



Improving Teacher Performance in Developing Teaching Modules Based on Kurikulum Merdeka through Academic Supervision

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Abstrak

Subjek penelitian ini adalah para guru SMAN 15 Tanjung Jabung Barat, Tahun Pelajaran 2023/2024. Ada 15 orang guru di SMAN 15 Tanjung Jabung Barat. Dari 15 orang Guru tersebut 11 orang Guru yang mengajar di kelas X. Karena pelaksanaan program Sekolah Penggerak dimulai kelas X. Kegiatan difokuskan pada 11 orang guru yang mengajar Kelas X. Perbedaan tindakan dalam tiap siklus adalah pada jenis penggunaan teknik supervisi. Teknik supervisi akademik yang dilakukan dalam siklus I adalah teknik kelompok, dan pada siklus II adalah teknik individu melalui pemberdayaan teman sejawat. Jika setelah dua siklus tujuan PTS belum tercapai maka sub teknik dari kedua teknik digunakan secara bervariasi. Peneliti dapat menyimpulkan bahwa kinerja guru SMAN 15 Tanjung Jabung Barat dalam menyusun Modul Ajar berbasis Kurikulum Merdeka meningkat secara signifikan melalui optimalisasi supervisi akademis dengan penguatan teman sejawat. Pelaksanaan teknik individual sebagai intensifikasi bantuan teman sejawat dilakukan lima langkah diterapkan oleh peneliti terhadap para guru yang kinerjanya masih rendah, atau kesulitan tertentu seperti pada perumusan kalimat pemantik dan asesmen. Pada siklus II, capaian bagian MA terus meningkat. Pada bagian informasi 97, kemudian bagian inti mencapai 77, 80, 70, 63, dan 77. Pada kompetensi inti mencapai 70, 70, 80, 67, 67, 73, 70, dan 87. Pada asesmen mencapai 70, 67, dan 70. Pada Pengayaan mencapai 70, 77. Bagian refleksi mencapai 67 dan 60. Bagian lampiran mencapai 67, 73, dan 63. Daftar Pustaka mencapai 73. Predikatnya pada Siklus II tidak ada lagi predikat tidak sesuai, kurang sesuai menjadi 13%, muncul predikat sesuai sebesar 87%.

Kata Kunci: Supervisi, Sejawat, ATP dan MA

Abstract

The subjects in this study were teachers of SMAN 15 Tanjung Jabung Barat, 2023/2024 academic year. There are 15 teachers at SMAN 15 Tanjung Jabung Barat. Of the 15 teachers, 11 teachers who teach in class X. Because the implementation of the Sekolah Penggerak program is only in class X. Activities are focused on 11 teachers who teach Class X with the Merdeka Curriculum. The difference in action in each cycle is in the type of use of supervision techniques. The academic supervision technique used in cycle I was a group technique, and in cycle II it was an individual technique through peer empowerment. If after two cycles the PTS objectives have not been achieved, the sub-techniques of the two techniques are used variably. The researcher can conclude that the performance of teachers at SMAN 15 Tanjung Jabung Barat in preparing Teaching Modules based on the Merdeka Curriculum is significantly improved through optimizing academic supervision with peer reinforcement. The implementation of individual techniques as an intensification of peer assistance is carried out in five steps applied by researchers to teachers whose performance is still low, or certain difficulties such as in the formulation of triggering sentences and assessments. In cycle II, the achievement of the MA section continued to increase. In the information section 97, then the core section reached 77, 80, 70, 63, and 77. The core competency section reached 70, 70, 80, 67, 67, 73, 70, and 87. The assessment section reached 70, 67, and 70. The enrichment section reached 70, 77. The reflection section reached 67 and 60. The appendix section reached 67, 73, and 63. Bibliography reached 73. The predicate in Cycle II no longer has the predicate not suitable, less suitable becomes 13%, the appropriate predicate appears at 87%.

Keywords: Supervision, Peer, ATP, and MA.

Pendahuluan

As part of the effort to increase public knowledge, education is one of the main pillars that must be implemented consciously and planned. The curriculum needs to continue to develop in accordance with the times. Responding to various dynamics of life, including the impact of the Covid-19 Pandemic, the Government through the Ministry of Education, Culture, Research and Technology in the Directorate of High School Development, has initiated changes to the Curriculum by introducing a new paradigm in learning called "Merdeka Belajar". One of the steps to encourage this implementation is through the Sekolah Penggerak Program (PSP). SMA Negeri (SMAN) 15 Tanjung Jabung Barat was given the opportunity to implement the Sekolah Penggerak Program Batch 3 in 2023. The implementation of the Sekolah Penggerak Program and the concept of Merdeka Belajar starts from Class X. Changes from Core Competencies and Basic Competencies to Learning Outcomes are outlined in several phases, where currently Class X SMA is following Phase E. Implementation of the Merdeka Curriculum continues to experience improvements and refinements. Consciousness is defined as the maximum use of reason and mind in designing, managing, and carrying out all efforts to achieve educational goals. Planned means that every step in designing, managing, and implementing the educational process is based on consideration of various aspects that are considered appropriate and feasible to achieve educational goals.

Lesson planning plays a key role in achieving educational goals. It is an important foundation for running the learning process effectively. Through structured lesson planning, the set content standards can be achieved as optimally as possible. Teachers can guide students by paying attention to their potential, individual character, availability of facilities, as well as the relevance of the material to the learning context. A well-thought-out lesson plan will provide guidance

in the implementation of the teaching-learning process, allowing teachers to recognize and optimize their abilities in teaching. Students are also encouraged as much as possible to be active subjects in learning. The role of the teacher in the classroom shifts, becoming a facilitator, manager, and source of learning information. The teacher's function as a presenter of material only occurs about 25% of the entire learning process.

The implementation of Merdeka Curriculum in Senior High School (SMA) aims to teach students to think logically by using their common sense. Currently, education in schools often burdens students with a lot of information that must be memorized, without providing a focus on character building and developing individual potential. The educational process has not been fully focused on creating intelligent individuals, capable of solving life's problems, or stimulating creativity and innovation. With the implementation of realistic learning planning, it is hoped that this condition can be overcome. Thus, high school students can be better prepared to continue their education to a higher level.

The learning planning component in the Merdeka Curriculum consists of an Analysis of Learning Objectives (ATP) and Teaching Modules (MA). However, in reality, learning implementation is not always in accordance with the planning expected by the concept of Merdeka Learning in Merdeka Curriculum. Observations of teachers at SMAN 15 Tanjung Jabung Barat, which has implemented two curricula at once (Merdeka Curriculum for Grades X and XI, and 2013 Curriculum for grade XII), show that many teachers do not fully follow the Merdeka Curriculum planning that has been prepared previously. Some teachers even appear to be less focused on student learning.

In the implementation of the first phase of the Sekolah Penggerak Program, various

activities have been carried out involving the Learning Committee. However, there does not seem to be a significant change in the implementation of Merdeka Curriculum in learning. The learning model still tends to be centered on the teacher's role, with students following pre-planned steps. Teachers at SMAN 15 Tanjung Jabung Barat are still considered insufficient or inappropriate in planning learning. Performance indicators in lesson planning, which consist of two main components (ATP and MA), still show low performance for most teachers at SMAN 15 Tanjung Jabung Barat. Many of the scores given were 0 and 1 for Class X teachers. If these nine components can be improved, it is expected that learning can be more in line with what is expected from the Merdeka Curriculum.

The role of the principal as a coach and learning leader is crucial in improving school performance. The low performance of Class X teachers at SMAN 15 Tanjung Jabung Barat in preparing ATP and MA requires resolution through optimization of supervision. Teacher performance indicators in the ATP and MA are part of the principal's academic supervision domain. However, the implementation of academic supervision by principals has not run optimally. By increasing the intensity of academic supervision focused on the right problems, it is expected to improve teacher performance in preparing ATPs and MAs. This effort can be strengthened by empowering collaboration among teachers as peers.

Metode

A. Action Research Design

School Action Research is an action research consisting of cycles. Each cycle consists of (1) planning, (2) acting, (3) observing, (4) reflecting,, (Arikunto, et al., 2006). Planning the steps in each cycle considers the use of available time, because the essence of the use of cycles does not have a fixed limit, but depends on the achievement

of goals. As stated earlier, the overall supervision approach applied was academic supervision, which was then divided into two approaches: group techniques and individual techniques. The variation of action in each cycle lies in the type of application of the technique. The academic supervision technique applied in the first cycle was the group technique, while in the second cycle it was the individual technique through peer empowerment. If the objectives of the School Action Research are not achieved after two cycles, then subtechniques from both approaches will be applied with variations.

B. Subjects and Objects of Research

In this study, the subjects were the teachers of SMAN 15 Tanjung Jabung Barat in the 2023/2024 academic year, consisting of 15 teachers at the school. A total of 11 teachers were assigned to teach in Class X, because the Sekolah Penggerak program was only applied to that class. The object of research focuses on the core of the research objectives. It has been previously stated that the purpose of this action is to improve teacher performance in lesson planning. Therefore, the object of the study was the teachers' performance in preparing lesson plans. This performance improvement goal was limited to achieving at least 70% of the total score on the teacher performance assessment instrument used, with a target number of teachers achieving 70%.

C. Location and Time of Research

This research took place at SMAN 15 Tanjung Jabung Barat, which has a total of 15 teachers. The research focuses on 11 teachers who teach using Merdeka Curriculum in Class X. The location of this school is located on Jalan Silaturahmi Km 4, Tebing Tinggi, Tanjung Jabung Barat Regency. The research was conducted from August to November 2023. Before the research began, the initial stage involved observation using a checklist to evaluate the performance of all teachers in the process of preparing Teaching Modules, especially for Class X teachers.

D. Procedure

1. Action Planning

The coordination of various activities related to the implementation of the Sekolah Penggerak Program begins with intensive measures in the early stages of the program's implementation. A school principal needs to take the following steps in conducting supervision activities: 1) Setting benchmarks, by determining the guidelines or standards used as a reference in measuring program performance and achievement; 2) Conducting an assessment, which involves examining the results of work that has been carried out to evaluate real achievements; 3) Comparing the results of the work assessment with the predetermined standards or benchmarks, to assess the extent to which performance has met expectations; 4) Inventorying deviations and errors that may occur, if any, so that they can be clearly identified; 5) Taking collective action, by striving to realize the plan in accordance with reality, so that program objectives can be achieved effectively.

2. Implementation

Steps 1), 2) and 3) are part of the academic supervision stage. In this action research phase, these steps were combined with an individualized approach as the first step of research planning. To carry out the research activities in this first cycle, it was necessary to plan a schedule of activities, including the timing of the initial meetings, observations, and conversation analysis.

a. Observation and Assessment

The observation in question is when the principal takes action with a personal approach related to the results of his observations in the learning process. When the principal interacts individually with teachers, peer supervisors observe the extent to which these personal actions are in accordance with existing principles.

b. Reflection

All documents related to observation, action, and performance were collected and then analyzed by the researcher. Data from the second cycle was then analyzed both quantitatively and qualitatively as part of the reflection. Quantitative analysis focused on numerical-based data, while qualitative analysis was conducted on descriptive information such as observations and interviews.

E. Duration of Action and Indicators of Success

School Action Research (SAI) is an integrated part of the principal's daily tasks. Therefore, the duration of this action was adjusted to the schedule of supervisory activities at SMAN 15 Tanjung Jabung Barat. Objective indicators were formulated to make it easier for researchers to evaluate the achievement of objectives in each cycle, which aims to support problem solving and improve teacher performance in preparing ATP and MA. To see the indicators of success, it can be seen in the table below.

H. Research Instruments

The research instruments used in this study are 1) Reflection of Academic Supervision; 3) Checklist of ATP and MA compilers.

Table 1. *PTS Success Indicators*

Performance Aspects	Indicators of Success	Max
Principal's Performance in Implementing Academic Supervision	Achieved good predicate	90% of teachers
Teacher performance in developing ATP and MA modules	Achieved good predicate	80% of teachers

I. Data Analysis Technique

Data that has been converted into quantitative form is analyzed using percentages, then explained visually through pictures or diagrams that represent the results of the research being conducted. Each finding contained in the research data is explained by referring to existing theories and agreed practical principles, which aim to produce a more effective learning situation on the next learning opportunity.

Maintaining the validity of the data obtained, data validation is carried out through: 1) The accuracy of observation is a process that means "consistently seeking understanding with various methods related to continuous or tentative analysis"; 2) Member check is an observation process carried out by partner teachers or supervisors to observe the learning process. The results of this observation are then discussed together between researchers and partner teachers through reflection activities carried out at the end of each learning session; 3) Triangulation is a method to evaluate the validity of data by utilizing other elements outside the data as a checking or comparison step against the data (checking the truth of data using other sources, for example, through discussions with principals in other vocational high schools); 4) Peer review refers to a review that involves professional colleagues who have similar knowledge of the research subject. In this process, they work together with the researcher to evaluate the perceptions, viewpoints, and analysis being conducted; 5) Discussing with the

supervisor to discuss the research findings, so that the validity of the research results can be recognized and strengthened its validity.

Data on teacher performance in numerical form were analyzed through descriptive statistical methods. This method is used to describe the mean, mode, and median of the data distribution, both in the form of numbers and percentages. Descriptive data was processed numerically by converting the observation results into numerical codes.

Results

A. Results

Action planning in cycle II began with: 1) conducting meetings with teachers who still get the predicate of good enough performance, 2) Providing individual coaching related to the completeness and adequacy of the required documents. The focus of coaching on academic aspects was adjusted to the findings from the previous research. One of the challenges is the incompleteness of the preparation of learning tools, which causes a lack of assessment instruments that should be an important part of learning tools. This is reflected in the data on document completeness in the previous cycle, where there were still many teachers who had not compiled complete assessment instruments.

a. Implementation of Academic Supervision

The implementation of the individualized technique as an increase in peer support was carried out in five steps by the researcher for teachers with low

performance. These steps are as follows:
1) At the meeting as a whole as planned, each teacher was given the opportunity to express the problems and obstacles they faced related to their performance in cycle I. At this stage, the researcher only listened to and noted important things related to the performance of the teachers. At this stage, researchers only listened and recorded important things related to problems and obstacles in compiling and improving parts of the Teaching Module; 2) After all the teachers finished describing the problems and obstacles they faced, the researcher gave feedback. At this stage, the responses given to the teachers focused on strengthening through appreciation of the efforts they had made; 3) Explanation accompanied by the presentation of some relevant data.

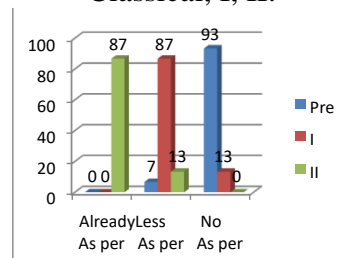
b. Teachers' Performance in Developing the Flow of Learning Objectives and Teaching Modules.

Individualized briefings to teachers have had an impact on their efforts in improving parts of the learning tool documents. This success can be seen from the change in performance assessment from the previous stage (pre-cycle) to cycle II. This level of achievement has met the success target planned in the previous study. The improvement in teachers' performance in lesson planning is not only due to appropriate supervision methods, but also due to careful analysis of aspects of learning tools that require improvement.

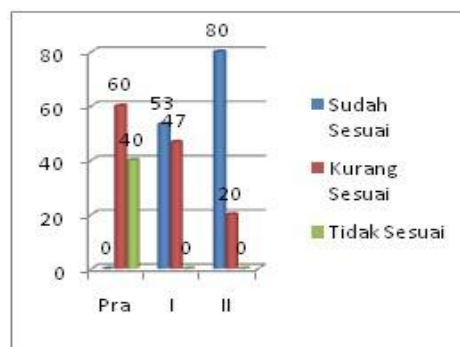
Figure 1. Predicate change

A) Preparation of ATP from Pre-Classical.

B) I, II Preparation of MA from Pre-Classical, I, II.



(A)



(B)

The predicate for the preparation of the Teaching Module (MA) showed that 40% were not suitable and 60% were less suitable. In Cycle I, there was no longer anyone who got the title of not suitable, the percentage of less suitable reached 47%, while the title of suitable had increased to 53%. In Cycle II, no more were declared unsuitable, less suitable decreased to 20%, and the suitable predicate increased to 80%. As for the preparation of the Analysis of Learning Objectives (ATP), in the pre-cycle, 93% were inappropriate, 7% were less appropriate, and none were appropriate. In Cycle I, unsuitable decreased to 13%, less suitable increased to 87%, and in Cycle II there were no more unsuitable, less suitable decreased to 13%, with the percentage of suitable reaching 87%. This change in predicate occurred due to an increase in scores from pre-cycle to Cycle I, and from Cycle I to Cycle II. Details of score changes for all cycles for ATP and

MA are contained in the following tables. 1).

Table 2. Distribution of ATP Preparation Score achievements Across Cycles

Cycle	The Beginning					Contents					
	Identity					Component					
	Name Unit Education. Teacher	Eye Name Lesson	Program Expertise/Faces/Class Loading domain/Element Men	competence Achievement	Learners Final Phase	Identification Component and Objective Learners	Space Scope Material/Code	Allocation Time	Module Code	Allocation Time	Destination Learners
Pre-cycle	30	30	13	10	30	17	17	23	3	17	30
Cycle I	40	40	37	50	47	47	37	40	43	37	40
Cycle II	93	83	73	87	73	73	73	73	73	77	73

Table 3. Distribution of MA Preparation Score Achievements from All Cycles

Cycle	Informasi	Contents					Core Competencies							
		1	1	2	3	4	5	1	2	3	4	5	6	7
Pre	53	20	23	23	57	23	20	53	7	50	17	37	33	47
I	67	63	53	53	57	50	57	67	53	50	60	67	77	63
II	97	77	80	70	63	77	70	70	80	67	67	73	70	87
	Assessment			Enrichment		Reflection		Attachment			Bibliography		Description	
	1	2	3	1	2	1	2	1	2	3	1			
Pre	27	20	50	30	40	27	53	33	23	50	20			
I	70	67	63	67	70	63	70	63	60	53	50			
II	70	67	70	70	77	67	60	67	73	63	73			

Name of Education Unit/Teacher increased from 30 to 40; 2). Name of Subject increased from 30 to 40; 3). Expertise Program/Phase/Class increased from 13 to 37; 4). Contains domain/competency elements increased from 10 to 50; 5). End of Phase Learning Outcomes increased from 30 to 47; 6). Identification of Components and Learning Objectives increased from 17 to 47; 7). Scope of Material/Code increases from 17 to 37; 8). Time Allocation increased from 23 to 40; 9). Teaching Module Code rises from 3 to 43; 10). Total Time Allocation increased from 17 to 37; 11). Flow of Learning Objectives rises from 30 to 40.

The changes for the better from Cycle I to Cycle II show the Name of Education Unit/Teacher 40 changed 93. Subject Name 40 changed 83. Expertise Program/Phase/Class 37 changed 73. Contains domain/competency elements 50 changed 87. End of Phase Learning Outcomes 47 changed 73. Identification of Learning Components and Objectives 47 changed 73. Scope of Material/Code 37 changed 73. Time Allocation 40 changed 73. Teaching Module Code 43 changed 73. Total Time Allocation 37 changed 77. The distribution and changes in MA preparation scores across cycles can be seen in the table below.

In cycle II, the achievement of the MA section continued to increase. In the information section 97, then the iti section reached 77, 80, 70, 63, and 77. The core competency section reached 70, 70, 80, 67, 67, 73, 70, and 87. The assessment section reached 70, 67, and 70. The enrichment section reached 70, 77. The reflection section reached 67 and 60. The appendix section reached 67, 73, and 63. The library list reached 73.

Discussion

1. Implementation of Academic Supervision

Practical reflection in assessing teacher performance in academic supervision is to look at actual conditions to answer questions, as expressed by Sergiovanni (1987). For example, what happens in the classroom factually? What are the activities of teachers and students in the classroom? Which of the activities in the classroom have a significant impact on teachers and students? How do teachers attempt to achieve academic goals? What are the teachers' strengths and weaknesses and how can they be developed? From the answers to these questions, information related to the teacher's ability to manage the learning process can be obtained.

However, it is important to note that assessing teacher performance is not the end of the academic supervision task or activity. Instead, it should be followed by the stages of planning and implementing a teacher development program.

The use of a collaborative approach prioritizes cooperation between teachers. In the first step, the researcher directly revealed weaknesses related to the results of the reflection on teacher performance during the third observation. Then, in the second step, the researcher explains why there is still low performance in the related teacher. The third step provided an opportunity for the relevant teacher to explain the cause of the low performance (in this stage, the researcher listened to the teacher's explanation). After listening to the teacher's explanation, the

researcher offers an alternative solution to the problem in the fourth step. The fifth step involves negotiating and linking the alternative solutions to efforts to improve teacher performance. All of this is in accordance with the view that "it is not only the fault that needs to be sought, but also the solution to improve that aspect" (Sahertian, A. Piet. 2000:16).

Effective academic supervision is expected to improve teachers' competencies, including their mastery of various aspects of competencies such as personality, pedagogic, professional and social. In this context, academic supervision is expected to develop all areas of competence possessed by teachers. In planning, implementation and evaluation, there are two important aspects that are the focus of academic supervision. Academic supervision is expected to be constructive, with teacher performance appraisals aimed at developing their growth and creativity in addressing the academic challenges they face.

Furthermore, improvements in the quality and elements of the Teaching Modules may reflect teachers' improved level of commitment to their duties. This approach is in line with the principle that academic supervision aims to encourage teachers to apply their skills in the teaching process, stimulate the development of teachers' individual capacities, and foster a strong commitment to their duties and responsibilities. In addition, the mentoring role of the directorate of vocational development provides additional encouragement for teachers.

2. Teacher Performance in Developing the Flow of Learning Objectives and Teaching Modules

Some of the Teaching Modules investigated still showed discrepancies with the expected development concept. For example, there were discrepancies in the introductory sentences and in the use of models and strategies to teach students independently. Principals' interaction time with teachers is limited, while principals and deputy curriculum heads are better able to supervise. The

principals' use of group and individual techniques to improve teachers' performance in lesson planning is more guidance-oriented, which in turn indicates attention from the principals and deputy principals.

This attention will play a role in efforts to improve performance in the teaching and learning process. This is due to the importance of academic supervision in strengthening the role of the principal and deputy head of curriculum. Supervision of the learning process can be used as a tool to monitor teacher performance, assessing the extent to which teachers teach the material according to the program planned in the learning tool. In addition, increased interaction with the Ministry of Education, Culture, Research, and Technology (Kemdikbud) helpdesk site is very helpful for finding information related to Merdeka Belajar implementation.

Supervision is an important task for principals to oversee teachers' performance in the learning process. However, the practice of supervision by principals is rarely done consistently, suggesting a lack of attention to the teaching and learning process in the classroom. Teachers tend to simply teach the material without being encouraged to maintain, let alone improve, their performance in learning. This is in line with the view on the continuity of academic supervision that emphasizes the need for regular and continuous supervision (Kemdiknas, 2010a:6-7). Collaborative empowerment among peers in developing Teaching Modules is an appropriate approach as some teachers have shown better performance.

Anticipating problems through this facilitation provides convenience and openness during supervision. It allows the principal to obtain information related to teachers' performance. If there is a decline in performance, such as punctuality, inappropriate class entry and exit, or delivery of material that is not aligned with the lesson plan, the principal and deputy head of curriculum can address the

findings proactively and cooperatively with the teachers. The openness realized through the principal's facilitation has the potential to improve overall performance and maintain the quality of performance at SMAN 15 Tanjung Jabung Barat.

Aspects of mental maturity possessed by school principals have a significant impact on the mental well-being of teachers. The principal, together with the teachers, used the Merdeka Teaching Platform (PMM) to jointly explore and review various relevant aspects related to Merdeka Curriculum, CP, and the preparation of ATP and MA. This collaboration is essentially a form of supervision that monitors the extent to which teachers at SMAN 15 Tanjung Jabung Barat have utilized PMM. This is because "Merdeka Mengajar Platform was created to support the implementation of Merdeka Curriculum with the aim of assisting teachers in obtaining references, inspiration, and understanding related to Merdeka Curriculum" (Information Center, 2022).

The way the principal delivers the coaching material, both through group and individual approaches, as well as the behavior shown in daily life in the school environment, becomes an invisible part that is not directly visible but has a significant impact on the formation of the affective aspects of teacher performance. The behavior of academic supervision has a close relationship and direct influence on the behavior of teachers. In other words, through academic supervision, supervisors have an important role in shaping teachers' teaching behavior to be more excellent in managing the teaching-learning process. The impact of this quality teaching behavior will affect the way students learn. The ultimate goal of academic supervision is to shape better student learning behavior in order to achieve the Pancasila Student Profile.

Improving teachers' competence is strongly influenced by the extent to which they make efforts and get support in self-

development. Self-development media such as seminars, module writing, scientific articles, or research are important means in developing professionalism. The intensity of the workshop also plays a role in opening up space for more open concepts and theories to be applied in the preparation of Teaching Modules in accordance with the Merdeka Curriculum, although officially the term Merdeka Curriculum has not been announced, but rather the implementation of the School Operational Curriculum (KOSP).

The implementation of self-development activities related to improving professionalism is very rare. Teachers' motivation to develop themselves is low, and the impetus to undertake such professional development is minimal. Aside from this lack of motivation, there is a tendency that schools do not provide adequate opportunities to access these opportunities. Guidance activities related to professional development, such as guidance on writing research reports, should be provided regularly. This kind of activity can continue to stimulate teachers to improve their competence and always update their knowledge. The Merdeka Curriculum is not an obstacle, but the teachers' response to the Merdeka Curriculum is an issue.

Some components of the tool have a predicate of less, which is understandable because these items measure teachers' ability to develop materials with relatively new standards. The understanding of the concept of independence, including the trigger sentence and the differences in the character of students, encourages efforts to differentiate learning models and strategies. Even the formulation of the trigger sentence of each teaching module needs to be re-evaluated over time in order to achieve perfection. This is a big challenge for teachers, especially for those who are approaching retirement. In addition, some teachers at SMAN 15 Tanjung Jabung Barat have honorarium status. Although the completeness of the Teaching Modules and the achievement of quantitative indicators have been achieved, quality improvements still need to be developed. The effort shows the struggle

of the teachers who should be commended for trying to be better in improving their performance in lesson planning.

Conclusions

A. Summary

The researcher can state that the improvement of the performance of teachers of SMAN 15 Tanjung Jabung Barat in the preparation of Teaching Modules that adopt the Merdeka Curriculum occurs significantly through increasing the efficiency of academic supervision with support from peers. This conclusion comes from the following findings:

1) Educational supervision in schools is a form of coaching conducted by school principals to teachers, aiming to improve teacher performance in planning and implementing independent learning. In its implementation, a group technique was used where 15 teachers and leadership staff gathered to discuss the progress of improving the Analysis of Learning Objectives (ATP) and Teaching Modules (MA) from the previous stage, which was at the beginning of the implementation of the Sekolah Penggerak program. At the meeting, it was agreed to conduct focused academic supervision on 15 grade X teachers who were pioneers in implementing Merdeka Curriculum. Discussions at individual meetings are emphasized with open questions about the findings. This approach aims to enable teachers to apply the information previously obtained in compiling and developing ATP and MA in accordance with the requirements of the Merdeka Curriculum. In this process, there was an exploration of thoughts related to the development of various ATPs and MAs. For teachers whose performance is still low or have certain difficulties, such as in formulating trigger sentences and conducting assessments, individualized techniques are applied as a form of intensification of assistance from peers. This approach involves five steps implemented by researchers to provide more in-depth support to teachers in need.

2) There were better changes from Cycle I to Cycle II in preparing the ATP which showed the Name of the Education Unit /

Teacher 40 changed 93. Subject Name 40 changed 83. Expertise Program/Phase/Class 37 changed 73. Contains domain/competency elements 50 changed 87. End of Phase Learning Outcomes 47 changed 73. Identification of Learning Components and Objectives 47 changed 73. Scope of Material/Code 37 changed 73. Time Allocation 40 changed 73. Teaching Module Code 43 changed 73. Total Time Allocation 37 changed 77. Flow of Learning Objectives 40 changed 73. The ATP predicate in Cycle II no longer has a predicate that is not suitable, less suitable becomes 13%, a suitable predicate appears at 87%. In cycle II, the achievement of the MA section continued to increase. In the information section 97, then the section reached 77, 80, 70, 63, and 77. The core competency section reached 70, 70, 80, 67, 67, 73, 70, and 87. The assessment section reached 70, 67, and 70. The enrichment section reached 70, 77. The reflection section reached 67 and 60. The appendix section reached 67, 73, and 63. The library list reached 73. The predicate in Cycle II no longer has the predicate not suitable, less suitable becomes 13%, the appropriate predicate appears at 87%.

B. Suggestion

1. For school principals

a) It is important to increase the efficiency of educational supervision in the school environment to improve teachers' performance in implementing learning approaches based on Merdeka Curriculum;

b) Creating a collaborative spirit that encourages active cooperation in making collaborative approaches are needed for school principals.

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SMAN 15 Tanjung Jabung Barat a school that has the capacity to run the Sekolah Penggerak Program by implementing Merdeka Curriculum in learning activities.

c) The implementation of academic supervision became very effective when using group techniques in the early stages of the cycle and individual techniques in the previous cycle.

2. For Schools

a) It is necessary to encourage the enthusiasm of teachers to continue to improve the development of Merdeka Belajar through the Quality Management Program related to Analysis of Learning Objectives (ATP) and Teaching Modules (MA);

b) Involving the principal in various other school activities to improve the quality of the learning process

c) Schedule special training programs and workshops for teachers as a step to improve quality in the learning process.

3. For the Education and Culture Office Institution

a) Continued efforts in conducting action research in the school environment with balanced financial support are needed to improve the performance of school principals;

b) Continuous training programs and workshops on transformational supervision concepts, especially academic supervision related to individual, non-individual and

3. Permendikbud No. 3 of 2020 concerning National Higher Education Standards stipulates Merdeka Belajar Policy
4. Sahertian, A. Piet. 2000. Basic Concepts and Techniques of Educational Supervision in Human Resources Development Framework. P.T. Rineka Cipta: Jakarta
5. Sergiovanni, T.J. 1987. The Principalship, A Reflective Practice Perspective. Boston: Allyn and Bacon.