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Implementation of The Merdeka Curriculum in The Dance Learning of Smp Negeri 4 Demak

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Abstrack

The curriculum in Indonesia has undergone changes and improvements, it is the Merdeka curriculum. The Merdeka Curriculum focuses on freedom and creative thinking. In the Merdeka Curriculum on the material learning the Arts of Dance, students are not only formed to be intelligent. The purpose of this research is to analyze the implementation of the Merdeka curriculum in dance learning for SMP Negeri 4 students Demak. The Data collection techniques used observation techniques, interviews, and documentation. Technique the validity of the data used the credibility test, transferability test, dependability test, and confirmability test. This type of research is descriptive qualitative research. The result of the research showed that implementation of the Merdeka Curriculum in Dance Learning for Students of SMP Negeri 4 Demak are the implementation of Merdeka curriculum based on the phases the achievements, it's namely in phase D. The learning steps can be started from the initial activities, core activities, and activities closing. In learning the art of dance students are invited to take advantage of the state of the school environment as dance motion exploration material, with the hope that students can get to know the environment better, and it can influence others to create art.

Keywords: Dance Learning, Implementation, and Merdeka Curriculum.

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INTRODUCTION

The curriculum in Indonesia has undergone changes and improvements, namely the Merdeka curriculum. The Merdeka curriculum is interpreted as a learning design that provides opportunities for students to learn in a calm, relaxed, enjoyable, stress-free and pressure-free manner, to show their natural talents. Merdeka learning focuses on freedom and creative thinking (Rahayu, 2022). The Merdeka Curriculum on dance learning materials, students are not only made to be smart. However, it is also characterized by the values of Pancasila or what is called a form of the Pancasila Student profile. The six profiles include critical and creative reasoning.

Good art learning must be designed in such a way that the potential of students can be explored properly according to the goals of National Education Law no. 20 of 2003 concerning the National Education System which functions to develop the potential abilities of students so that they become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, Merdeka, and become citizens of a democratic country as well responsible. While dance is a beautiful form of movement, born of a body that moves rhythmically and with a soul according to the intent and purpose of dance (Juwita et al., 2017).

Research by Saputra, G.S., (2018) states that through art education, children are trained to acquire creative skills and experiences adapted to the local natural and cultural environment, as well as to understand, analyze, and appreciate works of art. through art children are honed how to develop their art in the flow of creative thinking. Teachers must be creative and innovative in designing dance lessons, so that students can follow them easily and happily. Fun learning is an effort to minimize the boredom and boredom of students in participating in learning. This is reinforced by research by (Pesenggiri et al., 2017). fun learning is an effort to minimize the

boredom and boredom of students in participating in learning" (Sugiarti, 2020, p. 16).

Based on pre-research observations during learning at SMP Negeri 4 Demak, information was obtained from the dance teacher that students were still lacking in designing, arranging, re-creating, producing, and demonstrating dance ideas artistically, both individually and in groups. students are also lacking in developing ideas by paying attention to elements of dance composition.

Teachers still have to always provide motivation to students to practice dance. Teachers also need to direct students to increase creativity in learning the art of dance. the inculcation of the value of critical and creative thinking is the most dominant important factor determining one's success in the learning process. This change is in accordance with research by (Prianti, 2022) that there is a change in students' attitudes for the better in learning. The results of the research show that the curriculum and Merdeka teaching platform are highlighted by a proactive attitude in facing changes in a progressive and transformative manner.

Another study by Rahayu (2022) research results show that the implementation of the curriculum in driving schools has been carried out optimally and is ongoing even though in its implementation there are still many shortcomings and obstacles. another study by (Aulia et al., 2022) explains the implementation of learning, especially arts and culture subjects during PBM, there are still many teachers who teach in a manual way such as the lecture method, not yet using IT-based media. For this reason, the teacher must give students the freedom to explore their abilities and interests.

Therefore, it is necessary to study and carefully regarding the implementation of the Merdeka curriculum in dance learning at Demak 4 Public Middle School, it needs to be examined comprehensively with authentic and scientific evidence. then the research title "Implementation of the Merdeka Curriculum

in Dance Learning at SMP Negeri 4 Demak" was formed.

METHODS

This type of research is descriptive qualitative. The research design is a case study. The location of this research is at SMP Negeri 4 Demak because the school already uses the Merdeka curriculum on dance material. the focus of this study was to analyze the implementation of the Merdeka curriculum in dance learning for students of SMP Negeri 4 Demak. Data collection techniques used observation, interview, and documentation techniques. data validity technique using credibility test, transferability test, dependability test, and confirmability test.

RESULTS AND DISCUSSION

Implementation of The Merdeka Curriculum in The Dance Learning of SMP Negeri 4 Demak

The Merdeka curriculum as cited in the Ministry of Education and Culture (2021) which contains a curriculum with various intracurricular learning, where subject matter will be optimized so that students have sufficient time to explore concepts and strengthen competence.

Referring to the Ministry of Education and Culture, the researcher obtained research results from interviews, observations and documentation regarding the implementation of the curriculum implemented at SMP N 4 Demak which stated that schools and educators, especially dance teachers, had made efforts to implement the Merdeka curriculum ilearning as best as possible in accordance with the goals to be achieved. Efforts to implement an Merdeka curriculum require careful preparation. The following is the preparation made by the principal and teachers to implement the Merdeka curriculum at SMP Negeri 4 Demak.

Preparation of the Principal in the Implementation of the Merdeka Curriculum

Implementation of the Merdeka curriculum in schools requires support from the school principal. The principal plays an important role in implementing the Merdeka curriculum. before implementing the Merdeka curriculum in the learning process, Mr. Eko prepared in advance the things needed in learning, especially the teacher's knowledge of the concepts of the Merdeka curriculum.

The school principal provides assistance to teachers to take part in the Merdeka curriculum training activities. The training activities are intended to increase teachers' understanding of the Merdeka curriculum so that the objectives of the Merdeka curriculum can be achieved. Teachers get several workshops on the Merdeka curriculum to increase teacher understanding in implementing the Merdeka curriculum. With this activity, teachers can apply the Merdeka curriculum in accordance with what has been conveyed by the Minister of Education and Culture.



Figure 1. Teacher Participating in the Merdeka Curriculum Preparation Workshop

Teacher Preparation in the Implementation of the Merdeka Curriculum

Teacher preparation in implementing the Merdeka curriculum begins with various preparations such as preparing lesson plans. the preparation made by the teacher is to make teaching modules with the concept of independence. Teachers are free to choose material according to their achievement phase,

namely phase D for junior high school students. In addition, teachers can adjust learning materials according to the needs of students and the surrounding environment.

The creation of teaching modules based on the Merdeka curriculum is based on the Learning Objectives Flow (ATP) that has been prepared by the teacher. While the ATP is made based on the Learning Objectives (TP) that have been set in accordance with the Learning Outcomes (CP). In short, the steps for making a Teaching Module begin with determining the CP, then determining the TP. After getting the TP, then the ATP can be arranged. After knowing the ATP the teacher can make MA which will be used in every meeting.



Figure 2. Teachers discussing and preparing equipment before teaching

Implementation of the Merdeka Curriculum in Dance Learning for Students of SMP Negeri 4 Demak

Learning activities as quoted from Rahmawati, A. p.s. et al, (2017) which interprets as a process containing a series of teacher and student activities on the basis of reciprocal relationships that take place in the classroom to achieve certain goals. supported by the opinion of Kimble and Garnezy in Thobroni and Mustofa (2015, p. 18) which states that learning is a change in behavior that is relatively fixed and is the result of repeated practice. From the opinion of Rahmawati et al and Kimble along with Garnezy, researchers concluded that learning is a change in events or situations that are designed in such a way with the aim of providing assistance or

convenience in the teaching and learning process.

Referring to the conclusions regarding the learning process that researchers relate to dance subjects, the researcher concludes that learning dance is learning dance, which is learning in the form of a series of events that are designed, arranged in such a way, with a purpose provide convenience in the learning process in learning the art of dance, namely rhythmic body movements to express human intentions, thoughts, and feelings within him.

The implementation of the Merdeka curriculum in dance learning is carried out with the stages of preparation, implementation and evaluation. The preparatory stage begins with initial guidance and training held by the school in the form of an Merdeka curriculum workshop activity which aims to increase teacher understanding in the field of Merdeka curriculum. The school principal provides facilities and infrastructure to teachers for learning. Teachers are also given the freedom to choose material according to the phase of their achievements.

The implementation of the Merdeka curriculum at the implementation stage or the core of the learning itself is carried out in grades 7A to 7I. However, researchers only focused on class 7A. Dance lessons in class 7A are held every Wednesday at 3-5 or 08.40-10.40. learning activities are carried out on the front porch of SMP Negeri 4 Demak. Explanation of further research regarding the process of learning the art of dance researchers describe as follows.

Opening Activities

Based on observations on January 17, 2023, that is, before dance lessons began, class 7A students were still in class. Bu Warti (dance teacher) called them to gather on the front porch. Then, students were asked to sit on the floor on the front porch of SMP Negeri 4 Demak to take part in the early learning activities.

Learning begins with the teacher opening the lesson. The teacher greets, prays

together, greets students, asks how they are doing, and checks attendance. The teacher does not forget to do apperception by associating the material to be carried out with the previous material. In addition, Mrs. Warti also provides motivation to students.

The teacher also does not forget to do apperception so that it can increase students' initial motivation in learning. besides that, the teacher also started learning with ice breaking activities so that students became more enthusiastic and focused on ongoing learning. students were seen following the directions asked by Mrs. Warti with both hands holding their heads, shaking and turning to the right and left. In the early learning activities, Mrs. Warti also gave an explanation regarding the mechanism for implementing learning related to the assessment and evaluation system.



Figure 3. Ice breaking activity in the initial activity

Core activities

The main dance learning activities were carried out by Mrs. Warti and 7A students outside the classroom (front terrace of Demak 4 Public Middle School). This Merdeka Curriculum facilitates the learning process. teachers who act as motivators and mediators can collaborate and also be creative in developing students' talents and interests in learning the art of dance. The Merdeka curriculum prioritizes children's needs in learning the art of dance. The teacher integrates dance learning inside and outside the classroom. Children are given the freedom to be more creative in learning.

Entering the core activities in the implementation of dance learning, Ms. Warti gave a brief explanation of the learning steps to be carried out. Mrs. Warti also gave material on composition using lecture and demonstration methods. After that, Mrs. Warti gave the opportunity to ask or respond to students about the composition material that had been explained previously. because none of the students asked or responded, Mrs. Warti gave questions addressed to all students regarding the composition material that had been explained.

In the next core activity, Mrs. Warti asked 6 students to try to make a dance composition. Mrs. Warti freed the 6 students to make compositions and dance moves according to what they wanted. Then Mrs. Warti corrected the part that she felt was not in accordance with the dance moves and the composition.



Figure 4. Teacher Demonstrating to Students

In the next activity, Mrs. Warti directed the students to gather in their respective groups. Mrs. Warti chose one student in each group who was deemed capable to lead the discussion in designing dance movements and compositions. students are freed to choose the place of practice according to the convenience of their group. Students compose dance moves according to the dance theme they choose. After that they make a dance composition that they think is in accordance with the dance they want.

When the students were designing motion and composition, Mrs. Warti did not just stand still. Mrs. Warti visited each group to monitor the progress of the development

process and what obstacles each group experienced. If there are problems in the process of making group compositions, then Mrs. Warti will provide alternative movements or compositions that can help solve the problems they are experiencing.

After all the groups had finished designing the movements and composition, each group was asked to take turns presenting the dance moves and composition. Another group was asked to observe the dance moves and dance composition of the group presenting.

Closing activities

Closing activities for dance learning at SMP N 4 end with evaluating, concluding, reflecting on learning outcomes, conveying follow-up plans for the next meeting, and closing greetings. The evaluation activity in question is that Mrs. Warti evaluates the results of the presentations from each group. In addition, Mrs. Warti also asked other groups to give their evaluations of the performances of other groups.

After completing the evaluation activities, it is followed by concluding. Mrs. Warti asked several students to conclude the learning outcomes that had been carried out that day. From the conclusions of several students, Mrs. Warti was able to find out the extent of students' understanding of the learning material about dance composition that day. Mrs. Warti also perfected the conclusions given by the students so that all students got the same understanding.

The next activity is reflection. The reflection that Mrs. Warti did was an oral reflection. Mrs. Warti asked the students' feelings after participating in the lesson. besides that Mrs. Warti also asked students to express what they wanted related to the next learning process.

At the end of the lesson, Mrs. Warti explained the follow-up plan that would be carried out at the next meeting. then Mrs. Warti closed the lesson by praying and

greeting. Then students are asked to return to class 7A in an orderly manner.

Based on the description of the implementation of dance learning activities with the Merdeka curriculum, the steps taken in learning dance are the same as the learning steps in the previous curriculum. The activity begins with the opening (initial activity), implementation (core activity), and closing.

The implementation of this Merdeka curriculum makes it easier for students to accept material because it suits their needs. In addition, the Merdeka curriculum also facilitates students to be able to develop themselves and care about their surroundings.

Several previous studies have shown that the implementation of the Merdeka curriculum can improve learning, namely by Sartini (2022), Faiz (2021), and Vhallery (2022) explaining that the Merdeka curriculum facilitates students to develop themselves in cultivating student character. The Merdeka curriculum is able to encourage students to learn and develop themselves, form a caring attitude towards the environment in which students learn, encourage students' self-confidence and skills, and easily adapt to the community environment. this is reinforced by research by (Hikmah et al., 2022) learning the art of dance helps students to achieve development or potential in the form of: forming students' physical, emotional, how students socialize and to control student behavior.

The implementation of the Merdeka curriculum in dance learning at SMP Negeri 4 Demak refers to the achievements of phase D. The first description of the implementation of the Merdeka curriculum in dance learning is thinking and working artistically (Thinking and working artistically). At this stage, students are expected to be able to design, arrange, re-create, produce, and artistically demonstrate dance ideas, both individually and in groups, which are obtained from the results of their thinking to find personal style characteristics. At this stage it is implemented

with each group designing the motion according to the theme they want, after that.

The second stage is experiencing (experiencing). At this stage students are expected to be able to observe, feel, explore, and compare various kinds of dance performances in historical and cultural contexts. The experiencing stage is implemented with students seeing their environment firsthand and digging up information about their environment that can be used as inspiration for dance moves.

The third stage is creating (creating). At this stage students are expected to be able to identify, identify, assemble, create, and create dance by applying the principles and procedures for creating dance. This stage is implemented by asking students to compose the dance moves they have made before.

The fourth stage is reflecting (reflecting). At this stage students are expected to be able to express, appreciate, measure, and evaluate dance works by considering ideas and experiences. This stage is implemented with students being asked to present the results of the dance moves and compositions they have made in groups and other groups observing, so they can mutually assess one group against another.

The last stage is the impacting stage. At this stage students are expected to be able to respond to themselves or the circumstances around them to be communicated in the form of dance works, so that they can influence other people and the surrounding environment. Implementation at this stage is expected that later students will be able to display the dance moves they have made at school events or outside of school, with the hope that they can inspire other people and the surrounding environment to participate in creating art.

The mplementation of the Merdeka curriculum at SMP Negeri 4 Demak is still experiencing problems. The main obstacle for teachers is the teacher's lack of understanding of the Merdeka curriculum, so that the implementation of the Merdeka curriculum is

still not optimal. Another obstacle is when learning outside the classroom, but the weather is raining. Students who are usually able to explore movement outside the classroom by utilizing the surrounding environment, are moving around in the classroom or hall which makes them less flexible in exploring motion. Research by (Fauzi, 2022) also explains that there are obstacles in students' freedom to explore their abilities and interests. In addition, learning innovations are needed that are more varied in terms of the use of technology and the media used, so that students can be more interested and their interest in learning the art of dance increases. This is reinforced by research by (Aini qolbiyah, 2022) learning is needed by using learning methods with innovation and interesting learning media that will increase student creativity. Another study by (Dwi et al., 2002) stated that learning innovation with blended learning is needed in art learning. With a high interest in learning the art of dance, students can also increase their creativity, critical thinking, independence, and the spirit of mutual cooperation in themselves. This is in accordance with previous research by Susiana (2022), Peksautama (2021), (Jufriadi et al., 2022), and Desrianti (2022) that dance learning innovations can increase students' dance creativity. Changes in students' attitudes also become better in learning.

CONCLUSION

The results showed that the implementation of the Merdeka Curriculum in Dance Learning for Students of SMP Negeri 4 Demak went according to the achievement phase, namely in phase D. The learning steps started from the initial activities, core activities, and closing activities. In learning the art of dance, students are invited to take advantage of the state of the school environment as material for exploring dance movements, with the hope that students can become more familiar with the environment and can influence other people to create art.

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