



UTILIZATION OF MINDMEISTER FOR THE CREATION OF LEARNING OBJECTIVE PATHWAYS IN THE IMPLEMENTATION OF THE MERDEKA CURRICULUM

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ABSTRAK

Kurikulum merdeka telah diterapkan di sekolah sejak beberapa tahun yang lalu, tetapi masih terdapat beberapa kendala dalam implementasi. Guru kesulitan untuk merancang perangkat pembelajaran mulai dari menurunkan capaian pembelajaran menjadi tujuan pembelajaran dan alur tujuan pembelajaran. Salah satu solusinya adalah penggunaan peta konsep berbantuan aplikasi MindMeister. Tujuannya adalah para guru mampu mengimplementasikannya menjadi alur tujuan pembelajaran. Metode pelaksanaan pengabdian ini berupa pelatihan kepada guru dengan pendekatan praktik, presentasi, dan evaluasi. Hasil dari pengabdian ini guru lebih memahami cara membuat peta konsep tujuan pembelajaran yang efektif, interaktif, dan visual untuk merencanakan, mengorganisir, dan memahami tujuan pembelajaran. Hal ini membantu guru dan siswa dalam menjalankan proses pembelajaran dengan lebih terstruktur dan terfokus. Implikasi dari kegiatan ini dapat meningkatkan pemahaman dan pelaksanaan tujuan pembelajaran oleh guru serta memudahkan adaptasi ketika ada perubahan dalam konteks pendidikan.

ABSTRACT

Merdeka curriculum has been implemented in schools for a few years, but there are still some obstacles to its implementation. Teachers find it difficult to design learning tools, starting from reducing learning outcomes to learning objectives and the flow of learning objectives. One of the solutions is the use of concept maps, which are assisted by the MindMeister application. The goal is for teachers to implement it into a flow of learning objectives. The method of implementing this service is in the form of training teachers with a practical approach. The result of this service is that teachers better understand how to create effective and visually interactive concept maps of learning objectives to plan, organize, and understand learning objectives. This helps teachers and students in carrying out the learning process in a more structured and focused manner. The use of information technology-based applications is very helpful for teachers in learning activities. Teachers must always adapt to any changes and improve their competence with consistent and continuous training, especially related to the use of information technology in learning.

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INTRODUCTION

Merdeka curriculum has officially been implemented in nearly 2500 driving schools and 901 SMK Centers of Excellence as a field test before being implemented in all schools by 2024. (Setiawan and Sofyan, 2022). It is necessary to have particular attention in the implementation of this prototype curriculum so that it can run well and smoothly so that in 2024 it can be applied to all schools. Vocational High School as Center of Excellence (SMK PK) is one of the flagship programs of the Directorate General of Vocational Education, Ministry of Education, Culture and Research in 2021. (Efendi, Sunaryo and Harijanto, 2023). This program is present as an effort to develop Vocational High School with certain expertise programs and improve the quality of student learning in accordance with the standards of the business world and the industrial world. (Fahmayani, 2021).

The implementation of the Merdeka curriculum in several schools implementing its concepts and policies has not been maximized due to the COVID-19 pandemic. (Nurlaeli, Fitriana and Arifin, 2021)(Darnita *et al.*, 2022)(Pertiwi and Pusparini, 2021). The responses from the implementation of this prototype curriculum should not be ignored but need to be studied more deeply to ensure that all Vocational High Schools are ready to accept and implement the curriculum in 2024. In its implementation, many teachers still find it difficult to design learning tools, starting from how to reduce Learning Outcomes into learning objectives and the flow of learning objectives. This also happens at SMK Negeri 2 Semarang, where teachers at SMK Negeri 2 Semarang still find it difficult to reduce from Learning Outcomes (CP) to learning objectives.

From the results of observations, SMK Negeri 2 Semarang is a vocational high school that has implemented a Merdeka curriculum for the 2022/2023 academic year at phase F level. Based on information from the principal, Sri Suwarno, S.Pd., M.Pd. stated that in the implementation of the Merdeka curriculum, there are still many teachers who are confused in terms of compiling material or reducing material from the learning outcomes of each level, so applying it has experienced obstacles and has not been maximized by the trial and error model.

Learning Outcomes are learning competencies that students must achieve at each stage. Learning outcomes will later be elaborated into learning objectives that are operational and concrete. The formulation of learning objectives includes competencies and scope of material. The learning objectives will then be sorted into an analysis of learning objectives.

From these issues, the author intends to help solve the problem by mapping learning outcomes based on learning outcomes in each element. The mind mapping method is a solution that is offered to the existing problems. The mind mapping method offered is assisted by an application or digital mind mapping. It is hoped that with this mapping method, teachers will be able to implement the flow of learning objectives properly and correctly.

METHOD

Mind mapping has been used in education, government, and business as a creative method useful in training, brainstorming, organizing, and problem-solving. (Tucker, Armstrong and Massad, 2010). Mind maps are an interesting teaching tool that helps students improve their reading comprehension and creativity. With this

technique, information can be represented in a way that is similar to the brain working in multiple directions at once, using a universal and common style. In addition, the mind map learning approach places a strong emphasis on team and group projects and evaluation to maximize the use of concept application learning in the classroom to create educational resources. (Uripah, 2022)

The flow of learning objectives is a series of learning objectives arranged systematically and logically according to the sequence of learning from the beginning to the end of a phase. Similar to the syllabus, the operational curriculum and the flow of learning objectives serve as a guide for lesson planning. The preparation of learning tools can refer to the operational curriculum and ATP if the education unit has them (Sufyadi *et al.*, 2021)

One of the web-based tools for creating mind maps and can be used online is MindMeister. Some features allow users to collaborate with others in real-time on an electronic platform and create concept maps naturally. (Yunusa and Umar, 2021). The approach offered is the use of mind maps by utilizing the MindMeister application. This app is a digital technical aid for mind mapping.

MindMeister has an attractive design for users. A collection of images can be accessed by users to create work. Users can share or invite others via email or by sharing connections to modify or view the concept map that has been created. Users can accentuate the outline of ideas on the created images. All assets such as sounds, recordings, images, hyperlinks, URLs, and so on can be embedded and saved as a top priority map created by MindMeister. (Putra, Padmadewi and Budiarta, 2022).

The initial stage was the practice of designing mind maps directly guided by the resource person. The resource person presented the steps of concept map design in front of the class, which was followed directly by the teachers to design concept maps through computers on their respective desks. The concept map design used the MindMeister application. In this initial stage, discussions and questions and answers were also directly conducted.

While the teachers were in the process of designing mind maps using the MindMeister application, the resource persons were assisted by several servants to provide one-on-one assistance to participants who experienced difficulties or obstacles. There was an intense discussion between the participants and the resource persons during the mentoring process. Participants asked questions and discussed directly with the resource person with various subtopics related to making the flow of learning objectives. The resource person also directly examines the mind map products that have been made by the participants and provides assessments and corrections if needed.

After the training activities were completed, participants were asked to provide an evaluation regarding the course of this training. Several teachers expressed their views that training like this can really help teachers in implementing the independent curriculum by utilizing digital-based applications. Trainings like this are very good to be carried out on an ongoing basis in order to always improve teacher competence so that the quality of education in Indonesia can be of better quality.

RESULT AND DISCUSSION

Community service activities have been carried out well at SMK Negeri 2 Semarang. This activity is in the form of training given to teachers, especially to teachers of service management and business services. The activity was held on Friday, August 18, 2023, at the SMK Negeri 2 Semarang laboratory. The speakers in this training were Ahmad Saeroji, S.Pd., M.Pd. as the General Secretary of ASPAPI (Asosiasi Pendidik dan Praktisi Perkantoran Indonesia).



Figure 1.

Implementation of community service activities

The Learning Objectives Pathway is a pathway that assists teachers in planning, implementing and evaluating the learning process to achieve the learning objectives set out in the Vocational High School curriculum. It is important to ensure that students gain the necessary understanding and skills in accordance with the expected competencies.

This training aims to help participants who are Vocational High School teachers to develop a flow of learning objectives by utilizing the MindMeister application. Participants who previously found it difficult to arrange the flow of learning objectives can be helped by utilizing the application. The recent rapid development of the digital world should also be welcomed by

improving the ability of teachers in the IT field. The use of technology is expected to streamline resources and be more productive for humans as users. Participants found it very helpful with a mind-mapping application called MindMeister.

At present, mind mapping is more than just summarizing previous work. Mind mapping functions performed through online applications have been developed by several developers. MindMeister is one of the online mind maps that is available today. MindMeister offers all the essential tools for creating and modifying mind maps.



Figure 2.

The speakers delivered material on the basic concepts of mind mapping.

MindMeister is an online mind map application that can be used in an educational context to help create learning objective mind maps. The use of the MindMeister app in creating learning objectives mind maps provides an effective, interactive and visual way to plan, organize and understand learning objectives. This helps teachers and students in carrying out the learning process in a more structured and focused manner. The participating office management and business services teachers received materials related to the use of the MindMeister application to support learning in the classroom. The details of

the material presented by the resource persons include 1) Definition of concept map; 2) Characteristics of mind mapping; 3) Benefits of mind mapping; 4) Mind mapping for learning; 5) Process of designing learning activities; 6) Introduction to mind mapping application; 7) Practice of operating MindMeister.

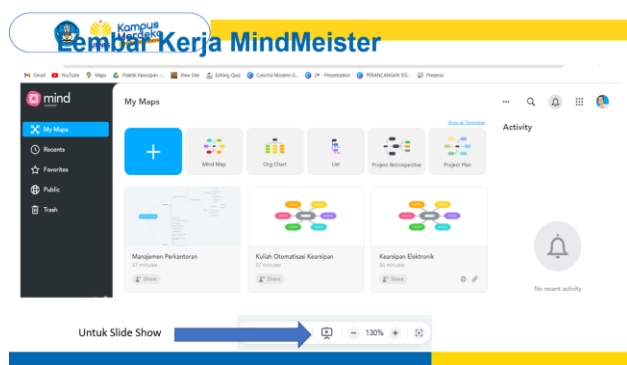


Figure 3.

MindMeister worksheet

The Learning Objectives Pathway is one of the important components of lesson planning in the Vocational High School curriculum. It refers to the sequence of steps or stages designed to achieve the learning objectives set out in the vocational high school curriculum. The steps of preparing the Learning Objective Pathway are as follows:

Establishment of Learning Objectives: The first step in the flow of learning objectives is to set clear and specific learning objectives for the particular material or competency being taught to students. Learning objectives should be in line with the competency standards set out in the Vocational High School curriculum.

Preparing the Lesson Plan: After establishing learning objectives, the next step is to develop a learning plan that includes teaching strategies, teaching materials, learning methods, and assessments used to measure the achievement of objectives.

Learning Implementation: The flow of Learning Objectives continues with the implementation stage of classroom learning. Teachers teach students according to the lesson plan that has been developed. This includes material delivery, demonstrations, discussions, assignments and other learning activities.

Evaluation and Monitoring: During training and after lesson implementation, teachers evaluate and monitor students' progress in achieving learning objectives. This can involve formative assessment (evaluation during the lesson) and summative assessment (final evaluation) to measure students' understanding.

Corrections and Adjustments: If it is found that students face difficulties in achieving the learning objectives, the teacher can make corrections and adjustments to the lesson plan. This includes providing additional help to students who need it, reorganizing learning materials, or using different learning methods.

Reflection and Improvement: After the learning process is complete, teachers reflect on the effectiveness of the methods and strategies used. The aim is to continuously improve the learning process to make it more effective in the future.

The use of MindMeister in formulating the Flow of Learning Objectives has some significant benefits in the educational context. Here are some of the key benefits of using MindMeister in formulating learning objective flows:

Clear Visualization: MindMeister allows users to depict the flow of learning objectives in the form of a visual mind map. This makes the flow of learning objectives easier for teachers, students, or other related parties to understand and interpret. The clear visualization helps in understanding the relationship between learning objectives.

Structured Organization: The app allows users to break down the flow of learning objectives into hierarchically organized stages or sub-objectives. This helps in keeping the flow of learning objectives structured and sequential, easing understanding and implementation.

Ease of Update: In MindMeister, users can easily update or modify the flow of learning objectives if there are changes in the lesson plan or if customization is required. This is very useful as lesson plans often need to be adjusted to student needs or curriculum changes.

Team Collaboration: The app supports collaboration in the development of learning objective pathways. Teachers and other education staff can work together to formulate the flow of learning objectives, provide ideas and give feedback. This allows for a greater depth and variety of learning objective pathways to be developed.

Ease of Access: MindMeister can be accessed online from various devices, including computers, tablets or smartphones. This allows teachers to access the flow of learning objectives anytime and anywhere, making lesson planning easier.

Safe Storage: The learning objective flow data created by users in MindMeister is securely stored in the cloud, avoiding the risk of information loss. Users can access it at any time, even if the device has problems.

Collaborative Learning: MindMeister can be used as a tool to support collaborative learning in the classroom. Teachers can share the flow of learning objectives with students and allow them to participate in formulating learning objectives so that students have a better understanding of what they are learning.

Progress Evaluation: Users can use MindMeister to track and evaluate students' progress in achieving learning objectives. This helps determine whether the objectives have been achieved and, if necessary, make adjustments.



Figure 4.

Guidance of participants in the operation of MindMeister



Figure 5.

Discussion and Q&A with participants

The utilization of MindMeister in formulating the flow of learning objectives provides a more visual, collaborative and structured approach to lesson planning. It can improve the understanding and implementation of learning objectives and facilitate adaptation when there are changes in the educational context.

CONCLUSION

The utilization of MindMeister in creating a learning objective flow is expected to facilitate teachers in designing learning and facilitate adaptation when there are changes in the

educational context. In addition, by making the flow of learning objectives easier, it is expected that teachers can plan, implement, and evaluate the learning process to achieve the learning objectives set out in the Vocational High School curriculum.

The utilization of MindMeister application, which can be accessed online from anywhere and anytime, is expected to increase the flexibility of teachers in creating a flow of learning objectives. Teachers can increase their productivity and work time efficiency during various activities of great responsibility in educating students at school.

Based on these conclusions, it is important to consider several things. First, teachers should integrate the app as an important part of the lesson planning process as it will help not only in systematically designing the flow of learning objectives but also facilitate the process of rapid adaptation when changes occur in the learning system. Secondly, the ease of use of cloud-based learning apps that can be accessed online allows teachers to work flexibly and can increase productivity and streamline time.

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