



TRAINING ON THE IMPLEMENTATION OF INDEPENDENT CURRICULUM LEARNING FOR TEACHERS IN SEKOLAH INDONESIA JEDDAH

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ARTICLE INFO

Article History:

Received Dec, 08, 2023

Accepted Dec, 14, 2023

Available Dec, 30, 2023

Keywords:

Implementation,
Independent Curriculum,
SIJ

ABSTRAK

Rendahnya pengetahuan dan keterampilan guru menjadi faktor utama belum terimplentasikannya Kurikulum Merdeka di Krisis pembelajaran di Sekolah Indonesia Jeddah (SIJ). Tidak adanya program guru penggerak dan sekolah penggerak di SIJ disinyalir menjadi penyebab guru masih kesulitan dalam menyelenggarakan proses pembelajaran yang sesuai dengan kurikulum merdeka. Sehingga, melalui kegiatan pengabdian ini diharapkan mampu membekali pengetahuan dan keterampilan guru SIJ dalam mengimplementasikan kurikulum merdeka pada proses pembelajaran yang dilakukan. Kegiatan ini terlaksana pada hari Sabtu 9 September 2023 secara daring dengan peserta 7 guru di Sekolah Indonesia Jeddah (SIJ). Kegiatan ini berlangsung dengan lancar dengan antusiasme peserta dalam diskusi. Berdasarkan hasil evaluasi ditahap akhir menunjukkan bahwa kegiatan ini mampu meningkatkan pemahaman dan kesiapan guru dalam meningkatkan kesiapan mengimplementasikan kurikulum merdeka dalam pembelajaran.

ABSTRACT

The low level of knowledge and skills of teachers is the main factor in the failure to implement the Independent Curriculum in the learning crisis at Sekolah Indonesia Jeddah (SIJ). The absence of a driving teacher program and driving schools at SIJ is allegedly the reason why teachers still have difficulties in carrying out learning processes that are in accordance with the independent curriculum. So, through this service activity it is hoped that SIJ teachers will be able to equip the knowledge and skills in implementing the independent curriculum in the learning process carried out. This activity was held online on Saturday 9 September 2023 with 7 teachers at the Jeddah Indonesian School (SIJ) participating. This activity went smoothly with enthusiastic participants in the discussion. Based on the evaluation results at the final stage, it shows that this activity is able to increase teachers' understanding and readiness in increasing their readiness to implement the independent curriculum in learning.

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INTRODUCTION

The learning crisis in Indonesia has been going on for a long time and has not improved from year to year. The learning crisis is increasing due to the COVID-19 pandemic, which is causing learning loss and increasing learning gaps (Cerelia et al., 2021; Muthmainnah & Rohmah, 2022; Widyasari et al., 2022). Indonesian students' reading literacy data shows that students' literacy skills are still low, students' abilities are unequal, there are gaps between regions, and Indonesia is lagging behind in literacy skills compared to other countries (Sari & Setiawan, 2023). Indonesian students' reading literacy data shows that student's literacy skills are still low, students' abilities are unequal, there are gaps between regions, and Indonesia is lagging in literacy skills compared to other countries (Jojo & Sihotang, 2022; Nugraha, 2022).

The importance of changing the design and implementation strategy of a more comprehensive curriculum is increasingly proven in particular situations to increase the effectiveness of the curriculum (Li et al., 2021). One of the advantages of the Merdeka Curriculum is that it is more superficial and deeper because this curriculum will focus on essential material and developing student competencies in each phase. Then, teaching staff and students will be more independent because, for students, there are no specialization programs in high school, students choose subjects according to their interests, talents and aspirations. Meanwhile, teachers can teach according to the stages of student achievement and development. Then, the school has the authority to develop and manage the curriculum and learning according to the characteristics of the educational unit and students (Pradesa & Rahma, 2023; Rizki & Fahkrunisa, 2022).

Another advantage of implementing the Independent Curriculum is that it is more relevant and interactive, where learning through project activities will provide wider opportunities for students to actively explore actual issues, for example, environmental, health, and other matters, to support the development of character and competency Student Profile Pancasila (Syah et al., 2023; Yunaini et al., 2022)

Education units can choose three options for implementing the Independent Curriculum in each

academic year. First, implementing several parts and principles of the Independent Curriculum without changing the curriculum of the educational unit that is being implemented. Second, implementing the Independent Curriculum using the teaching tools that have been provided. Third, implement the Independent Curriculum by developing various teaching tools ourselves. With Merdeka Belajar, there will be no forced implementation of this (Independent Curriculum) for the next two years (BSKAP, 2022).

The various advantages offered by the Independent Curriculum apparently leave problems in the realm of its implementation. Many teachers still have difficulty implementing the Independent Curriculum (Nurfadila et al., 2023; Tanjung et al., 2019). In fact, the success of implementing the independent curriculum is very dependent on the teacher's ability to translate it into teaching and learning process activities in schools (Dewi, 2022). One of the efforts made by the Ministry of Education, Culture, Research, and Technology to overcome this problem is through the driving school program, which has been held in 14,237 schools, as well as the driving teacher program (Kemendikbudristek, 2021). These two programs have been proven to have a positive impact on teachers' success in implementing the Independent Curriculum in the learning activities carried out (Iqbal et al., 2023; Nafiah et al., 2023; Suryani et al., 2023).

The next problem is that these two driving programs have yet to reach various Indonesian schools, including the Jeddah Indonesian School (SIJ). Based on the results of a preliminary interview with one of the SIJ teachers, Amris Sofyan, information was obtained that SIJ has started implementing the Independent Curriculum in the 2022/2023 academic year, but there are still many teachers who do not have the knowledge and ability to apply it in the administrative context or learning process.

Based on this problem phenomenon, the service team needs to carry out community service activities in the form of training and assistance in implementing the independent curriculum for teachers at SIJ in the learning process. The objectives of holding this community service activity are: (a) increasing teachers' knowledge

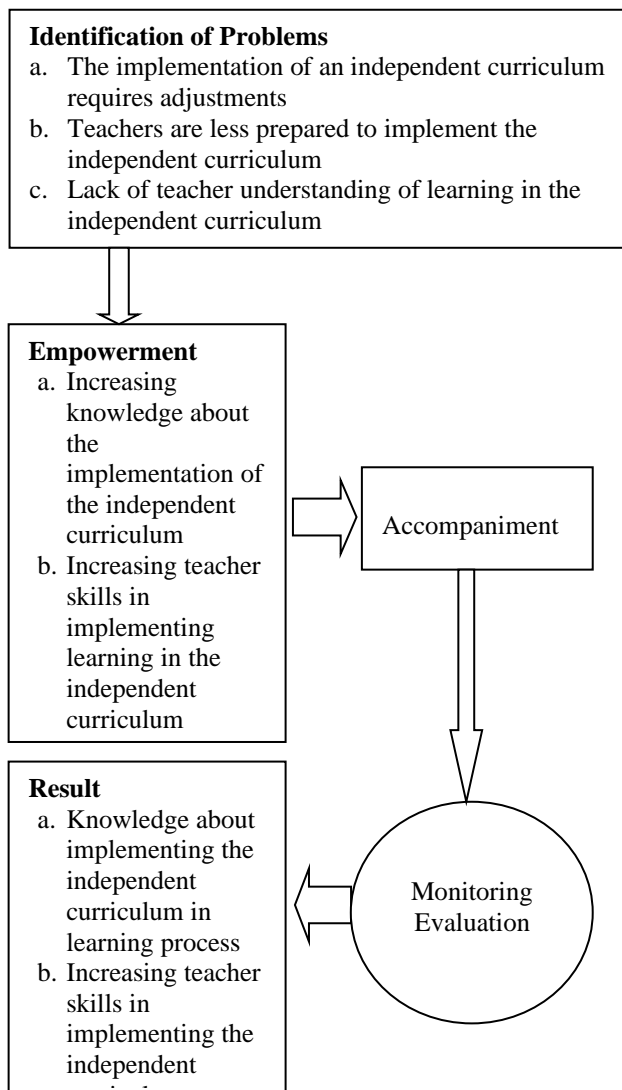
about the implementation of the independent curriculum at SIJ; and (b) increasing the skills of SIJ teachers in implementing the independent curriculum in learning.

METHODS

The service method used is training carried out through lectures on the implementation of the independent curriculum in schools and learning. The activity continued with the practice of preparing learning tools and implementing learning according to the independent curriculum with the guidance of the service team from the Faculty of Economics and Business, Universitas Negeri Semarang. The flow of service activities can be seen in Figure 1.

Figure 1.

Flow of Devotion Activities



The stages of service activities can be described as follows.

a. Preparation

This is done by coordinating with the economics faculty collaboration group team as a communication mediator with the Jeddah Indonesian School (SIJ) in determining the identification of needs and problems faced by teachers and schools.

b. Implementation

Devotion activities include increasing understanding and skills in implementing the independent curriculum in schools and learning is carried out using lecture, question and answer, discussion, simulation and mentoring methods.

c. Monitoring and Evaluation

After the training activities are carried out, the service team then monitors and evaluates the effectiveness of achieving training results in increasing teacher knowledge and skills.

d. Reporting

After the training activities are carried out, a service activity report is prepared

RESULTS AND DISCUSSIONS

Community service activities were carried out on Saturday 9 September 2023 online via the ZOOM application. PPM participants are 7 teachers at the Jeddah Indonesian School (SIJ). Participants consisted of various subject teachers.

The training material was delivered by Nina Farliana, M.Pd, UNNES academic and Mobilization School Facilitator. He delivered material on the basic concepts of the Independent Curriculum starting from philosophy, independent curriculum tools and issues of its implementation in schools. In studying the independent curriculum, teachers are asked to follow the following stages (1) Understand the outline of the independent curriculum; (2) Understand the learning and evaluation process; (3) Understand the development of operational curriculum for educational units in the independent curriculum; (4) Understand the development of projects to strengthen the profile of strengthening Pelajar Pancasila.

After the material session, participants were given the opportunity to ask questions to the presenters and share experiences about the obstacles they have faced so far in preparing learning in the Independent Curriculum which will

be implemented in the new academic year 2023/2024.



Figure 2. Submission of Devotion Materials

Other training materials in the form of preparing learning tools and learning design for the Independent Curriculum were delivered by Teguh Hardi Raharjo, M.Pd. Teachers are invited to carry out simulations in compiling differentiated teaching modules and creating learning syntax for various learning designs that are in accordance with the independent curriculum, such as problem based learning, project based learning, case method.

After completion, an evaluation was held with dialogue showing that the aim of this activity was achieved, namely increasing teacher knowledge and skills regarding the implementation of learning in the independent curriculum. Participants agreed that after participating in this activity they had a better understanding of learning in the independent curriculum. Participants agreed that after participating in this activity, I understand better how learning is done in the independent curriculum. Participants agreed that after participating in this activity I was better prepared to teach in the independent curriculum.



Figure 3.

Training Monitoring and Evaluation Activities

To maintain continuity of community service, we ask participants to convey what is needed for the smooth implementation of the independent curriculum. Considering that the new independent curriculum will be implemented in the new academic year 2023/2024, there is still a lot that needs to be developed.

Indonesia has Indonesian Schools Abroad (SILN) in various countries such as Saudi Arabia, the Netherlands, Japan, the Philippines, Malaysia, Egypt and other countries including the Jeddah Indonesian School (SIJ). As part of the education system in Indonesia, SILN must also implement the same curriculum as schools in the country. For this reason, the government, through the Head of the Education Standards, Curriculum & Assessment Agency, is preparing to implement the independent curriculum because SILN has different characteristics from schools in general in Indonesia, and also varies greatly in conditions. Information is still limited, especially since the independent curriculum is new, meaning that the main implementers of the curriculum, namely school stakeholders and teachers at the Indonesian School of Jeddah (SIJ), are not optimal. Jeddah Indonesian School (SIJ) has different characteristics from general schools in Indonesia, so it is necessary to formulate a special strategy for implementing the independent curriculum.

SIJ teacher Amris Sofyan stated that Indonesian Overseas Schools have their own challenges because they have to harmonize the cultures of two countries. Many students do not know Indonesian culture because they were born and live in other countries. So it is a tough task for teachers and schools to ensure that educational goals remain in line with national education goals in Indonesia.

In an education system, the curriculum is dynamic and must always be subject to change and development, so that it can keep up with developments and challenges of the times. However, changes and development must be carried out systematically, directed, not just

changing. The history of the curriculum in Indonesia has gone through a long journey, history records changes starting in 1947, 1952, 1964, 1975, 1984, 1994, 2004, 2006, 2013 and the most recent is the 2022 independence curriculum (Islam et al., 2023).

The government must make optimal efforts so that curriculum implementers in the field, especially teachers, can understand that the ideas contained in the independent curriculum can be captured and implemented properly and correctly. Training activities are one of the best efforts to increase teachers' understanding of the implementation of the independent curriculum. People's performance in their work will increase due to teacher training and improvement as well as a network of relationships with fellow teachers and academics (Rhodes & Beneicke, 2002). Training and mentoring provide opportunities for teachers to gain new knowledge, skills, attitudes that change their behavior which will ultimately improve performance and will also have an impact on increasing student learning achievement. The network of relationships allows teachers to continuously update information and knowledge related to their professional competencies.

The essence of the quality of learning in the classroom is the interaction between teachers and students, and must not only rely on technology, because technology is only a tool, not everything. The implementation of the Independent Curriculum (IKM) aims to restore learning in order to achieve a better educational transformation in Indonesia. Things such as curriculum structure, Pancasila student profiles, learning achievements, learning principles, and assessment are elements that must be mastered by teachers in the Independent Curriculum Context.

CONCLUSION

Community service activities were carried out on Saturday 9 September 2023 online via the ZOOM application. PPM participants are 7 teachers at the Jeddah Indonesian School (SIJ). Participants consisted of various subject teachers. This activity went smoothly with enthusiastic participants in the discussion. Based on the evaluation results at the final stage, it shows that this activity is able to increase teachers' understanding and readiness in increasing their

readiness to implement the independent curriculum in learning.

Furthermore, it is recommended: (a) There is a need for ongoing assistance regarding the preparation of learning tools in the independent curriculum, such as creating modules and so on. (b) There needs to be collaboration between stakeholders such as universities, teachers, education observers and tools in the independent curriculum in an effort to improve the quality of learning in the independent curriculum. (c) Teachers are expected to independently implement and innovate in implementing learning with an independent curriculum.

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