

Strengthening Teachers of the School of Movement in the Implementation of the Independent Curriculum through Training in Developing Project Modules Based on Local Wisdom in Grobogan Regency

Nina Oktarina^{1*}, Joko Widodo², Muhammad Nukha Murtadlo², Angga Pandu Wijaya³,
Edy Suryanto¹, Syakila Maulida¹, Amanda Dewi Puspita¹

¹Department of Office Administration Education, Faculty of Economics and Business, Universitas Negeri Semarang, Semarang, Indonesia

²Department of Economics Education, Faculty of Economics and Business, Universitas Negeri Semarang, Semarang, Indonesia

³Department of Management, Faculty of Economics and Business, Universitas Negeri Semarang Semarang, Indonesia

*Corresponding Author: ninaoktarina@mail.unnes.ac.id

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Abstract. The implementation of the Merdeka Curriculum since 2022 has brought significant changes to education in Indonesia. Learning activities in schools now consist of intramural and co-curricular activities, including the Project to Strengthen the Pancasila Student Profile (P5), alongside extracurricular activities. A new addition to the curriculum is the P5, which was absent from previous curricula. In practice, many teachers face challenges in planning P5 learning, particularly in developing project modules based on local wisdom. This challenge is due to the limited understanding of P5, and not all teachers have been certified as part of the "Guru Penggerak" (Pioneer Teacher) initiative. This community service program aims to equip teachers with the knowledge and skills needed to develop local wisdom-based project modules. The benefits of this program are to enhance teachers' understanding and abilities in module development. The community service is conducted through training sessions, consisting of both theoretical instruction and practical application in developing the modules. The target audience comprises 50 teachers from Pioneer Schools in Grobogan Regency. The methodology includes lectures, Q&A sessions, discussions, and practical exercises. The evaluation assesses both the knowledge and skills gained by the participants. After the training, teachers demonstrated improved comprehension and capability in developing local wisdom-based project modules.

Keywords: P5, project module, Merdeka Curriculum, co-curricular.

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INTRODUCTION

The implementation of the Merdeka Curriculum since 2022 has introduced significant changes in the field of education. The Merdeka Curriculum grants schools considerable autonomy in developing their operational school curricula (Kusumawardani et al., 2022). In line with the Merdeka Curriculum's implementation since 2021, the government has also launched the Pioneer School Program. This initiative is part of the government's efforts to prepare schools for the Merdeka Curriculum. The Pioneer School Program represents a transformation aimed at achieving equitable and high-quality education (Wardani et al., 2023). Learning activities within the Merdeka Curriculum

are divided into: 1) intramural activities, 2) co-curricular activities (Project to Strengthen the Pancasila Student Profile), and 3) extracurricular activities. One of the differences in learning activities under this curriculum compared to previous ones is the co-curricular activities in the form of the Project to Strengthen the Pancasila Student Profile (P5) (Irawati et al., 2022). The goal of P5 is to foster the character development of students in alignment with the Pancasila Student Profile.

The Pancasila Student Profile represents a collection of character traits and competencies that students are expected to develop, rooted in the noble values of Pancasila (Kahfi, 2022). The Pancasila Student Profile consists of six

dimensions: faith in God Almighty and noble character, global diversity, independence, cooperation, critical thinking, and creativity (Khairiyah et al., 2023). To achieve these six dimensions in project-based learning, teachers' ability to develop project modules is crucial. In project-based learning, teachers collaborate with other teachers in a project facilitation team formed by the school principal (Kurniawaty et al., 2022). During project implementation, teachers no longer act as subject teachers but rather as project facilitators. The development of project modules by teachers follows the government's guidelines for P5 implementation, along with the dimensions, elements, and sub-elements stipulated by the government (Rachmawati et al., 2022).

The success of the Project to Strengthen the Pancasila Student Profile depends on the ability of students, educators, and the educational environment to optimize their respective roles as the main components of learning (Yulia et al., 2023). Teachers must possess the skills to develop project modules to ensure the smooth execution of co-curricular activities. The development of these project modules must be aligned with the needs and characteristics of the students while considering the local wisdom of the school's surrounding area (Kahfi, 2022). Field observations reveal that teachers' understanding and ability to develop local wisdom-based project modules remain limited. This is primarily due to a lack of understanding of the project module concept (Khairiyah et al., 2023; Shadri et al., 2023). Furthermore, not all teachers at Pioneer Schools are certified as "Pioneer Teachers." This issue is particularly evident among elementary school teachers in Pioneer Schools in Grobogan Regency. In 2021, only 24 elementary schools in Grobogan Regency were selected to participate in the Pioneer School Program, with just 18 teachers certified as Pioneer Teachers. This has significantly impacted the quality of P5 project-based learning implementation. An assessment has been conducted on the ability of teachers to develop project modules in 24 elementary schools in Grobogan Regency. The competency levels of teachers in developing project modules at Pioneer Elementary Schools in Grobogan Regency. Among the teachers assessed, 18 were categorized as "Good," demonstrating the ability to develop project modules in alignment with the provided guidelines. Meanwhile, 40 teachers fell into the "Moderate" category, indicating that they could develop project modules but encountered challenges in identifying the elements and sub-elements of the chosen project dimensions. The

largest group, comprising 130 teachers, was classified as "Poor," as they struggled with selecting appropriate project themes and developing the corresponding project modules

Based on the assessment, it is evident that only 18 teachers have successfully developed local wisdom-based project modules in accordance with the guidelines. Meanwhile, 40 teachers are categorized as moderate, and 130 teachers fall into the poor category, struggling to develop local wisdom-based project modules. As a result, the quality of P5 learning is suboptimal. To address these issues, community service activities should be conducted in the form of providing materials and practical training on developing local wisdom-based project modules.

METHODS

The primary challenge faced by the partners is the lack of knowledge and skills among teachers in developing local wisdom-based project modules. To address this issue, a community service initiative was implemented in the form of training on the development of local wisdom-based project modules. The following section outlines the methodology employed in conducting this community service activity:

Preparation Stage

The preparation stage involves several key activities, including the development of training materials, organizing the training venue, and coordinating the participation of 50 teachers from Pioneer Schools in Grobogan Regency. Additionally, it includes preparing facilitators and instructors, comprising two lecturers and three students, scheduling the training sessions, and ensuring the availability of the necessary facilities and infrastructure.

Implementation Stage

The development of local wisdom-based project modules will be conducted in two stages. The first stage involves delivering instructional material on the development of local wisdom-based project modules during the first week, spanning two sessions. The second stage, conducted in the second week, consists of practical training over two sessions. During the material delivery sessions, participants will receive content related to the theoretical aspects of local wisdom-based project modules. In the practical sessions, participants will apply their knowledge by developing their own

local wisdom-based project modules.

Evaluation Stage

The evaluation stage represents the final phase of this community service activity. This phase involves: (a) evaluating participants' skills in developing local wisdom-based project modules, (b) assessing participants' level of engagement during the training sessions, and (c) reviewing participants' attendance throughout the community service activity. The flowchart outlining the community service activity is presented in Figure 1.

RESULTS AND DISCUSSION

The community service activity focused on strengthening the capabilities of teachers in the Pioneer School Program in Grobogan Regency through training on developing local wisdom-based project modules. Incorporating local wisdom into project modules helps students develop a deeper connection to their community and fosters a sense of pride in their cultural identity (Resa et al., 2023).

It also enhances contextual learning, making education more relevant and meaningful by linking academic concepts to real-life experiences within the students' environment (Widana et al., 2023). This initiative aimed to empower Pioneer School teachers to successfully implement the Merdeka Curriculum at the educational unit level (Suhartini et al., 2019). The activity was conducted by a community service team from the Faculty of Economics and Business, Universitas Negeri Semarang. The successful implementation of the Merdeka Curriculum across all educational levels necessitates a comprehensive understanding of the curriculum by teachers. A critical aspect of this understanding is the ability to develop local wisdom-based project modules. These modules are designed to incorporate regional potential, including the physical environment surrounding the school as well as its socioeconomic and cultural contexts (Sukirno et al., 2023). As a result, the projects are tailored to align with the needs and characteristics of students in each educational unit

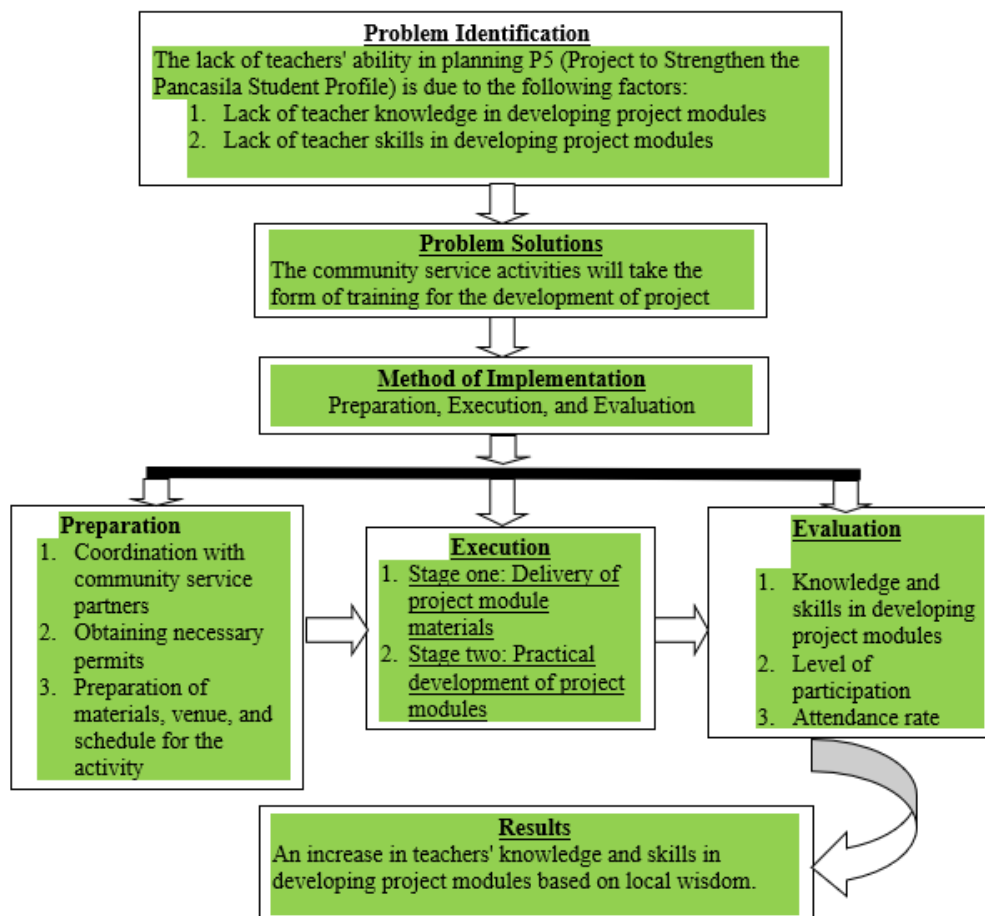


Figure 1. Flowchart of Community Service Activities

(Asrial et al., 2021; Hermino & Arifin, 2020).

The community service activity for Pioneer School teachers in Grobogan Regency was conducted in two phases. The first phase involved delivering training materials over two sessions at SDN 2 Purwodadi. During the first session, held on Friday, August 2, 2024, 50 Pioneer School teachers attended. This session covered topics related to project modules and guidelines for their development. The participants demonstrated high enthusiasm throughout the activity. In the second session, which took place on Saturday, August 3, 2024, the focus shifted to developing Pancasila Student Profile strengthening projects by optimizing local wisdom. Following the material delivery in phase one, participants gained a deeper understanding of project modules and the process of developing local wisdom-based project modules.

The second phase of the community service activity for Pioneer School teachers in Grobogan Regency also took place over two sessions. The first session was held on Friday, August 9, 2024, and the second on Saturday, August 10, 2024. In the first session, participants practiced developing local wisdom-based project modules focused on their school environments. This project module development was conducted in teams, with each team comprised of teachers from the same school. In the second session, participants directly applied the developed project modules in the Pancasila Student Profile strengthening project. The implementation of these projects occurred across all classes, from lower to upper grades.



Figure 2. Participants of the Community Service Program Practicing the Developed Local Wisdom-Based Teaching Modules

The evaluation of the community service activities encompassed three aspects: 1) assessing participants' skills in developing local wisdom-based project modules, 2) evaluating participants' level of engagement during the training sessions, and 3) reviewing participants' attendance

throughout the community service program. According to the evaluation conducted by the community service team, participants' abilities and skills in developing project-based teaching modules, when measured quantitatively, reached 90%. This evaluation was based on the project modules created by the participants, who demonstrated a solid understanding of how local wisdom from the surrounding school environment could serve as a foundation for developing project modules aimed at strengthening the Pancasila Student Profile in accordance with the project's theme. Additionally, participants were able to identify the key elements and sub-elements to be implemented in both lower and upper grades. It can be concluded that participants have a strong understanding of project module development. However, an area that still requires further improvement is the internalization of the dimensions of the Pancasila Student Profile within the project's stages, as most participants have not yet described this in detail.

The second aspect evaluated by the community service team was the participants' level of engagement throughout the activity. According to the team's observations, participants exhibited a high degree of enthusiasm and responsiveness during the training sessions. They attentively followed the material presented by the speakers, actively practiced the concepts discussed, and asked questions when something was unclear. Regarding participant attendance, attendance records from the first phase, held on August 2 and 3, 2024, indicated that all 50 participants were present. The second phase, which included practical sessions conducted on August 9 and 10, 2024, also saw full attendance, with all 50 participants present. Therefore, it can be concluded that the attendance rate for the community service program was 100%. Based on the monitoring and evaluation of this activity, participants demonstrated enthusiasm at every stage and expressed that they felt significantly supported, as they previously had limited knowledge about developing local wisdom-based project modules to strengthen the Pancasila Student Profile. Participants welcomed the program and expressed their desire for follow-up training on the development of project-based teaching modules. After attending the training on local wisdom-based project module development, participants showed a significant improvement in their understanding and skills related to developing such modules.



Figure 3. The Community Service Team with the Participants of the Community Service Program

The community service activities conducted by the community service team from the Faculty of Economics and Business Universitas Negeri Semarang have successfully enhanced participants' knowledge and skills in developing local wisdom-based project modules that align with the potential present in the Grobogan region. Overall, the community service initiatives aimed at developing local wisdom-based project modules for Pioneer Teachers in Grobogan Regency have been effectively executed. The success of this program was bolstered by the contributions of various stakeholders, including the Grobogan Regency Education Office, SDN 2 Purwodadi as the host venue, the Pioneer School Principals Association, and all participants involved.

CONCLUSION

The community service activities for Pioneer School teachers in Grobogan Regency were conducted in two stages, comprising material delivery and practical sessions. The material delivery occurred over two meetings, while the practical sessions were also conducted in two meetings. According to the evaluation, participants demonstrated an improvement in their knowledge and skills related to developing local wisdom-based project modules. Their enthusiasm throughout the program was notable, and the attendance rate was 100%. Recommendations for this community service activity include conducting follow-up training on the development of project-based learning modules. Additionally, to strengthen the implementation of the Merdeka Curriculum, it is suggested that training on the development of the School Curriculum (KSP) be provided.

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