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Extension of Learning Approach on the New Paradigm Curriculum for Elementary Level Teachers

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ABSTRACT

This article aimed to give the teachers an encouragement to be a vivid person to develop a learning approach namely project-based learning on the New Paradigma Curriculum for teacher of Elementary School. To develop an encouragement to the teacher. The practitioner tried to give an insight about educational system related to skills for students, the role of teacher, learning approach and characteristic of project based learning (PBL). To grasp the teachers' comprehension to learning approach especially in PBL, the practitioner presented the diagram result of insight regarding on educational system. The result showed the teacher mostly have understood to the educational system. Indeed, partly, the other teachers were enough understanding to the educational system

INTRODUCTION

During the ongoing COVID-19 pandemic, it is crucial for teachers to ascertain an appropriate learning approach for students. This occurred because teacher still gains the lack of knowledge and understanding to the use of various learning models. It also becomes the responsibility of the leadership in schools to increase the knowledge capacity of teachers, especially about knowledge how to use appropriate learning approaches in this new paradigm curriculum. According to M. Noor (2021) stated that there are seven new things in the new paradigm curriculum. One of them is project and problem based learning. This is a new situation for teachers, especially for teachers in

Elementary School of Batola Regency and many still do not understand the new paradigm curriculum, especially in the use of learning approaches

During this time, teachers have just undergone a jurisprudential learning model. It is a model that refers to the perception and understanding that every person, student, or child has different views, ideas, mindsets, and priorities between one another and with intersecting social values (Winataputra, 2001). The learning model only focuses on attitudinal values. It doesn't provide affective and psychomotor values. This means that the learning model is still not effective for teachers, especially in this new paradigm curriculum. In order to create a change in the situation in the learning process, It needs an appropriate learning model, namely project and problem-based learning. According to Mudarman (2017) Project based learning is a learning model that can makes students more able to explore, can provide interpretations, and can synthesize information to obtain various learning outcomes in the form of knowledge, skills, and attitudes. Then to explore student development in overcoming learning difficulties, this also requires a problem-based learning model (problem base learning). According to Kamdi (2007) revealed that the problem based learning model is a learning model in which students try to solve the problem by using several stages of the scientific method and it is hoped that students can learn knowledge related to the problem and students are also expected to acquire skills in solving problems.

According to Mudarman (2017) Project based learning is a learning model that makes students more able to explore, be able to provide interpretations, and be able to do some research. Some practitioners have built research on appropriate learning approaches during this COVID-19 pandemic. One of them is the use of project-based learning approaches (Tybelsky, et al, 2020; Blumenfeld, et al, 2011) and problem-based learning (Mourst, et al, 2021). This learning approach looks very suitable to be used in this new paradigm curriculum. In this learning approach, students are more focused on being able to solve and resolve problems both individually and in groups during the learning process. By this learning approach, it can help elementary school teachers in Kab. Batola to solve the problems they face in this limited face-to-face learning. It can also help teachers further develop their abilities during the learning process. Therefore, we are trying to build an appropriate and appropriate learning approach counseling in this new paradigm curriculum so that teachers can work better during the learning process during this pandemic.

METHOD

The method applied in community service activities with the title "Learning Approach Extension on the New Paradigm Curriculum for Elementary Level Teachers in the District Batola" is by using lecture and discussion methods. With this method, it is hoped that the teachers of elementary school in Batola Regency can apply the learning model provided by the instructor and can be applied in the classroom during teaching and learning activities, so that learning activities are more interesting and able to increase student interest and participation. This service will be carried out in 2 days with the following arrangement of activities:

Date	Allocated Time	Material	method
23 Mei 2022	2 jam	Sense of New Paradigma Curriculum Sense of Project Base Learning	Lecturer Discussion Question and Answer

FINDING AND DISCUSSION

In this activity, we implement extension activities regarding Extension of Learning Approaches to the New Paradigm Curriculum for Elementary School Teachers in Kab. Batola. We only carry out this activity in 1 day, the activity lasts for an hour. The description of our service activities is as follows:

1. Material Insight of educational system

We convey this material so that teachers can re-understand what the education system is because this will be closely related to their profession in the world of education, especially in classroom learning. The education system really needs to be understood by teachers because it is the basis for understanding for teachers to create an effective learning process. The following is a diagram of the results of the teacher's understanding of the education system

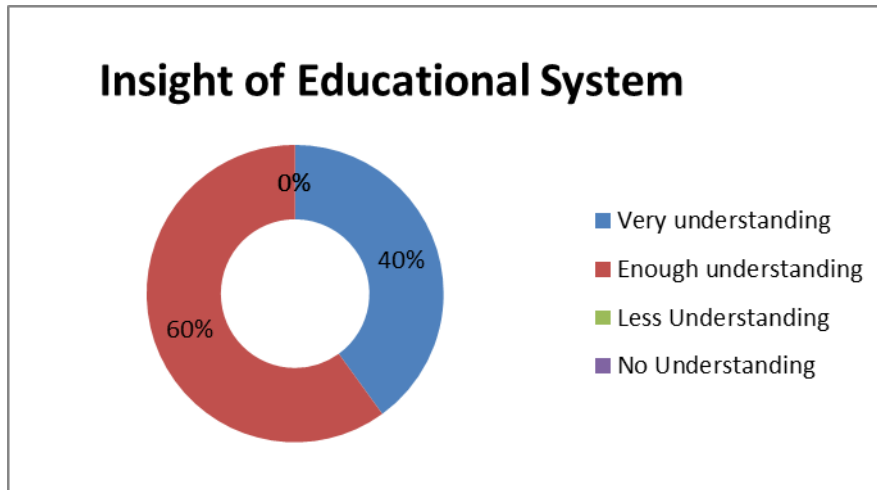


Figure 1. Insight of Educational System

2. Understanding the components of the education system

We also convey this material to teachers to see how far teachers understand the components of the education system. To achieve an effective learning process, a teacher also needs to understand the components of the education system. By understanding the components of the education system, teachers will understand their role as teachers. The following is a diagram of the results of understanding the components of the education system:

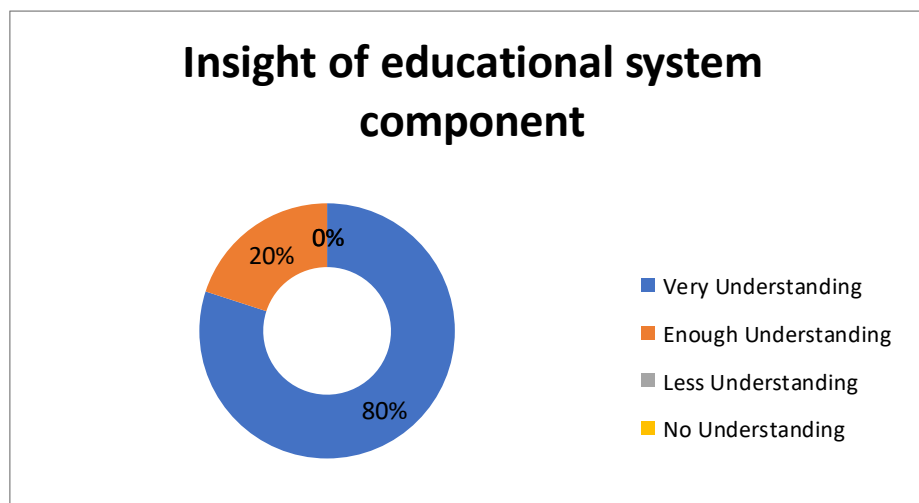


Figure 2. Insight of Educational System Component

3. Understanding the role of teacher

Teachers must understand their role as teachers. This is very important for teachers to understand in order to create an effective learning process. In this material, we convey the role of the teacher according to Harmer (2007) that the six roles of the teacher are 1) facilitator, 2) controller, 3) motivator, 4) resource, 5) participant, and 6) tutor. The following is a diagram of the achievement of the results of understanding the role of the teacher:

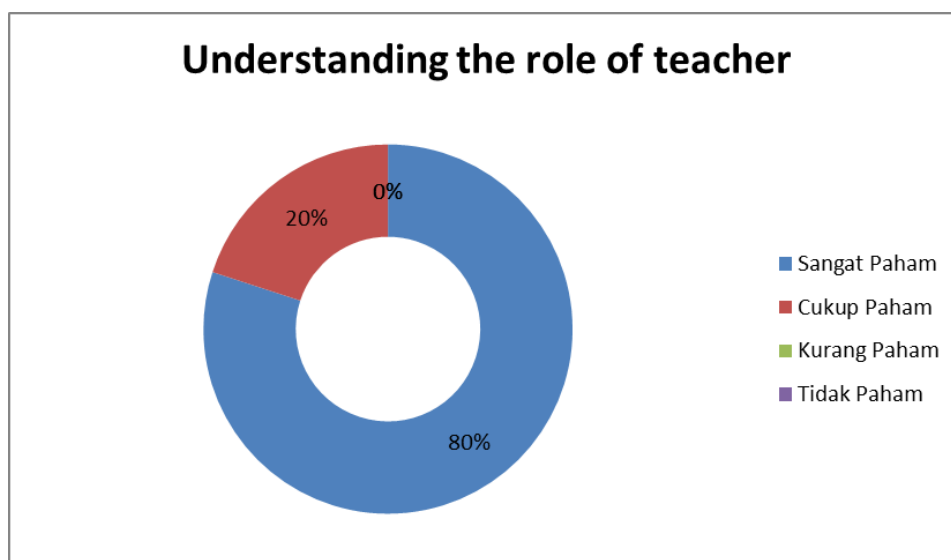


Figure 3. Understanding the Role Of Teacher

4. Insight of 4C Skills (Creativity, Collaboration, Communication, and Critical Thinking)

We also provide material for an overview of students' 4C skills. The material we convey is so that teachers can better understand what 4C skills are. The following are the results of the teacher's understanding of the 4C skills:

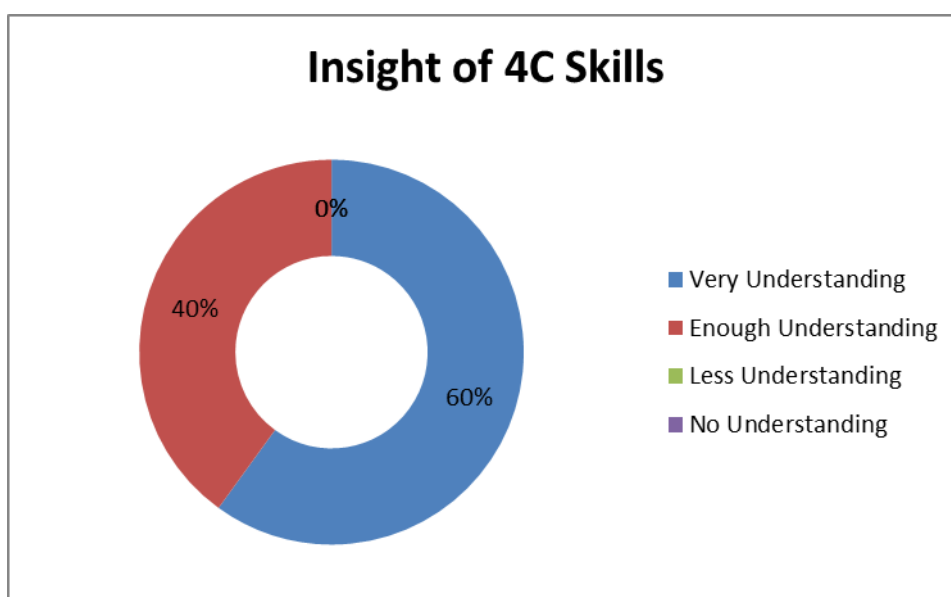


Figure 4. Insight Of 4C Skills

In this activity, we conveyed an insight about the characteristics of project based learning. It needs to be delivered to support the professional development of teachers, especially at the elementary school level. The following is a diagram of the achievement of understanding that teachers have of the Project Based Learning approach:

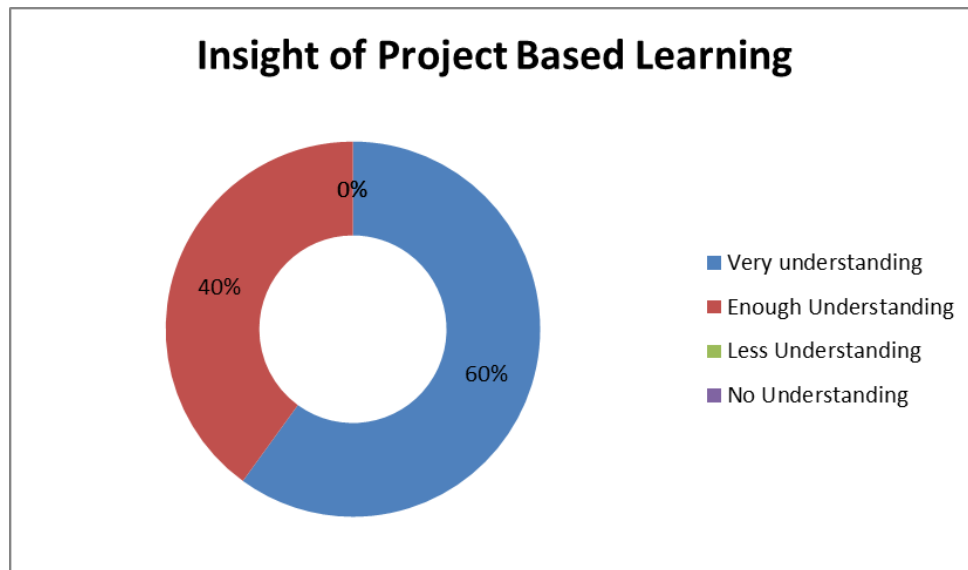


Figure 5. Insight of Project Based Learning

CONCLUSION

This activity was built to assist the development of professional teachers, especially in knowledge of effective learning approaches in the new paradigm curriculum. In this service activity, it can be seen that the understanding of elementary school teachers in Barito Kuala Regency towards the project-based learning approach is more understanding and some of the teachers are also sufficient with the learning approach. From the results of this service activity, it can be said that elementary school teachers in Batola Regency already understand more about learning approaches, especially regarding project-based learning. The existence of a service curriculum in counseling about this new paradigm of learning approaches can make elementary school teachers in Batola Regency more active in planning various project-based learning approaches so that they can achieve appropriate learning outcomes.

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