

## Developing Narrative Text Material Integrated on *Kurikulum Merdeka* at MAN Labuhanbatu

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### Abstrak:

The purpose of this research is to describe the process of developing narrative text integrated on *kurikulum merdeka* and to determine whether the product has an impact on English achievement for the tenth grades students at MAN Labuhanbatu. This research are Research and Development (R&D) by using ADDIE model. To gather information, two different kinds of questionnaires were employed and post-test. The first questionnaire was created to collect information for the needs analysis, the second to evaluate materials using professional judgment, and the last to evaluate the efficacy of the product. The created materials were deemed suitable based on the outcomes of the expert judgment. The developed narrative text materials were categorized as "Very Good" with a mean score of 3.95 across all aspects. The developed narrative text material has an impact on English achievement, 88.88% were obtained based on post-test and categorize as "Good". Based on the results, it shows that the developed narrative text material is categorized as very good and has an impact on students' English learning achievement.

**Keywords:** *Kurikulum Merdeka*; Fractured Story; Narrative Text

## Introduction

Learning is the process of acquiring new understanding, knowledge, behavior, skills, values, attitudes, and preferences. Especially, in learning narrative text. In the learning process, a curriculum is needed to support the learning process. The educational curriculum is a reference or basis for how educational activities should be carried out, the goals to be achieved by the education being carried out and for whom the education is being carried out (Wang et al., 2021). These experts emphasize that the curriculum must continually evolve to address the needs and challenges of contemporary times, with a focus on 21st-century skills, deep learning, student well-being, and the integration of formal and informal education. One such curriculum developed in Indonesia is *Kurikulum Merdeka*. *Kurikulum Merdeka* is a curriculum that contains a variety of intra curricular learning so that the content or learning materials are further optimized so that students have sufficient time to explore concepts and strengthen their competence in teaching and learning activities (Amrina et al., 2022) (Maryati et al., 2022). Differentiated learning, which acknowledges the unique characteristics of each student and offers learning experiences catered to their needs and interests, is a crucial component of the *Kurikulum Merdeka*. Narrative text as text designed to captivate readers through an engaging plot and developing characters, often with the purpose of teaching a lesson or moral value (Snow, 2023). One of types of narrative text is fractured fairy tale or "Fractured Story". A fractured fairy tale is a retelling of a traditional fairy tale where some of the story elements are changed. Based on

the background provided above, the researcher has decided to develop a narrative material that supports each student's learning style based on the differentiated learning approach in *Kurikulum Merdeka* for the “Fractured Story” lesson at MAN Labuhanbatu. This research has significant differences from previous studies because it focuses on developing narrative text materials, specifically on the sub-chapter of Fractured Story. This approach aligns with the principles of differentiation learning, which asserts that each child is intelligent in unique ways and has different learning methods, as promoted in the *Kurikulum Merdeka*.

## Literature Review

Several researchers are conducting studies in *Kurikulum Merdeka*. One of which was a study conducted by Sarmila Yanti Azizah, Annisaul Khairat, Uwe Barroso and Gergely Maja. Their research was “Implications of the Implementation of *Kurikulum Merdeka* for the Development of Students' Talents and Interests”. In their research, they found that students' talents and interests have increasingly developed since the implementation of *Kurikulum Merdeka* (Azizah et al., 2023).

Another study was conducted by Reffy Ananda Rizki and Lulu Fahkrunisa. Their research about “Evaluation of Implementation of Independent Curriculum”. Their conclusion was that there are advantages and disadvantages to implementing a new curriculum. While improving student communication, teamwork, critical thinking, and creative thinking is the key benefit, the teacher's preparedness presents the most barrier (Rizki & Fahkrunisa, 2022).

Another study was Implementation of Independent Learning Curriculum in Social Studies Learning. The purpose of their research was to find similarities and differences in the study of self-learning curricula in social studies learning. The results showed that social studies teachers' perceptions of the self-learning curriculum showed a positive trend even though several obstacles were found (Syamsiar et al., 2023). From the effectiveness of the independent learning curriculum on social studies learning outcomes it is known that the Merdeka Learning curriculum gives satisfactory results, it is shown that students experience increased speaking skills and teamwork in groups.

## Research Method

This research are Research and Development (R&D). The steps of this study were adapted from the steps outlined by (Jolly & Bolitho, 2011), known as ADDIE, with some modifications. The study techniques consisted of five steps: Analyze (needs analysis), Design (design the first draft), Develop (Developing the first draft and expert judgement), Implementation (Distribute the product), and Evaluation).

To gather information, two different kinds of questionnaires and post-test were employed. The first questionnaire was created to collect information for the needs analysis. Here is how the formula is displayed:

P = Percentage

f = frequency

N = total participants

100% = fix number

$$P (\%) = \frac{fx}{N} (100)$$

The students' requirements were analyzed using the original questionnaire. After that, a percentage analysis was done on the collected data. The frequency was divided by the whole number of those who responded to determine the percentage, which was then multiplied by one hundred percent.

The second to evaluate materials using professional judgment. The questionnaires used to assess the created materials employed a Likert-Scale as the assessment system. This questionnaire's data were analyzed using the following calculation, which Suharto proposed (Edi Suharto, 2005).

**Table 1. Data Conversion Table Suharto (2005)**

No	Scale Range	Category
1.	$1 \leq x \leq 1.74$	Poor
2.	$1.75 \leq x \leq 2.49$	Fair
3.	$2.5 \leq x \leq 3.24$	Good
4.	$3.25 \leq x \leq 4$	Very Good

The last to evaluate the efficacy of the product. The effectiveness of videos learning material is determined based on the analysis of test results by assessing each student's level of mastery. The steps for analyze learning outcomes are as follows:

1. Calculate the scores and determine each student's mastery based on the school's predetermined minimum competency criteria (KKM), which is 70.
2. Calculate the percentage of overall class mastery using the following formula:

$$p = \frac{\text{number of students who have achieved mastery}}{\text{All of students}} \times 100$$

3. Convert the students' mastery percentage based on the assessment criteria guidelines table for academic proficiency by (Eko Putro Widoyoko S., 2017) as follows:

**Table 2. Data Conversion Table Eko Putro Widyono (2005)**

Percentage	Category
$p \leq 20$	Not Very Good
$20 < p \leq 60$	Not Good
$60 < p \leq 70$	Good Enough
$80 < p \leq 90$	Good
$p > 90$	Very Good

The sample of the research are the tenth grades students at MAN Labuhanbatu that consist of 36 students, 12 of male and 24 females. The students' age at the class is 16-18 years old.

## Result

Based on the questionnaire distributed on February 5, 2024 researchers found for need analysis that show:

**Table 3. Students Perspective of The Textbook**

No	Statement	%
1	The low level of students' curiosity when the first time they see the "Fractured Story" chapter in the textbook (90% in English Language)	58.3%

2	The low level of students' interest in reading the "Fractured Story" chapter in the textbook (90% in English Language)	61.1%
3	The level of students' difficulty in understanding the content of the "Fractured Story" chapter in the textbook (90% in English Language)	69.4%

Based on the data above, it can be concluded that more than 50% of tenth-grade students have low curiosity, low interest in the chapter on Fractured Story, and high difficulty in understanding textbooks that are 90% in English.

**Table 4. Students Needs**

No	Statement	Item	%
1	The way the students need in learning "Fractured Story"	Using the suitable learning method like video	50%
2	The difficulties in learning "Fractured Story" from the Textbook	Understanding the textbook (90% in English)	67%
3	Students desire after learning "Fractured Story"	To increase their knowledge of "Fractured Story"	64%
4	The material input that students' like is	Video	52%
5	The length of effective which students' want for video is	10-15 minutes	58%

The data above indicates that students need suitable and engaging media for learning about Fractured Story, such as videos. The effective duration of these videos is around 10-15 minutes. Most students find it challenging to understand textbooks that are 90% in English. Students hope that with the development of learning media, they can increase their knowledge of "Fractured Story".

Before distributing the developed product, the researchers distributed a questionnaire to expert judges to validate the product that had been created. The questionnaire was given to the expert judgement on May 2024. The data below represents the results of the questionnaire.

**Table 5. Result of Expert Judgement**

No	Assessment Aspects	Items	Score
1	Material Contents	Correlation of content with basic competencies	5
2		Correlation of material content with indicators	4
3		Correlation of material content with the syllabus	5
4		Suitability of material content with learning objectives	4
5		Completeness of material content	4
6		Clarity of material content	4
7		The truth of the content of the material	4
8		Consistency of material content	4
9		Accurate use of voice	3

10	Appearance	An attention-grabbing introduction	4
11		Can show concrete examples that cannot be shown in books	4
12		The words used are appropriate to the audience's background	4
13		Correct font type selection	4
14		The font size is correct	3
15		Accurate selection of writing color	4
16	Rule	Ease of use of media	4
17		Ease of storing media	4
18		Ease of accessing media	4
19		The process of instructing and learning is more engaging.	4
20		The video content is easy to understand	3
<b>Mean</b>			<b>3.95</b>

The Expert Judgment of the Material Development's mean value, as indicated by the table, was 3.95. With respect to its position in the interval  $3.25 \leq x \leq 4$ , it was rated as "very good."

After the development process of the learning media product was completed, the researchers implemented the product with the students and conducted a post-test. The results of the post-test are presented in the following table.

**Table 5. Post-Test Recapitulation Results Data**

No	Student code	Score Question Number					Amount Score	KKM Information
		1	2	3	4	5		
1	S1	15	10	2	20	25	72	Finished
2	S2	15	15	10	15	10	65	Not Finished
3	S3	15	15	5	20	20	75	Finished
4	S4	15	15	5	20	20	75	Finished
5	S5	15	10	15	20	20	80	Finished
6	S6	15	15	5	25	20	80	Finished
7	S7	15	15	10	25	20	85	Finished
8	S8	15	15	20	25	25	100	Finished
9	S9	15	15	20	25	20	95	Finished
10	S10	15	15	5	25	15	75	Finished
11	S11	15	15	19	19	20	88	Finished
12	S12	15	15	5	25	20	80	Finished
13	S13	15	15	8	20	15	73	Finished
14	S14	15	15	20	25	24	99	Finished
15	S15	15	10	6	25	25	81	Finished
16	S16	15	15	5	22	19	76	Finished
17	S17	15	15	5	25	15	75	Finished
18	S18	15	15	5	20	20	77	Finished
19	S19	15	15	20	25	20	95	Finished
20	S20	15	15	5	20	24	79	Finished
21	S21	15	15	5	25	20	80	Finished
22	S22	15	15	10	20	20	80	Finished

23	S23	15	15	5	25	20	80	Finished
24	S24	15	15	20	25	21	96	Finished
25	S25	15	10	20	23	20	88	Finished
26	S26	15	10	15	5	10	55	Not Finished
27	S27	15	5	20	24	20	84	Finished
28	S28	15	15	10	15	20	75	Finished
29	S29	15	15	5	25	20	80	Finished
30	30	15	15	20	24	20	94	Finished
31	31	15	15	20	20	20	90	Finished
32	S32	15	10	10	15	15	80	Finished
33	S33	15	10	15	10	13	63	Not Finished
34	S34	15	10	20	20	18	83	Finished
35	S35	15	10	10	15	15	65	Not Finished
36	S36	15	10	18	17	19	79	Finished
<b>JUMLAH</b>								2.965
<b>Average</b>								82.361
<b><i>p</i></b>								88.88

According to the table, the average score of 82.361 and a classical mastery percentage of 88.88% were obtained. Based on the Data Conversion Table (Eko Putro Widoyoko S., 2017), the post-test results fall between  $80 < p \leq 90$ , specifically 88.88%. Therefore, the product can be categorized as "Good."

## Discussion

This research was classified as research and development (R&D) or product-based research (Borg & Gall, 2003) because its primary objective was to create narrative text material integrated on Kurikulum Merdeka for tenth grade students at MAN Labuhanbatu. The identification of the demand for materials or the performance of a needs analysis was the initial stage of this research. The study of needs was carried out on February 5, 2024. There were seven questions in total that the questioner was distributing. This step's objective is to identify the learning needs and the target needs. The need analysis surveys were based on (Nunan, 2004) (Hutchinson & Waters, 1987).

Target needs are what the students needs to do in the target situation. In terms of the target need, there are three aspects; necessities, wants and lacks. For necessities, the way that the students need in learning "Fractured Story" by using the suitable learning method like video, audio -video and live practice. For wants, the students want to increase their knowledge of "Fractured Story" from this material develop. For lacks, the difficulties faced the students is understanding the text book (90% in English language).

Learning demands as the tasks that students must do in order to acquire knowledge. Input, method, teacher role, student role, and context are all necessary in terms of learning. The video material is what the pupils desire to be input into. According to the input provided, students desire a film that is between ten and fifteen minutes long in order to be effective.

Procedure refers to how students will really use the information. After watching the movie, the students want to talk about it in relation to the method. Nunan added that the configuration of the classroom is referred to as the setting. The students wish to have a place where they may talk about the material they generated in small groups. When it comes to the teacher-student dynamic, the students want to be involved in the teaching and learning process, and the instructor provides the content for discussion. The teacher should describe the subject and provide examples throughout the teaching and learning process. Additionally, the teacher looks for the students' problems and provides guidance when they have issues

understanding the material. After the teaching and learning process is complete, the teacher should provide direct feedback to the pupils and point out their mistakes.

The production of a course grid came next, following the completion of the need analysis. A course grid that serves as a roadmap for creating the content. And the next step was designing the material and develop the material. After developing the material, the material was evaluated by the expert judgement by giving the questioner. The questioner's item was modified from BSNP, which assessed the suitability of the language, presentation, content, and design. The tenth grade students' target need and learning need have been taken into consideration when generating story content, according to research findings.

## Conclusion

There are two conclusions that can be drawn. The first one is related to the process of Developing Narrative Text Material Integrated on *Kurikulum Merdeka*. The processes are based on ADDIE model. In analyze stage, the low level of students' interest in reading "Fractured Story" and students get difficulty in understanding the content of that chapter. In Designing stage, the first draft included: Opening, Activating Background Knowledge, Watching original story and "Fractured Story", Discussing the story (What is "Fractured Story"), Question and Answer, Closing. In developing stage, the result of Expert Judgement is the material development was categorized as "Very Good". In implementing stage, the product implemented to the students. The learning module is implemented in the classroom. In evaluation stage, the students were able to understand the purpose of the video, easy to understand the content and appropriate for their skill. The second is the developing narrative text material integrated on *Kurikulum Merdeka* is effective for tenth grade students at MAN Labuhanbatu.

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