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Academic Discussion On Kurikulum Merdeka Focusing On Primary Teachers At Barito Kuala Indonesia

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ABSTRACT

The goal of this community service is to educate teachers at SDN 2 Alalak Batola on the new paradigm curriculum. This community service program lasted three days and also was attended by all of the teachers. The main activity begins with an introduction to the new paradigm curriculum, including understanding, stages, benefits, and drawbacks, and is followed by concrete examples of learning approaches based on previous research findings. The outcomes of this service show that teachers' understanding and skills are improving, allowing them to support learning in the classroom.

BACKGROUND

Various national and international studies show that Indonesia has long been in the grip of a learning crisis. Based on these studies, many Indonesian children are unable to comprehend basic reading or apply basic mathematical concepts. As a result, the Ministry of Education and Culture created the Independent Curriculum as an important part of efforts to recover learning from the long-term crisis. The policy is detailed in Kepmendikbudristek No. 56 of 2022, which explains the Guidelines for Curriculum Implementation in the Context of Learning Recovery.

An independent curriculum has the advantage of being simpler. Focus on essential materials and the gradual development of student competencies. Learning becomes more immersive, meaningful, relaxed, and enjoyable. Teachers who are more self-sufficient can teach according to students' levels of achievement and development. Schools have the authority to create and manage curriculum and learning based on the characteristics of the educational unit and students. Teachers can tailor their instruction to students' levels of achievement and development. Schools

have the authority to create and manage curriculum and learning based on the characteristics of the educational unit and students. The education minister would like to emphasize that schools have the responsibility and authority to develop a curriculum that is relevant to the students.

There is only one criterion, and that is interest in implementing the Independent Curriculum to improve learning. Principals/madrasahs who want to use the Independent Curriculum will be required to study the materials prepared by the Ministry of Education and Culture on the subject. Furthermore, if the school decides to try to apply the material after studying it, they will be required to complete an application form as well as a short survey.

The SD/MI curriculum structure is divided into three (three) phases: Intracurricular learning Projects for strengthening the profile of Pancasila students, allocated around 20% (twenty percent) of the annual learning load. Subject or thematic approaches can be used to organize learning content in elementary/MI education units. The proportion of the learning load in SD/MI is divided into two (two), namely: 1. PHASE A for Class I and Class II PHASE B for Class III and Class IV for Class V and Class VI Source: Kepmendikbudristek No. 56 the Year 2022. The SD/MI curriculum structure is divided into three (three) Phases: Intracurricular learning Projects for strengthening the profile of Pancasila students, allocated around 20% (twenty percent) of the annual learning load. Learning can be organized by elementary/MI education units.

METHOD

Lecture and Practicum were the methods of community development. The participants were primary teachers in Barito Kuala Kalimantan Selatan Indonesia.

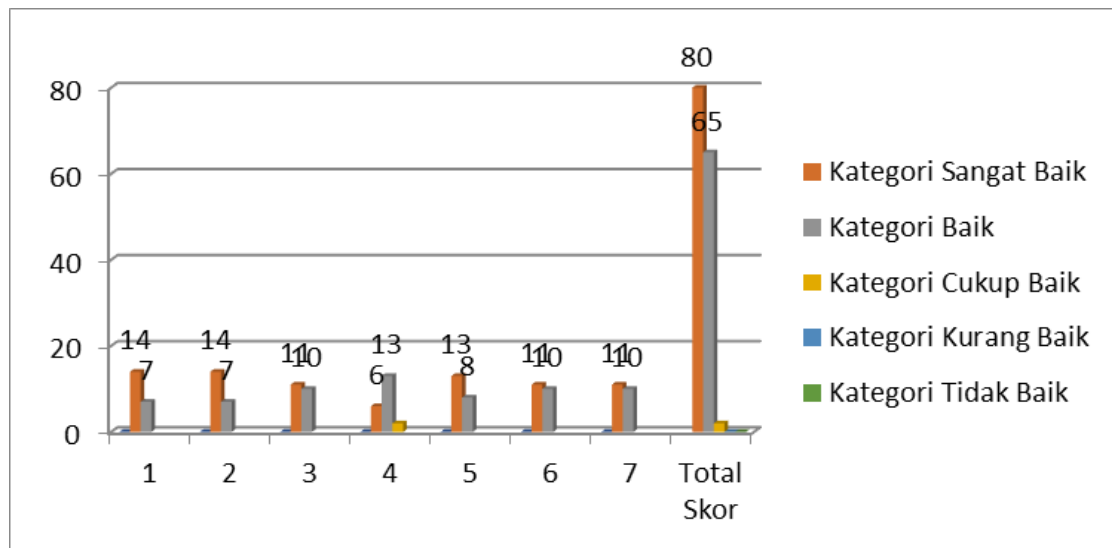
Pert.	Material/Topic	Method	Durasion (mnt)
1	The filosofy of Kurikulum Merdeka	Ceramah Tanya Jawab	1 x 60'
2	Konsep dasar program sekolah penggerak	Ceramah Tanya Jawab	2 x 60'
3	Perangkat Kurikulum	Ceramah Tanya Jawab	2 x 60'
4	Penerapan Kurikulum	Simulasi Lembar tugas Demonstrasi	8 x 60'
5	Praktikum	Ceramah Tanya Jawab	16 x 60'
Total Waktu Pelatihan			29 Jam

FINDINGS AND DISCUSSIONS

On May 9-11, 2022, community service activities with the theme of strengthening the independent curriculum for elementary school teachers in Barito Kuala Regency were carried out. Thirty elementary school teachers from the Barito Kuala district took part in this community service activity. The following topics are covered in the technical guidance materials: (1) the Philosophical Foundation of the Independent Curriculum/New Paradigm, (2) the basic concepts of the driving school program, (3) the Curriculum Toolkit, (4) curriculum application, and (5) practicum.



The activities carried out by the community service team in general fell into the "very good" and "good" categories, based on the amount distributed by the implementing team to a number of activity participants. The questionnaires were distributed in seven assessment categories: (1) skills for opening and closing activities, (2) skills for explaining the content of the material, (3) skills and usefulness of the material provided, (4) skills for motivating activity participants, (5) depth and completeness in answering questions, (6) novelty of learning media used, and (7) ability to evaluate final activities. The graph below provides more information:



Furthermore, the implementation of community service activities has been warmly welcomed by teachers at the elementary school level in the Barito Kuala district, considering that the material provided by the implementers truly opens new insights for teachers, particularly regarding the understanding of the independent curriculum in elementary schools. The school supervisor also attended this activity and determined that it needed to be repeated in order to provide structured reinforcement and maintain the existence of teachers in elementary schools.

CONCLUSION

The following are the findings of the community service team's activities in the Barito Kuala Regency titled Strengthening Independent Curriculum Insights for Elementary School Teachers: as evidenced by the documentation attached by the implementation team, the teachers and supervisors were enthusiastic about participating in this activity. Community service activities have provided teachers with new perspectives on independent curriculum learning, particularly at the elementary school level in Barito Kuala Regency.

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