



# Training on the Implementation of the Independent Curriculum (IKM) for Teachers at Roudlotul Ulum Elementary School, Bangil, Pasuruan

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ARTICLE INFO	ABSTRACT
<p><b>Article history</b> Received: 2025-02-17 Revised: 2025-07-24 Accepted: 2025-07-25 Published: 2025-08-05</p> <p><b>Keywords</b> IKM Teaching Module Assessment</p>	<p>Roudlotul Ulum Bangil Pasuruan Elementary School began implementing the Independent Curriculum (Kurikulum Merdeka) in the 2022/2023 academic year for grades 1 and 4. The school chose the Independent Sharing (Merdeka Berbagi) model, developing its own curriculum tools. However, most of the training attended by teachers was conducted online, limiting their practical understanding, particularly in designing teaching modules and assessment instruments aligned with the new curriculum. This community service program aims to strengthen teachers' understanding and competence in implementing the Independent Curriculum through a three-stage process: preparation, seminar and training, and follow-up. It involved 28 teachers and was conducted over two days, from 30 to 31 July 2024. The effectiveness of the program was evaluated through pre- and post-training questionnaires and participant reflections. Results indicated a marked improvement in teachers' understanding and confidence in preparing learning modules and assessment tools aligned with the Independent Curriculum principles. In conclusion, the program achieved its intended objectives. The active participation, institutional support, and demonstrated improvements in teacher competence reflect the relevance and impact of this initiative. The activity also supports Sustainable Development Goal 4 by promoting inclusive and equitable quality education through strengthened teacher capacity.</p>
<p><b>Kata Kunci</b> IKM Modul Ajar Asesmen</p>	<p><b>Pelatihan implementasi Kurikulum Merdeka (IKM) bagi Guru SD Roudlotul Ulum, Bangil, Pasuruan.</b> Sekolah dasar Roudlotul Ulum Bangil Pasuruan mulai menerapkan kurikulum merdeka pada tahun ajaran 2022/2023 untuk kelas 1 dan 4. Sekolah ini memilih opsi Mandiri Berbagi dalam penerapan IKM (Implementasi Kurikulum Merdeka), yaitu dengan mengembangkan perangkat kurikulum secara mandiri. Dalam mempersiapkan guru menghadapi IKM, sekolah mengikutsertakan mereka dalam pelatihan. Namun, sebagian besar pelatihan yang diikuti oleh guru dilaksanakan secara daring, sehingga pemahaman guru masih terbatas, khususnya dalam merancang modul ajar dan instrumen asesmen yang selaras dengan kurikulum baru. Program pengabdian kepada masyarakat ini bertujuan untuk memperkuat pemahaman dan kompetensi guru dalam mengimplementasikan Kurikulum Merdeka melalui tiga tahapan kegiatan, yaitu persiapan, seminar dan pelatihan, serta tindak lanjut. Kegiatan ini melibatkan 28 guru dan dilaksanakan selama dua hari, yaitu pada 30–31 Juli 2024. Efektivitas program dievaluasi melalui kuesioner pra dan pasca pelatihan serta refleksi peserta. Hasilnya menunjukkan peningkatan yang signifikan pada pemahaman dan kepercayaan diri guru dalam menyiapkan modul ajar dan instrumen asesmen yang sesuai dengan prinsip Kurikulum Merdeka. Dengan demikian, program ini berhasil mencapai tujuan yang telah ditetapkan. Partisipasi aktif, dukungan kelembagaan, dan peningkatan kompetensi guru menunjukkan relevansi dan dampak positif dari kegiatan ini. Selain itu, kegiatan ini turut mendukung <i>Sustainable Development Goal</i> nomor 4 dengan mendorong pendidikan yang inklusif, adil, dan berkualitas melalui penguatan kapasitas guru.</p>

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## INTRODUCTION

The Indonesian education landscape continues to evolve in response to the dynamic shifts in society, technology, and global demands. One of the most critical components within the education system is the curriculum, which must remain adaptive and responsive to generational transformations in order to cultivate a progressive and competitive nation (Hamid, 2012). Accordingly, curriculum reform has been a recurrent strategy employed by the Indonesian government to ensure quality education and align with the nation's developmental goals (Hamdi, 2020).

Over the past two decades, Indonesia has undergone a series of curriculum changes across different levels of education. In basic education, the country has implemented various curricula, including the Competency-Based Curriculum (Kurikulum Berbasis Kompetensi/KBK), the School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP), the 2013 Curriculum (Kurikulum 2013/K-13), the Emergency Curriculum during the COVID-19 pandemic, and the most recent Independent Curriculum (Kurikulum Merdeka/IKM) (Rahayu et al., 2022; Rosnelli & Ristiana, 2023; Tanjung & Amalia, 2023). In higher education, similar shifts have occurred, moving from the Competency-Based Curriculum to the Indonesian National Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia/KKNI), and more recently, the Independent Learning—Independent Campus policy (Merdeka Belajar Kampus Merdeka/MBKM) (Ekasari et al., 2022; Meke et al., 2022; Sa'diyah et al., 2022).

Curriculum reform typically proceeds through three stages: planning, implementation, and evaluation. This process is supported by the view of Hasyim (2015), who emphasizes that curriculum development includes not only planning but also structured evaluation. The implementation phase represents the realization of curriculum concepts into concrete educational practices and encompasses the deployment of plans, policies, and pedagogical tools within education units (Julaeha, 2019). However, the rollout of the 2013 Curriculum faced numerous obstacles, leading to the introduction of an Emergency Curriculum, which prioritized flexibility and simplified documentation, such as one-page lesson plans.

Subsequently, the Independent Curriculum was introduced as an effort to strengthen the autonomy of educational institutions. It offers three implementation pathways Independent Learning (Merdeka Belajar), Independent Transition (Merdeka Berubah), and Independent Sharing (Merdeka Berbagi)—designed to cater to the varying readiness levels of schools and madrasahs (Adam et al., 2023). In the independent learning option, schools can apply selected components and principles of the Independent Curriculum without fully replacing their existing curriculum. This option is typically used by schools piloting the curriculum in specific grades, such as PAUD (early childhood education), and Grades 1, 4, 7, and 10. The Independent Transition option permits schools to adopt the Independent Curriculum using government-provided teaching materials (Firdaus et al., 2022). Meanwhile, the Independent Sharing (Merdeka Berbagi) option grants schools' autonomy to independently develop their teaching instruments and learning materials.

In the Independent Curriculum, a number of terminological and structural changes have been introduced compared to the 2013 Curriculum. For instance, the semester program (Promes) is now referred to as Prosem, the syllabus has been replaced with the Learning Objective Flow (Alur Tujuan Pembelajaran/ATP), lesson plans (RPP) have evolved into Teaching Modules, Core Competencies (Kompetensi Inti/KI) have been redefined as Learning Outcomes (Capaian Pembelajaran/CP), and Basic Competencies (Kompetensi Dasar/KD) are now framed as Learning Objectives (Tujuan Pembelajaran/TP). Furthermore, the Minimum Mastery Criteria (Kriteria Ketuntasan Minimal/KKM) have become the Criteria for Achieving Learning Objectives (KKTP), Competency Indicators are now Achievement Indicators (IKTP), and assessment practices have shifted from Daily Assessments (PH), Mid-Semester Assessments (PTS), and Final Assessments (PAS) to Summative Assessments (Maulida, 2022). These transformations are accompanied by the introduction of formative assessments, including pre-tests as reference points for differentiated learning.

The adoption of the Independent Curriculum in the madrasah context began in the 2022/2023 academic year. All public madrasahs implemented the curriculum in Grades 1, 4, 7, and 10. In contrast, private madrasahs were granted the flexibility to choose one of the three implementation pathways. Roudlotul Ulum Bangil Pasuruan Elementary School, a private Islamic elementary school, opted for the Independent Sharing (Merdeka Berbagi) approach, which entails the full development of its own instructional tools and learning resources in line with IKM principles.

In preparation for this curriculum shift, the school encouraged its teachers to attend IKM training sessions. However, the majority of these trainings were conducted online, resulting in limited understanding among teachers, particularly regarding the development of teaching modules to replace traditional lesson plans. Recognizing this challenge, a collaborative effort was initiated between the service implementation team and Roudlotul Ulum Bangil Pasuruan Elementary School to provide intensive, targeted training on the practical implementation of the Independent Curriculum.

This initiative aims to improve teachers' comprehension and competence in developing curriculum tools aligned with the Independent Curriculum's philosophy and pedagogical approach. Moreover, the program supports Sustainable Development Goal (SDG) 4, which advocates for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all (Alexandris et al., 2007; Khairi et al., 2023; Rulandari, 2021).

## METHOD

The method of implementing this service activity will involve delivering material in the form of seminars and training and then followed by interactive discussions (Valenstein-Mah et al., 2020). In one room, four groups are formed, each group consisting of 7 teachers. This training was held for 2 days on 30-31 July 2024 at Roudlotul Ulum Bangil Pasuruan Elementary School. The success of this activity will be measured through the level of enthusiasm and responses of the training participants during and after the training.

### Program Overview

This community service initiative was a structured training program aimed at enhancing elementary school teachers' understanding and skills in implementing the Independent Curriculum (IKM) through the development of differentiated learning tools, particularly teaching modules. The program was initiated in response to the identified gaps in teachers' comprehension and capacity, especially in private madrasahs that selected the Merdeka Berbagi implementation path and were therefore required to develop their own instructional tools independently.

The initiative was organized by a university-based community service team in collaboration with Roudlotul Ulum Bangil Pasuruan Elementary School. The program was held on July 30–31, 2024, at the school's multi-purpose hall. The training consisted of structured seminars, interactive workshops, and mentoring sessions focusing on the theoretical foundations, design principles, and technical steps involved in creating teaching modules in accordance with IKM guidelines.

The program's ultimate objective was to improve the pedagogical capacity of teachers in applying a differentiated approach aligned with the core principles of the Independent Curriculum (Valenstein-Mah et al., 2020). Specifically, the training sought to (1) improve teachers' conceptual understanding of IKM, (2) equip teachers with practical skills in developing teaching modules that integrate formative assessment and personalized learning objectives, and (3) strengthen reflective teaching practices and collaborative instructional design.

Facilitators for the program included curriculum experts from the university's Faculty of Education, IKM-certified trainers, and experienced school-based practitioners with prior implementation experience in Kurikulum Merdeka. Teaching methods consisted of short lectures, case study analysis, collaborative lesson planning, and hands-on practice with feedback.

### Participants and Selection Criteria

The training program involved 28 teachers from Roudlotul Ulum Bangil Pasuruan Elementary School, covering all grade levels and subject areas. The selection of participants was determined based on the school's internal needs assessment and priority areas for Kurikulum Merdeka implementation. All teachers were required to have at least one year of teaching experience and a basic familiarity with the 2013 Curriculum as a point of comparison for the new curriculum framework.

School leadership prioritized the participation of homeroom teachers from grades 1 to 5, as these grades had already begun implementing elements of the Independent Curriculum in the 2022/2023 academic year. Teachers were grouped into four clusters, each consisting of 7 members, to facilitate small group discussion, peer review, and collaborative development of teaching modules.

### Program Activities and Implementation

The training was organized into four sequential phases to ensure a structured and targeted approach: Pre-Implementation Assessment, Training Phase, Mentoring and Follow-Up Phase, and Evaluation Phase.

#### *Pre-Implementation Assessment*

Prior to implementation, the team conducted a preliminary analysis through informal interviews with the school principal and several teachers. This assessment revealed specific difficulties in translating the conceptual structure of Kurikulum Merdeka into practice—particularly in the construction of Alur Tujuan Pembelajaran (ATP), Capaian Pembelajaran (CP), and Modul Ajar.

#### *Training Phase*

The main training component consisted of two full days of workshops. On Day 1, the morning session was devoted to theoretical enrichment on the foundations and key differences between the 2013 Curriculum and Kurikulum Merdeka. Topics included (a) the philosophy of differentiated learning, (b) the structure of ATP, CP, and TP, and (c) the role of formative and summative assessments. The afternoon session involved case-based group discussions on common challenges faced by educators when implementing IKM. Participants examined real-life examples of teaching modules and collaboratively analyzed their structure, language, and alignment with learning objectives.

On Day 2, the focus shifted to hands-on practice. Teachers developed draft teaching modules tailored to their respective subjects and grade levels. Each group was mentored by a facilitator who provided iterative feedback throughout the process. Peer feedback sessions were conducted at the end of the day to refine each group's output.

### *Mentoring and Follow-Up Phase*

Following the training, teachers were given two weeks to revise and implement their draft modules. The facilitators remained available through a dedicated WhatsApp group to respond to technical questions and provide guidance during this period. The school also committed to internal peer observations during the initial classroom application of these modules.

### *Evaluation Phase*

The effectiveness of the training was evaluated using both quantitative and qualitative methods. A pre- and post-training questionnaire was administered to assess changes in teachers' self-reported understanding and confidence related to IKM implementation. The questionnaire included Likert-scale items measuring perceived competence in areas such as curriculum alignment, instructional planning, and assessment design.

In addition, participant reflection sheets were collected at the end of the second day to gather qualitative insights into teachers' experiences, challenges encountered, and perceived areas of improvement. These reflections served to triangulate the questionnaire data and helped identify specific follow-up support needs.

### **Evaluation Instruments and Criteria**

To determine the success of the program, the following evaluation instruments were used: (1) a pre-test, administered to all participants to gauge baseline knowledge and expectations regarding Kurikulum Merdeka, differentiated instruction, and teaching module development; (2) a post-test, designed to measure improvement in participants' understanding, confidence, and perceived readiness to implement IKM in their classrooms; (3) participant reflection forms, which collected written feedback on the training structure, facilitation quality, relevance of materials, and personal learning outcomes; (4) facilitator observation notes, used to monitor participant engagement, group collaboration, and quality of outputs during module development sessions; and (5) a review of the teaching modules developed by participants, assessed using a rubric focusing on clarity of learning objectives, integration of ATP/CP/TP, differentiation strategy, and coherence with IKM principles. The combination of these instruments provided a multi-dimensional assessment of the program's impact and served as the basis for recommendations in future teacher development efforts.

## **RESULTS AND DISCUSSION**

This service activity in partnership with Roudlotul Ulum Elementary School was carried out on 30-31 July 2024 by involving several teachers at Roudlotul Ulum Bangil Pasuruan Elementary School. Training on the implementation of the independent curriculum for Roudlotul Ulum teachers was carried out in the form of material presentation and interactive discussions, structured into three stages: preparation stage, implementation stage, and closing and follow-up stage.

### **Preparation Stage**

In preparation for the implementation of this activity, the implementation team worked with partners to organise seminars and training. The steps taken included selecting suitable time for participants and providing adequate facilities and infrastructure. Active participation of partners is needed, especially in addressing several aspects, such as the provision of venues, socialisation to teachers, availability of presentation tools, and determination of the time of implementation of activities. The time that suits the needs of the field was chosen on 30-31 July 2024.

Partners socialised this activity with their teachers and students, where on this day students studied independently at home. All teachers and staff, totaling around 28, participated in this training activity. The certificate and banner equipment were prepared by the implementation team.

### *Outcomes, challenges, and implications*

The preparation stage successfully established mutual coordination between the implementation team and the school. The fact that all 28 teachers participated reflects strong institutional commitment and readiness (Figure 1). The smooth logistical arrangements, such as venue setup, tools availability, and adjusted school schedules, contributed to a supportive environment for the upcoming training. The decision to let the students study from home enabled full teacher attendance, maximizing the training's potential reach and impact.

While participation was high, coordination required intensive communication to ensure all logistical needs were met. Aligning schedules between the school's operational calendar and the implementation team's availability posed a moderate challenge, requiring flexibility and compromise from both sides. Additionally, ensuring that the infrastructure (presentation tools, seating, etc.) met the standards for an effective adult learning session required close monitoring and contingency planning.

This phase highlights the importance of strong partnerships and shared ownership in the success of community service programs. The active role of the school in mobilizing its internal resources and adjusting its schedule signals that training initiatives are more impactful when co-developed with stakeholders. It also suggests a model of engagement where schools

are not passive recipients, but co-creators in teacher development efforts. Future programs should include this participatory preparation model to strengthen trust, logistical smoothness, and eventual sustainability.



Figure 1. Resource persons and teachers from Roudlatul Ulum Elementary School

### Implementation Stage

The implementation of the training activities at Roudlatul Ulum Bangil Pasuruan Elementary School involved 28 teacher participants and was facilitated by the resource person, Nuril Nuzulia, M.Pd.I. The program covered seven main topics: (1) the general concept of IKM, (2) assessment, (3) curriculum structure, (4) learning outcomes, (5) teaching modules, (6) the student profiles of Pancasila and Rahmatan lil 'Alamin, and (7) the madrasah operational curriculum.

The activity began with an opening ceremony led by a teacher serving as the master of ceremonies, which included the procession of the opening event, welcoming remarks, and closing of the ceremony. Following a prologue by the moderator, the training sessions commenced (Figure 2 and 3). On the first day, 30 July 2024, the speaker presented materials on CP, TP, ATP, and assessment, while the second day, 31 July 2024, focused on teaching modules, P5-PPRR (Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin) modules, and P5-PPRR-based media within the Independent Curriculum. The materials were delivered using a laptop and projector, followed by interactive discussions and hands-on training.

The delivery of the training followed three main steps: (1) an initial activity, consisting of apperception and a pre-assessment; (2) a core activity, involving the explanation of IKM concepts and module development; and (3) a concluding activity, consisting of a question-and-answer session accompanied by practical exercises (Figure 4 and 5).



Figure 2. Moderators lead seminars and trainings



Figure 3. Initial activities with pre-assessment





Figure 4. Participants work in groups to create teaching modules and P5-PPRA modules



Figure 5. Participants make P5-PPRA-based media

The training delivery was structured into interactive sessions combining theoretical presentations, discussions, and hands-on development of teaching modules. Facilitators employed a blended approach using direct instruction, group-based tasks, and iterative feedback, to ensure conceptual clarity and practical application. Throughout the sessions, teachers gradually developed their own draft teaching modules aligned with the IKM framework, integrating CP, TP, ATP, and assessment elements. There was a noticeable increase in participant confidence during the second day, particularly during peer-review sessions, where teachers articulated their design rationales using correct terminology.

Nevertheless, several challenges emerged. On the first day, several participants were initially hesitant to ask questions, possibly due to unfamiliarity with the facilitator or fear of showing gaps in knowledge. Additionally, there was some confusion about the technical difference between TP and ATP, which was clarified through repetitive modeling and hands-on design examples.

The combination of practical training and real-time feedback was critical in transforming passive knowledge into active skill. The structured yet flexible format allowed teachers to learn from facilitators and peers alike, reducing cognitive overload and building collaborative learning habits.

#### Closing and Follow-up Stage

At the closing stage of the activity, participants were asked for feedback and suggestions regarding the seminars and training activities that were followed. This community service activity was carried out in three stages, namely the planning and preparation stage, the seminar and training implementation stage and the closing and follow-up stage (Iswadi et al., 2023). These three stages are part of program implementation including community service programs. The implementation of this activity understands the implementation of the independent curriculum for teachers as implementers of the curriculum. This whole process aims to ensure that this community service activity can provide maximum benefits in accordance with the stated objectives (Zainuri & Huda, 2023).

The target of this activity is the teachers of Roudlatul Ulum Bangil Elementary School with training time for 2 full days from morning to evening. The facilities and infrastructure are sufficient so that the activities run smoothly without many obstacles. The participants were very enthusiastic about this seminar and training activity.

The delivery of material involving UIN Maulana Malik Ibrahim Malang lecturers. The speaker delivered material related to learning tools based on the independent curriculum. The independent curriculum is a curriculum with diverse intracurricular learning where content will be optimised so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. The independent curriculum is a new approach to curriculum development that aims to give schools and teachers more freedom to design a curriculum that is more suited to student needs and local characteristics. The independent curriculum aims to be more responsive to global developments and community needs. The independent curriculum is given as an additional option for education units to restore learning during 2022-2024. The national curriculum policy will be reviewed in 2024 based on evaluation during the learning recovery period.

Assessment is an integrated part of the learning process, thus assessment can be designed in line with the design of the learning process through Learning Planning, so that assessment activities are integrated and related to learning (Sayekti, 2022). Shown in Figure 6, there are three assessments in the independent curriculum: diagnostic, formative and summative assessments (Nur Budiono & Hatip, 2023; Pantiwati et al., 2023; Surul, 2023).

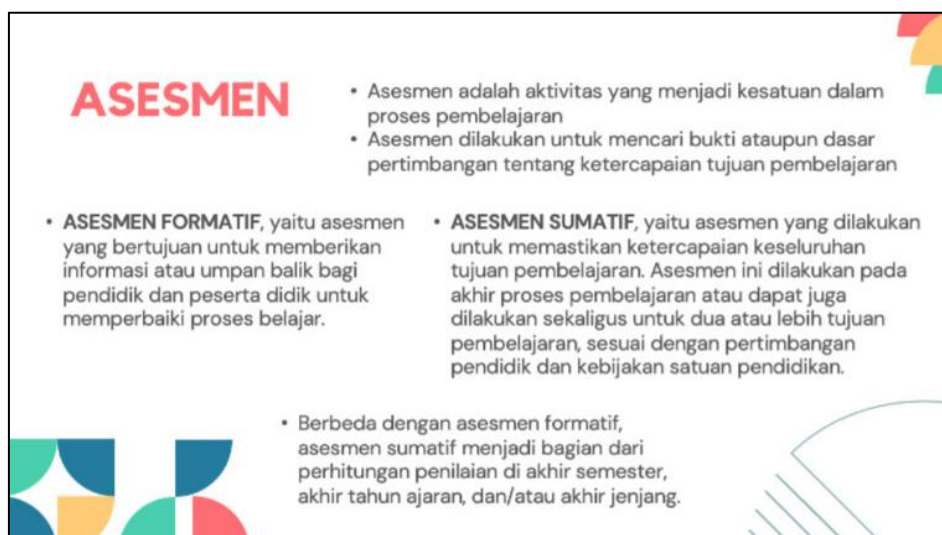


Figure 6. Assessments in the independent curriculum

The delivery of material on learning outcomes, the flow of learning objectives, teaching modules, and the profile of Pancasila rahmatan lil alamin learners (Adini Adia Fitri et al., 2023; Mukhibat, 2023). Learning outcomes (CP) are learning competencies that must be achieved by students in each phase, starting from the foundation phase, namely PAUD. For primary and secondary education, CPs are developed for each subject. Learning outcomes in madrasahs with PDBK without intellectual disabilities use CP in general by applying the principles of appropriate curriculum modifications to methods, media/tools, time duration, and management of the learning environment (Habibah & Nurhidin, 2023; Idayanti, 2023; Sadam Fajar Shodiq, 2023; Sutri Ramah & Miftahur Rohman, 2023). Whereas PDBK with intellectual disabilities can use the CP of SLB and/or by adapting the CP in general by adjusting the materials, methods, media/tools, duration of time, and management of the learning environment according to the characteristics and needs of students. The implementation of CP accommodation for PDBK is the authority of the teacher and or education unit (Fatimah & Muhamad Chamdani, 2023; Ichsan et al., 2023; Nurhayati et al., 2022; Suci Endrizal et al., 2023).

Learning planning documents were developed in the form of teaching modules. These modules in the Independent Curriculum were designed based on the Problem-Based Learning (PBL) model, which follows five stages (Manalu et al., 2022): (1) orienting learners to the problem, (2) organizing learners to learn, (3) guiding individual and group investigations, (4) developing and presenting the work, and (5) analyzing and evaluating the problem-solving process.

At the closing and follow-up stage, the participants responded very positively and planned to organise similar activities in other implementations, such as assistance in making independent curriculum tools and inclusive education. This is very important because almost all madrasahs have students with mild disabilities, especially intellectual disabilities who experience learning delays (Handayani & Rahadian, 2013). It is like cases of bullying or intimidation become vulnerable to students with disabilities when they have difficulty adapting to their classmates (Almutairi, 2023; Eroglu & Kilic, 2020; Hatton et al., 2018; Kapile et al., 2023).

To overcome this problem, teachers must have a wise and proactive approach in anticipating the situation before it becomes a serious problem. A wise educator should be able to communicate to all students in the class about the condition of students with disabilities and express the teacher's hope for warm and respectful co-operation among all students (Muñoz-Oyarce et al., 2023; Woodcock et al., 2022; Xue et al., 2023). This can help create an inclusive classroom environment and support positive development for all students, including those with special needs (Rahim, 2016).

### Analysis of Pre- and Post-Training Assessment

To objectively measure teacher learning, a pre- and post-training questionnaire was administered. The questionnaire included 10 items rated on a 5-point Likert scale (1 = not confident, 5 = very confident). The results are shown in Table 1.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores on Teacher Competence

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	28	35.00	79.00	60.33	10.84
Post-test	28	17.00	58.00	37.30	9.75

As shown in Table 1, the pre-training assessment yielded a mean score of 60.33 (SD = 10.84), with a minimum score of 35.00 and a maximum score of 79.00, based on 30 participants. After the training, the post-training assessment showed a mean score of 37.30 (SD = 9.75), with scores ranging from 17.00 to 58.00, involving the same number of participants.

This reflects a decrease of approximately 38.13% in the average score from pre- to post-training. This significant reduction in perceived competence scores may indicate that after attending the training, participants became more

aware of the standards and skills expected of them, which led to a more critical self-assessment. Alternatively, it could suggest that the training content or delivery did not sufficiently boost participants' self-efficacy or confidence in applying the new knowledge. Further statistical analysis (e.g., paired-sample t-test) is required to determine whether this difference is statistically significant.

The results of this teacher training program contribute significantly to both theoretical understanding and practical application in the field of curriculum implementation, particularly within the Indonesian educational context. From a theoretical standpoint, the findings reinforce constructivist learning theories, which emphasize active, experiential learning. The fact that teachers reported the most meaningful learning occurred during the module writing process confirms the importance of engagement and reflection in adult education. This suggests that effective professional development should not only provide knowledge but also facilitate authentic tasks that mirror real classroom challenges. Moreover, the findings align with Vygotsky's socio-cultural theory, which highlights the role of collaborative environments and mentoring in promoting teacher growth, particularly in inclusive settings.

Practically, the study highlights the necessity of ongoing, embedded support systems post-training. While the program successfully increased teacher understanding and confidence, many participants expressed the need for sustained guidance, especially in applying inclusive and differentiated assessment strategies. These insights suggest that educational authorities should consider integrating mentorship, peer learning communities, or in-school coaching into future IKM initiatives.

Additionally, the training revealed that offline, in-person formats still play a vital role, particularly in rural or low-tech environments. Teachers appreciated the opportunity to ask questions directly, receive immediate feedback, and build networks with fellow educators—elements that are often limited in virtual formats. Therefore, a blended approach, combining online flexibility with face-to-face interaction, may offer the most inclusive and impactful training model moving forward.

Finally, the program underscores an urgent need to prioritize inclusion in teacher development. While inclusion was part of the curriculum, the participants' feedback suggests that more time and emphasis should be given to equipping teachers with practical tools for adapting learning for students with diverse needs. This has direct implications for policy and future curriculum design in teacher education programs.

## CONCLUSION

The community service program, consisting of seminars and practical training for 28 teachers at Roudlatul Ulum Bangil Pasuruan Elementary School, was conducted on 30–31 July 2024 and implemented in three stages: planning and preparation, seminar and training implementation, and the closing and follow-up. This program was designed to enhance the pedagogical competence of educators in developing inclusive, contextual, and entrepreneurship-integrated learning. The initiative was aligned with Sustainable Development Goal 4 (SDG 4), particularly in promoting inclusive and equitable quality education and supporting professional development for teachers. Participants demonstrated strong engagement and expressed willingness to collaborate in future initiatives as part of the program's follow-up activities.

Through a structured three-stage implementation consisting of planning and preparation, seminar and training delivery, and follow-up activities, the program achieved its objectives effectively. Teachers gained practical understanding of integrating SME content into subject matter, designing lesson plans using local entrepreneurial contexts, and applying inclusive strategies to accommodate diverse student needs. Many participants expressed increased confidence in curriculum planning and teaching, particularly in aligning learning materials with real-life local contexts.

The outcomes also included the creation of prototype lesson plans and instructional materials that are culturally and contextually relevant. These resources not only support classroom learning but also reflect a growing commitment within the school toward innovation and collaboration.

The program's impact on the partner school was evident in the improved teaching readiness, enhanced collegial support among teachers, and a stronger institutional orientation toward continuous improvement. Teachers' willingness to engage in future collaborations further highlights the sustainability of the initiative. The school has also shown interest in adopting similar training models for internal capacity building, which marks a significant step toward embedding inclusive and contextual pedagogy as part of its institutional practice.

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