Analysis of Needs Training Design Assistance in Developing Teaching Modules in the Freedom of Learning Curriculum for Primary Schools Teachers at the Kuningan Regency Education Office, West Java

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Abstract

This study aims to provide a basis need analysis for the curriculum module provision, training form and training time of elementary school teachers in Kuningan regency, West Java and understand the needs of the their' participation in new curriculum training. Sixty teachers in Kuningan regency were selected for a group interview. Based on the interview results, the researchers designed a questionnaire. They were from the same school levels in Kuningan regency that applied freedom of learning curriculum. It made us decided to use or adopt cluster random sampling method. They were surveyed through a web questionnaire. In total, 80% of the respondents believe that the self-opening aspect of the module needs to be carried out in four items. Secondly, for the explorative concept within the module, it was found that 70% respondents showing their believe that it was crucial to include further explanation and discussion. Next, on the collaborative space, it showed that 85% respondents found to be agree on the items of grouping and discussion and presentation within the module. Fourthly, it was found that 85% respondents shared their agreement on the guided reflection aspect in the module. In the new freedom of learning curriculum, it is found that the elementary school teachers in Kuningan regency have proper understanding within the module. It shows that they have identified the components within the module should cover those six crucial aspects.

A. Introduction

Background of the study:

The curriculum is frequently disregarded despite the fact that it is one of the most significant aspects of an educational system. despite the fact that the curriculum has a very significant and even strategic position. The curriculum of an institution or educational institution is a description of the institution's or educational institution's vision, mission, and educational goals. The curriculum is also the primary content of the values that will be transferred to the pupils in order to accomplish the educational goals. When it comes to facilitating the teaching and learning process, the curriculum can act as a roadmap for the instructor. The curriculum serves as a guide for school administrators, Islamic schools heads, and other supervisors who are responsible for the implementation of supervision or supervision. When it comes to encouraging their

children to do homework at home, parents can use the curriculum as a roadmap to follow. The curriculum acts as a guide for the community, providing aid for the implementation of the educational process in madrasas and schools (Kilile et al., 2019; Koskei & Chepchumba, 2020; Nasibi, 2015). When it comes to the pupils, the curriculum acts as a roadmap for them to follow when carrying out various learning activities. The curriculum serves a number of significant and strategic functions in addition to its role as a guide for pupils. These functions are as follows: the preparatory function, the selection function, the differentiation function, the adjustment function, the integration function, and the diagnostic function.

The epidemic that was caused by the Covid-19 virus in Indonesia has led to significant changes in a variety of different areas, including the education sector. The Covid-19 pandemic period was a unique condition that produced a loss of learning, which resulted in varying degrees of success among students in achieving their competences (Mulenga & Kabombwe, 2019; Mwarari et al., 2020). In addition, a number of studies conducted both domestically and internationally claim that Indonesia has been going through a learning crisis for a considerable amount of time. According to the findings of these investigations, a sizeable percentage of Indonesia's student population struggles to comprehend fundamental reading passages or apply fundamental mathematical principles. The research also reveals that there is a considerable knowledge gap across different socioeconomic classes and geographical locations in Indonesia.

In light of these circumstances, the Ministry of Education and Culture is working to revive educational pursuits through various initiatives. Launching what is being called a "Independence Curriculum" is one of the measures being taken to address the present issues. The Merdeka Curriculum is a curriculum that incorporates a number of different types of learning that take place inside the curriculum itself. As a result, the content will be improved to ensure that students have sufficient time to investigate and develop their conceptual understanding. It is important that educators have the freedom to select from a variety of instructional materials so that students' educational experiences can be tailored to meet their individual requirements and interests. The policy of independent learning is being implemented in order to expedite the achievement of the national education goals, which include improving the quality of Indonesian human resources so that they are more advantageous and competitive in comparison to the human resources of other nations. Students who have a noble character and a high level of reasoning, especially in literacy and numeracy, have the potential to become superior and competitive human resource candidates. There are at least three grounds that support the implementation of the independent learning policy, which was not put into effect without good reason. To begin, the regulations that have been put in place for education up until this point have, for the most part, been strict and obligatory. This includes the regulations that pertain to the National Examination, the regulations that pertain to lesson plan, the restrictions that pertain to the use of School Operational Support funding, and so on. The restrictions in question turned out to be inefficient in terms of accomplishing the national education goals. Second, the learning outcomes of pupils when compared to those of students in other countries on standardised tests demonstrate that the national education goals are not being effectively met. This demonstrates that our children still have room for improvement in certain parts of higher-level reasoning, particularly with regard to reading and numeracy. Third, it is anticipated that the policy of independent learning, which is not rigid nor binding but rather flexible, will be able to accommodate the wide variety of educational situations, difficulties, and issues that are encountered by different schools. completed using a unique method of dispute resolution. There is little doubt that school administrators, teachers, parents, and even municipal governments can all profit from the practise of establishing independent learning policies. There are at least two positive outcomes that could result. To begin, school principals, teachers, parents, and local governments can work together to develop and find effective, efficient, and quick answers to the conditions, challenges, and problems of education that are present in each individual school. in particular for the purpose of enhancing the overall quality of the educational experience that students have. Second, those who are in charge of education administration in schools, be they principals, teachers, parents, or local governments, have a strong sense that they own and are accountable for the management of education in their own territories.

Literature review:

Freedom of Learning Module

The Minister of Education and Culture is now promoting a catchy educational slogan called "Freedom of Learning!". It is hoped that the concept of independent learning will be able to speed up the process of education reform in Indonesia, which has been thought of up until this point as being on a gradual, steady decline. The Ministry of Education and Culture first proposed even the term "education deregulation". This is because education laws have, up until this point, been regarded as impeding the process of attaining education reform, which ultimately leads to the quality and quality of education in Indonesia. Because of

the current circumstances, specifically the existence of the COVID-19 Pandemic, which has an effect on the learning activities that take place in schools, leading children to engage in independent study that is solely completed at home (Fahrina et al., 2020). Because of the condition of students studying at home, educational transformation is increasing through technical advancements, which is leading to a rise in industrial development. This is one of the reasons why the current situation is experiencing an increase in industrial development. As a result of the development of industry 4.0, the scientific community is currently through a period of fast transformation across all areas, including education. The use of digital technology into educational practises creates an ideal learning environment that can be realised through course work. The curriculum has undergone multiple iterations of revisions as education continues to advance over the course of time. Students in Indonesia are currently being trained to be more active, creative, and independent in the process of carrying out their education according to the curriculum that was implemented in 2013. A thematic approach is taken to teaching students at the primary school level the content of the curriculum that was implemented in 2013. Learning that is integrated and takes place using themes to link a variety of disciplines in order to offer students with meaningful experiences is known as thematic learning. According to (Fogarty et al., 1991) (quoted in (Qondias et al., 2016)), this learning model is referred to as "webbed," and it is the model that is used most frequently in integrated learning. This thematic learning covers all subject skills, which are as follows: Citizenship, the Indonesian language, science, the social sciences, mathematics, sports and health physical education, and cultural arts and crafts. Because the learning pattern and mindset of children at the elementary school age are generally still rooted in everything that is concrete, and in using everything it is still holistic (Azhar, 2013), this thematic approach is carried out more in lower grades, specifically grades I, II, and III in elementary school. This is why this approach is carried out more in lower grades: grades I, II, and III in elementary school. According to (Ananda & Fadhilaturrahmi, 2018), teachers play a more significant role in learning in individual disciplines. Learning is made more tedious by the teacher's consistent use of books and blackboards as learning media. The teacher does not employ any other fascinating or diverse learning media. Because the instructor spends more time explaining things to the class as they go along with the learning process, the pupils will have difficulties grasping the concepts that have been broken down for them. Students will also engage in activities that are unrelated to the learning process, such as disrupting the concentration of their peers, speaking with other students, or playing games in the classroom (Abdullah, 2017). A learning process that is efficient, enjoyable, interesting, and meaningful for students is influenced by a variety of factors, such as teachers who have a complete understanding of the nature, nature, and characteristics of students, learning methods that are centred on student activities, adequate student learning facilities, availability of a variety of learning resources and media that attract and encourage students to learn, and so on (Momanyi & Rop, 2019). In particular, the availability of learning tools will lend support to the process of creating engaging and enjoyable learning environments for students. Learning media have taken the place of the traditional method of a teacher delivering information to students face to face using a chalkboard. In the past, this was the only method available. Utilizing media that has been modified specifically for conveying instructional content is the method through which this procedure is carried out. The learning process is inevitably altered because of the presence of learning media as one of the several learning tools.

Gap analysis:

Through the implementation of the Independent Curriculum, the government is in the process of effecting a paradigm change in education away from an emphasis on the role of the teacher towards one that places more emphasis on the student. Students serve as the educational system's axis or focal point under this program's framework. This curriculum was tacitly developed by the government prior to its introduction with the intention of adjusting the learning corridors to the features of students as well as their degrees of achievement. It is of the utmost importance to tailor instruction to the individual qualities of pupils as well as their current levels of achievement. To put it another way, educators ought to simply develop a teaching module or lesson plan in learning activities that are furnished with suitable instructions or guidelines. This indicates that instructors do not need to construct multiple teaching modules or lesson plans to satisfy diverse learning demands. This is significant because doing so will clearly bias the implementation process. According to (Jenkins, 2020), educators need to have a proactive attitude towards improvements in the curriculum. Naturally, it is necessary for educational institutions to be responsive in order to adjust to alterations in the course of study (Howson et al., 2021). Currently, the teaching module of the Merdeka Curriculum is considered a tool that is rather significant for the smooth implementation of learning with a new mode or paradigm (Maipita et al., 2021). This is especially true when it is related with the transition of the industrial and digital revolutions. The term "Independent Curriculum teaching module" refers to a variety of different media tools or facilities, methods, instructions, and guidelines that have been established

in a methodical, interesting, and certain way, based on the requirements of the pupils. It is possible to characterise the teaching module itself as an application of the Learning Objective Flow (ATP), which was derived from the Learning Outcomes (CP), with the Pancasila Student Profile serving as the aim. The phases or stages of student growth serve as the organising principle for the various teaching modules. The teaching module takes into consideration what is going to be studied and establishes defined learning goals. It should come as no surprise that its development foundation is similarly focused on the long term. The idea of teaching modules, which are designed to make the learning process more engaging and significant, is something that teachers need to be familiar with and comprehend in order to do their jobs effectively.

The rationale of the study:

To put it another way, if the understanding of the freedom of learning Curriculum correctly, its primary purpose is to provide room for teachers to create their own modules. The instructional modules that have been made available by the central government are open for teachers to select and even adapt in their own classrooms. Nevertheless, revisions must continue to be in accordance with the curriculum; adjusting instructional modules to the peculiarities of pupils is required. Obviously, this satisfies the requirements set forth in the Study Guide and the Assessment. According to the Learning and Assessment Guide, the primary goal of building teaching modules is to develop teaching tools. This is one of the reasons why developing teaching modules is important. The purpose of educational tools is to act as a guide for educators as they carry out the process of learning by satisfying a number of criteria that are in line with the specific requirements of pupils. According to (Tedjokoesoemo et al., 2021), the independence of students and teachers is the fundamental goal of the Merdeka Curriculum. The goal of the curriculum is to empower students and teachers to develop a robust independent mentality so that they can thrive in an era marked by disruption. In this particular scenario, the teaching modules for the Independent Curriculum are mandated to be based on Learning Guidelines and Assessments. This is due to the fact that the guiding principle behind the vision and mission of developing teaching modules is to direct educators in the process of carrying out the learning procedure. When examined from the perspective of the components that are included in the teaching modules, it is obvious that the educators need to design the teaching modules to meet the requirements of the students. On the other hand, when it comes to the teaching module component of the Independent Curriculum, there are three fairly important terms that simply can't be disregarded. Meaningful Understanding, Trigger Questions, and Study Sheets are the three parts that make up this component.

Purpose or Hypotheses of the Study:

The fundamental issue encountered in the field of Freedom of Learning Curriculum Implementation is instructors' lack of knowledge and abilities in constructing its curriculum-based teaching modules in learning activities. Based on this, the problem is formulated as follows: 1. How well does the teacher grasp and know the Freedom of Learning Curriculum-based Teaching Module?

B. Reseach Methods

Population and the methods of sampling:

By using convenience sampling, a total of 112 people, including primary school teachers in Kuningan regency, West Java, were used as the respondents. The average age of respondents was 30- 50 years old, and the duration of teaching experience was 10- 20 years. The nature of the respondents' work was as follows: 20 people from first grade primary schools, 30 people from second grade primary schools, 15 people from third grade primary schools, 15 people from fourth grade primary schools, 20 people from fifth grade primary schools, and 12 people from sixth grade primary schools.

Scope and/or limitations of the methodology you used:

The data in this study were sourced from the interaction of teachers and students in the implementation of the module within the new curriculum. Data collection is done by:

Group Interviews

The needs for the proper module in the instructional process were understood through the group interview. Semi-structured interviews were conducted on 15 primary school teachers, who came from schools at different levels and had a working experience of 10- 20 years in teaching. The interview lasted for 1.5 hour, conducted through online way by zoom meeting and recorded by post- graduate curriculum development student. The online interview location was a multifunction conference room of a university building in

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Bandung while the respondents were in their own house. The interview topic was the 'Needs of Primary Schools Teachers for Module Construction Training for the New Curriculum in Kuningan, and the interview outlines included the following: 1) Do you think primary school teachers need module training? 2) What is the focus of training for the freedom of learning curriculum at primary school level? 3) What are the difficulties of for the teachers at primary school level to construct the freedom of learning curriculum module? 4) What advices do you have for the training for the teachers at primary school level in constructing the freedom of learning curriculum module?

Questionnaire Method

Based on the results of the group interview, the researchers designed a questionnaire to obtain information of constructing module of freedom of learning curriculum to primary school level in Kuningan regency. The questionnaire includes three parts: 1) General information, including age, education, title, working experience in education. 2) Needs of primary school teachers for module training in Kuningan regency, which was concerned on the needs of its aspects towards elaborative activities and their understanding. 3) Open question: What is your advice on training for module development in Kuningan regency towards new curriculum?

C. Result and Discussion

The educational program is an essential component in the whole learning process and plays an essential part therein. This is because the meaning of the curriculum itself is to serve as a frame of reference or a guide in the process of carrying out the educational endeavor (Development Team for MKDP Curriculum and Learning, 2013, page 9). During the process of actually putting together a curriculum, a curriculum is required in order to serve as a reference, guide, and series guide. This is necessary in order to accomplish educational goals. In addition, the curriculum is examined to see whether it is aligned for the attainment of educational goals, both within the framework of national and local educational institutions or units, and within the context of educational institutions or units themselves.

The Independent Curriculum is the policy for the curriculum that is now being implemented. Although this strategy was not officially implemented until 2020, it was devised in 2021 as a response to the period of global disruption that began in 2021. The Independent Curriculum is a curriculum that allows for a variety of learning opportunities within the curriculum itself. As a result, the subject matter will be presented in the most effective manner possible, allowing students' sufficient time to investigate and develop their conceptual understanding. It is anticipated that the Merdeka Curriculum will respond to the educational requirements of pupils in accordance with their ability, talents, and interests. Therefore, the concept of "independence" refers to the practice of allowing students the autonomy to choose their own methods of academic pursuit, with the end goal of fostering the development of students who are both educated and educated.

The creation process for the curriculum requires that it deviate from the principles that guide the curriculum; one of these criteria is relevancy. This relevance refers to the notion that the planned curriculum must be in accordance with the times, science and technology, as well as the requirements of a society that is constantly changing. In Indonesia itself, the educational program has been subjected to modification and improvement. In Indonesia, the term "curriculum" has been referring to a competency-based curriculum since 2004. This curriculum has been continuously updated and tailored to the needs and characteristics of the students who are currently enrolled, including the modules that are being used. The following is a detailed elaboration on the extent to which teachers at the elementary school level understand what aspects need to be understood, understood, and mastered to support the achievement of predetermined learning objectives through the preparation of representative modules. This understanding is related to the extent to which teachers understand what aspects need to be understood, understood, and mastered to support the achievement of predetermined learning objectives.

Self- opening
- In what ways are you already familiar with Learning outcomes (CP)?
- When it comes to the planning of lessons for the classroom, what are the aspects that you prioritise and use as a basis for your decisions?
- What would you say has been the primary objective of your educational journey up to this point?
- How have you been able to determine that students have, to this point, grasped the concepts that they have been taught?

- What has been your experience, and what tactics have shown to be successful for you, in encouraging pupils to develop their ideas?In what ways are you already familiar with CP?
- When it comes to the planning of lessons for the classroom, what are the aspects that you prioritise and use as a basis for your decisions?
- What would you say has been the primary objective of your educational journey up to this point?
- How have you been able to determine that students have, to this point, grasped the concepts that they have been taught?
- What has been your experience, and which tactics have proven to be successful for you in encouraging pupils to develop their own unique understandings?based on their own comprehension?
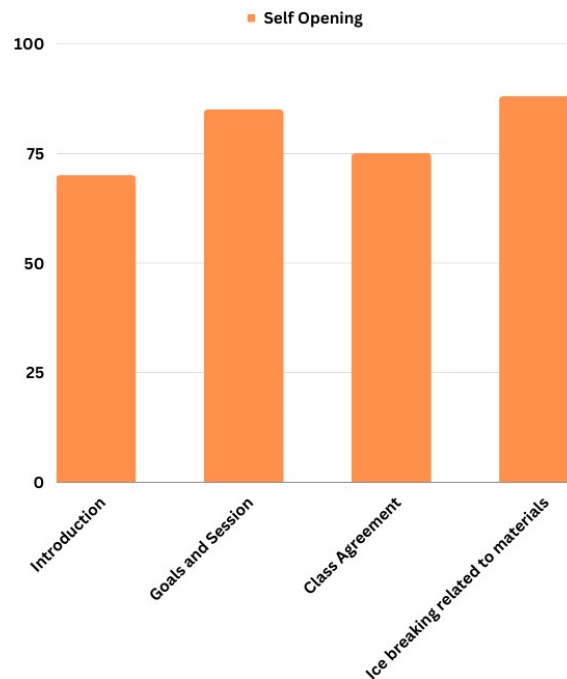
**Figure 1**. Self- opening Aspects on Modul

Explorative concept

- What knowledge did the pupils acquire that will remain with them, be of use to them, and be applicable to their life at least two years after this learning material has been completed?
- Why does CP just include the most important learning goals and the timeline for accomplishing them?
- Why did CP choose to use the word "understand" rather than a verb that was more action-oriented?
- According to the constructivist view of education, what exactly makes the ability to "understand" the highest level of achievement?
- Why does CP not differentiate between knowledge, skills, and attitudes in any way? What, in your view, are the essential components of competence?
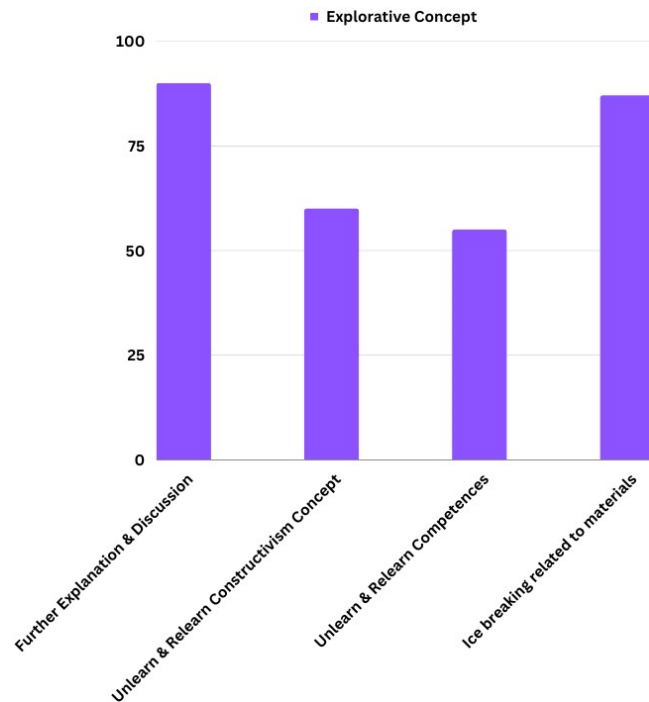
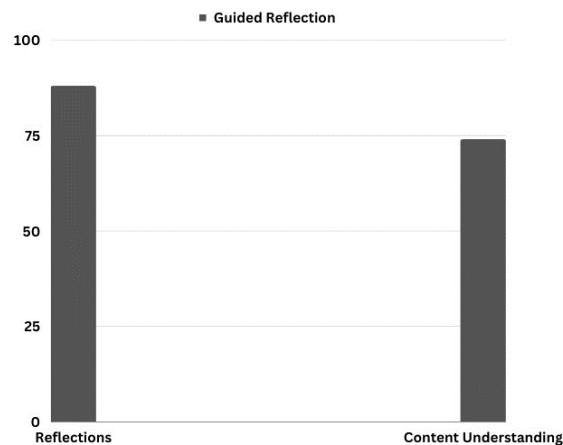**Figure 2**. Explorative Aspects on Modul

Collaborative Space

- What are the features of this subject?
- What are the components of the CP topic in the phase in which I teach?
- How do these parts work together to get CP?
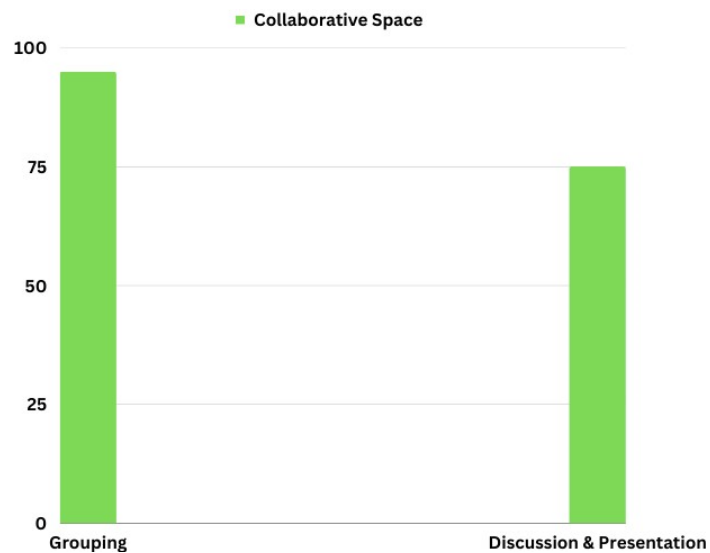
Figure 3. Collaborative Space Aspects on Modul

Guided Reflection

- What do I understand about this CP, and what new information can I acquire once I have a knowledge of CP?
- Why is it crucial to have a good understanding of CP?
- What aspects of CP do I need to get clarified or clarified more for me?

Figure 4. Guided Reflection Aspects on Modul

Elaborative Understanding

- Why is it critical to have a solid understanding of CP when developing lessons?
- How can I use the six components of understanding to evaluate the degree to which my pupils have internalised the information that they have learned?
- How can the six facets of understanding assist me in designing a TP, ATP, assessment, and instruction that will successfully assist students in achieving the competencies that the CP aspires for?
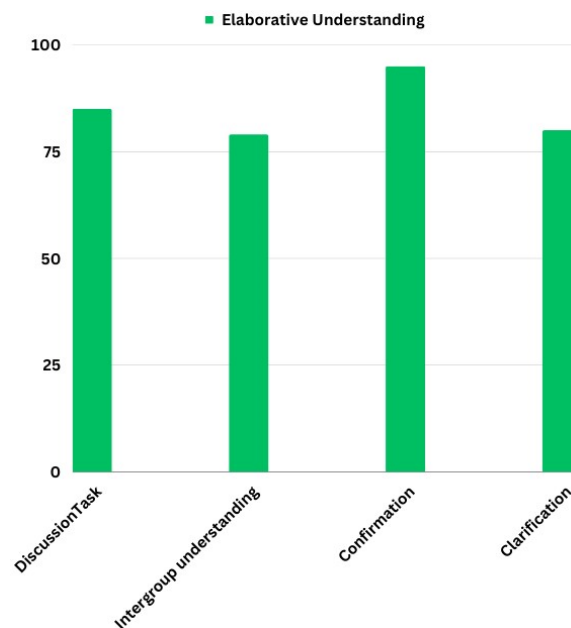

Figure 5. Elaborative Understanding Aspects on Modul

Real Action

- What strategies do I have in place to disseminate to my fellow students and teachers the information that I acquire on the constructivist perspective on how to comprehend CP?
- The mission of the Collaboration Room Group is to create a digital presentation of the topic CP in the phase taught by the participants of the group, the skills that are targeted by the CP, the CP elements of a subject in the phase taught by group members, and how these CP elements help students to meet the CP.

- Individual Task Contextual Demonstration to fill out worksheets with precise and concrete examples of understanding in the CP of the subjects in the taught phase (Participants choose one element of CP and use at least two of the six components of understanding to produce an example).
- Individual Tasks (Plans) of Real Action to Make Follow-Up Plans to Share Knowledge with Colleagues at Their Respective Schools Regarding How to Understand CP from a Constructivist Perspective
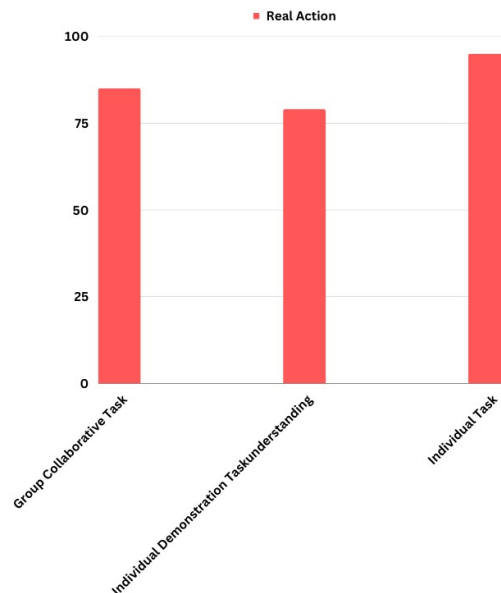
Figure 6. Real Action Aspects on Module

Participants will use learning on their own to understand the Freedom of Learning curriculum framework, including how the principles for compiling CP and forms of competence need to be achieved in certain phases. It helps them to understand the position of Learning Outcomes (CP) as the main guide in learning design in reconstructing an understanding of the competencies to be achieved in a phase at a certain level and subject. It also covers six aspects or facets of understanding that are required to achieve CP, understand the curriculum, and utilize the Constructivist Paradigm in Order to Comprehend the Idea of "Understanding" in the Learning Outcomes (CP).

The participants are aware that the following points will be covered: Learning Outcomes (CP) will be prepared per subject, per phase, and per element appropriate to the child's developmental stage. Learning Outcomes, often known as CP, are the skills and qualities of character that an individual should have attained after finishing their education within a predetermined amount of time. It is highly vital to have a good understanding of Learning Outcomes (CP), which has a significant impact on how the curriculum is implemented. The level of comprehension of CP has an impact on the selection of Learning Objectives (TP), as well as the development of Learning Objective Flows (ATP), Textbooks, Education Unit Operational Curriculum, Teaching Modules (MA), and RPP. The constructivism paradigm is the basis of thinking with a contextual approach that enables students to actively explore their own information based on their own cognitive maturity. Competence is the product of a series of learning processes. The constructivism paradigm is the principle of creating Learning Outcomes (CP). "Understanding" in Learning Outcomes (CP) is based on the constructivism paradigm, where understanding is the result of a series of processes of one's personal, unique, and dynamic learning experiences. Competence takes the form of a unity of attitudes, knowledge, and skills that cannot be separated. "Competence" is in the form of a unity of attitudes, knowledge, and skills that cannot be separated. According to (Wiggins & McTighe, 2005), there are six different facets of understanding, none of whose forms are required to be sequential.

Learning Outcomes (CP) are organized according to subject, phase, and element in accordance with the child's developmental stage. Participants are aware of the following: The CP is created through the use of the Understanding by Design framework and the Backward Design process. The first step in the process of preparing CP is deciding what the finished product should look like. How to read CP for each topic and each component of the phase that is now being taught Six different facets of comprehension covering; What are the fundamentals involved in putting together CP? Why is the process known as Backward Design

utilised when preparing CP? Why does Critical Thinking (CP) not differentiate between knowledge, abilities, and attitudes? How would extended learning time spans in phases in conjunction with reduced content lead to increases in competency without lowering standards? Why do some CPs prefer to use the term "understand" when other, more action-oriented verbs are available? Why, according to the constructivist view of learning, is the capacity to "understand" regarded the most advanced level? Which skills, qualities, and principles can students carry with them into the rest of their lives even after they have graduated?

Table 1. Average Percentage of Teachers' Aspects of Knowledge and Understanding of Freedom of Learning Curriculum-Based Teaching Modules

No	Activities	Average Percentage
1	Self- Opening	80%
2	Explorative concept	70%
3	Collaborative space	85%
4	Guided reflection	85%
5	Elaborative understanding	82%
6	Real action	80%

Table 2. Summary of Freedom of Learning Curriculum-Based Teaching Module Activities

No	Stages	Activities	Duration (minutes)	Equipment
1	Opening	• Introductions • Session Purpose and Duration • Class agreement • Ice Breaking: linked to content	15	• Paper and markers/pens (personal participants) or other tools for drawing (eg cell phones/tablets) • Online meeting room (gmeet or zoom) • Gslides, slides 1-7 • Slides of activity name, flow, agendas and exposure
2	Self- initiative	Trigger question: Debrief related to ice breaking activities by understanding CP and exploring participants' experiences	15	• Gslides, slide 8 • Jamboard, meter, or padlet

No	Stages	Activities	Duration (minutes)	Equipment
3	Explorative concept	• Further presentations and discussions to explore participants' understanding of competence, principles for preparing CP, phases in CP and components in CP documents. • Unlearn and Relearn regarding the concept of "understanding" in constructivism theory. • Unlearn and Relearn concerning competency as a unified attitude, knowledge and skills inseparable	40	• Gslides, slides 9-35 • Folder containing CP of various subjects or a link to the decision of the head of BSKAP Number 008/KR/2022
4	Collaborative space	Together in small groups (4-6 people) read the CP examples according to their level. Participants discuss and create digital presentations based on questions: • What are the competencies aimed at CP for this subject? • What are the elements in the CP subject in the phase that I teach? • How these elements support students to meet CP?	60	• Gslides, slides 36-39 • Folder contains CP of various subjects • Presentation sheet (word/ppt/jamboar) • Breakout rooms a number of groups
5	Guided reflection	Participants reflect on their understanding of the presentation of the material through the "mystery box" game"	30	Gslide, slide 40-42
6	Contextual demonstration	Individual assignments to create and upload tables showing understanding, skills and core content that need to be addressed in the subject being taught: • Select and write down one element in the CP of the subject being taught. • Create an example of proof of understanding in the CP using at least 2 of 6 aspects of understanding (see example).	30	• Gslides, slides 43-45 • Chart/table of understanding examples in CP (Gdocs) • Folder containing CP of various subjects • Folder for uploading assignments
7	Elaborative understanding	Discussion, feedback between groups, confirmation and/or clarification of sources	40	• Slides, slides • 46-47 (discussion material) • Slides, slides • 48-51 (FAQ/answer confirmation • Jamboard or padlet (if

No	Stages	Activities	Duration (minutes)	Equipment
				required)
8	Real action	Participants make follow-up plans for implementing learning about CP in their respective schools.	10	• Gslides, slides 52-54. • Jamboard (if needed) or folder to upload RTL

Based on the conducted analysis towards the primary or elementary school teachers in Kuningan regency, it can be drawn two findings in term of advantages and disadvantages after meeting, doing observation, and having discussion with them directly on the field. It was found that their confusion especially in how to construct learning module within the new curriculum of freedom of learning in ways of learning outcomes, learning goals, and learning goals analysis has come more clear perspective, understanding, and insight properly and correctly. Their major problem that was mostly on differentiating various terms with similar characteristics has been solved through the training by giving them direct practical action in both individual and groups. As an addition, it needs more time and space to support while doing the training to get them into more depth content comprehension becoming the only less supporting factor found. Further, it is hoped that similar training will be conducted in specific for the early childhood education level as minimum guidance is dedicated for them to be the next long-term program of community service given.

D. Conclusion

It has been discovered, as part of the newly implemented freedom of learning curriculum, that the primary school teachers in the Kuningan regency have a sufficient level of comprehension of the module. It demonstrates that they have selected the components inside the module that should cover those six essential features, which are as follows: self- opening, explorative concept, collaborative space, guided reflection, elaborative understanding, and real action.

E. Acknowledgement

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