching modules provide flexibility to adapt methods to students' learning styles (visual, auditory, kinesthetic).

With the majority of student profiles from a middle-to-lower economic background (according to Student Profile data), teachers are required to plan materials that are relevant to students' agrarian or rural lives. Challenges arise when teachers have difficulty finding contextual references due to limited internet access and relevant book references, so that often planning is still adaptive from examples of centers that may be urban-biased. However, the teacher's efforts to formulate a learning goal *setting* based on CP show that *the Planning* stage is already on track, transforming the teacher from a "teacher" to a "learning architect".

An interesting finding from this study is the increase in *Self-Efficacy* (confidence) of teachers. The process of independently designing diagnostic and formative assessments makes teachers feel more "mastered" the classroom. Respondents stated that they felt more "directed and creative". The shift in role from just a material presenter to a designer of learning activities has increased teachers' sense of ownership of their profession.

### Preparation and Collaboration Mechanism

In the drafting process, the teachers did not work in total isolation but were also not fully integrated into a solid team. The preparation step begins with dissecting the Learning Outcomes (CP)

and lowering it into the Learning Objectives Flow (ATP). The data shows that teachers prepare modules regularly (at the beginning of the semester or at the beginning of chapters). The initiative is driven by a combination of "curriculum demands" and "professional awareness". The main resources used include the Ministry of Education and Culture's books, PMM (Platform Merdeka Mengajar), and the Canva application for visualization.

Teachers try to group students based on abilities (visual, auditory, kinesthetic). It is a complex form of class organization. Rombel data shows that the number of students in grades 7, 8, and 9 ranges from 20-35 people. In management theory, this span of control is ideal. However, Neng Lia Sugiarti mentioned time constraints. This indicates that the "time organization" in the curriculum structure (Lesson Schedule) may not be in sync with the demands of organizing differentiated activities.

Blockgrant data shows the school has 15 computers and a number of Chromebooks. The *organizing function* is tested here: how do teachers integrate these digital assets into teaching modules when the internet is unstable? Teachers must develop a "blended" or semi-offline strategy. The fact that teachers are still complaining about signals shows that the synchronization between *the hardware* (Chromebook) and *the support system* (Bandwidth) has not been neatly organized by the school management, hindering the execution of digital-based teaching modules.

### Operational Obstacles in the Field

Although the concept of teaching modules is well understood, execution in the field faces friction. The main barriers identified are:

Time: Teachers feel the administrative burden is taking up time that should be spent designing creative learning.

Digital Infrastructure: The instability of internet signals hinders access to online references and the use of digital aids in the classroom, whereas Facilities Organizing schools:

In the context of the classroom, this is the moment of "The Moment of Truth" when the teacher is teaching. The results of the interviews show a shift in style from instructive (lecture) to participatory (facilitator). Teaching modules force teachers to reduce dominance in the classroom and let students be active. This is in line with motivational theory in management, where participation increases engagement. In the review of the theory of success, it relies heavily on the "Human Factor". Here, *the teacher's increased Self-Efficacy* becomes a major factor. Teachers have confidence with the modules designed to be more flexible in moving students. However, this implementation is not without obstacles. Standard classroom conditions and limited supporting facilities require teachers to improvise (*actuating with constraints*). Teachers are obliged to motivate students with low economic backgrounds who may not have home-study facilities to remain enthusiastic about learning at school. Contextual teaching modules are the main tool for teachers to carry out psychological persuasion so that students feel that the subject matter is relevant to their fate.

Teachers use diagnostic and formative assessments that are integrated in the module. They do not wait for the end of the semester to find out the students' failures. This is a form of *Concurrent Control* (supervision carried out during the process) in management theory. Self-Supervision (Reflection): Teachers' acknowledgment that they often "revise" the teaching module after teaching is evidence of the running of the evaluation cycle. Teachers evaluate the effectiveness of their own methods. If students are bored or have low grades, the module is revised.

*As a teacher, I certainly do something that can improve my quality by participating in trainings such as workshops. This activity is one way to improve my competence as a teacher. Knowledge gained through workshop activities can be used as a reference in making teaching materials.*

The data above shows that activities such as workshops contribute positively in order to improve the professional competence of teachers. This also has an impact on the teacher's ability to prepare teaching materials for their students. In addition, interview data obtained from respondents indicated that teachers need "peer support" and "time". This implies the need for academic supervision that is

guiding (*coaching*), not just checking the completeness of the administration. The school's control function must ensure that the administrative burden of teachers does not kill this growing creativity.

#### 4. CONCLUSION

This study concludes that the implementation of the preparation of teaching modules can improve the professional competence of teachers at SMPN Satu Atap Terpadu 1 Sukamukti. In other words, the preparation of teaching materials has functioned as an instrument for transforming the role of teachers from technical implementers to strategic designers (*Instructional Designers*). Teachers now start the preparation of teaching modules by diagnosing the characteristics of students. The awareness to dissect Learning Outcomes (CP) and reduce them to Learning Objective Flows (ATP) independently proves that teachers' academic autonomy has grown. Teachers no longer wait for central instruction passively, but are actively translating the curriculum to fit the "face" of their students. This confirms that the spirit of the Independent Curriculum has been internalized in the mindset of teacher planning, although its execution still varies.

Schools have adequate hardware assets (Chromebooks), but on the other hand, unstable network infrastructure (internet) is the main obstacle to the integration of technology in teaching modules. Teachers are forced to improvise by lowering the standard of using technology or returning to manual methods. In addition, the organization of differentiated learning faces structural obstacles in the form of time allocation. The complexity of managing diverse student needs (visual, auditory, kinesthetic) in a limited duration of lesson hours often overwhelms teachers, so that the differentiation written in the teaching module document has not been fully realized consistently in classroom practice.

The preparation of teaching modules independently has been proven **to significantly increase teachers' Self-Efficacy and Professional Ownership**. Teachers design their own materials, choose methods, and create teaching media, they feel they have complete control over their classes. This confidence has a direct impact on a more positive and interactive classroom climate. Teachers become more flexible in facilitating learning and are not rigid in textbooks. The shift from a *teacher-centered* to a *student-centered* approach is starting to be noticeable, where teachers play more of a role as facilitators who spark students' curiosity. This phenomenon is the largest social capital owned by SMPN Satu Atap Terpadu 1 Sukamukti; A teacher's passion and willingness to change is a foundation that is more valuable than just a physical facility.

The integration of formative and diagnostic assessments into the structure of teaching modules has changed the way teachers view assessments. Assessments are now used as a navigation compass to determine the next direction of learning, not just a tool to label students smart or stupid. The reflection cycle carried out by the teacher — by revising the module based on student responses — shows that *data-driven improvement* is starting to grow at the micro-classroom level. Teachers become researchers for their own classes, who continuously test the effectiveness of the methods they design in the teaching modules.

Teachers are trying to make relevant modules, there are still challenges in connecting academic materials with the reality of students' daily lives. The teaching modules that are prepared are often still fixated on common examples available on the internet (PMM), and have not fully exploited the local potential of the environment around the school as a learning laboratory. In fact, the main strength of one-stop schools in rural areas is their proximity to nature and local wisdom, which should be the main raw material in the preparation of teaching modules that are truly contextual.

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