

IN HOUSE TRAINING IMPLEMENTATION OF INDEPENDENT CURRICULUM AT SD NEGERI SEMONO, PURWOREJO

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Abstract. Problems at SD Negeri Semono, Purworejo, it is known that the assistance for the implementation of the independent curriculum is not evenly distributed, all teachers receive training. The purpose of this community service is to provide socialization and assistance or technical guidance to SD Negeri Semono teachers regarding the implementation of the independent curriculum starting from the regulations to the technical implementation. The target to be achieved in this community service activity is that SD Negeri Semono teachers are able to understand the regulations and technical implementation of the independent curriculum. The method used in this activity is through the lecture method in the form of brief exposure, question and answer, and discussion. As a result of this in-house training activity, SD Negeri Semono teachers have received an overview regarding the Implementation of the Independent Curriculum and are able to plan and design independent curriculum implementation activities at SD Negeri Semono.

Keywords: curriculum, independent, elementary school.

INTRODUCTION

The education system in Indonesia has undergone very significant changes in the implementation process, this has occurred due to the impact of COVID-19 which has caused aspects of life to change and requires rapid adjustments, one of which is in the world of education. The process of implementing learning experiences a number of obstacles that are felt by educators, students and parents/guardians. Learning from home in fact does not provide effective meaningful learning for students, this is due to a number of perceived obstacles. First, the obstacles from the educator's side are teachers who have difficulty responding to PJJ and tend to emphasize completing the curriculum, and learning time is shortened, making it impossible for teachers to overcome the burden of learning time, communication with parents is difficult because parents are partners at home and teachers. need to facilitate learning through the media (online). The same thing was explained by (Patabang and Murniarti 2021) in their research that the lowest pedagogic competence was communication with students during the COVID-19 pandemic. Second, the obstacles students face are those who complain that it is difficult to focus on studying from home and answering questions from teachers, causing boring constant stress and isolation, which can result in anxiety and depression in children and therefore lost study time, things similarly was also explained by (Male et al. 2020) in the results of his research that A number of students prefer to have conventional teaching and learning activities. Third, the obstacle for parents/guardians is that not all parents/guardians can accompany their children to study because of other commitments (work, homework, etc.).

Based on these problems, the government has given freedom in choosing to use the curriculum according to school conditions. In fact, what is happening in the field is that education units are still experiencing difficulties, as in research (Rofiq and Arifin 2021), explaining that the implementation of the emergency curriculum has not run perfectly, this is due to the lack of

facilities as well as a lack of IT understanding from both educators and students, meanwhile (Supriatna 2021), explains the emergency curriculum implemented in primary schools and is close to standard, but core learning activities are still far from standard which has implications for the effectiveness of online learning. Seeing this, the government continues to review and produce policies that can form an adjustment curriculum during a pandemic that makes us aware of the uniqueness that each student has.

So seeing that learning loss cannot be overcome enough by selecting the 3 curricula offered, Nadiem Makarim as the Minister of Education and Culture issued a policy related to the Independent Curriculum as a development rather than the 13th curriculum. The Merdeka Curriculum is a program that is expected to be able to carry out recovery in learning, which offers 3 characteristics including project-based learning for the development of soft skills and character according to the profile of Pancasila students, learning on essential material and a more flexible curriculum structure. Besides that, the independent curriculum also wants to make a breakthrough which is a gap between scientific fields.

Problems in education occur not only because of problems when in special conditions, but the independent curriculum provides an understanding of what educational units and educators must do to be able to overcome educational problems that have occurred for a long time regarding perspectives in providing services to every student who has different characteristics and competencies. So, of course readiness in responding to this change needs to be well received by educational units and also educators in overcoming the Learning Loss that is happening right now. However, the situation on the ground, especially at SDN Semono, based on the results of the interview on 2 August 2022, was different from what was expected. Semono Elementary School teachers have not received special assistance in implementing the independent curriculum but have been asked to apply the independent curriculum. Teachers still don't understand the independent curriculum, so they still can't implement the independent curriculum as expected by the government.

Based on the results of interviews on August 10, 2022, the situation in the field, especially at Semono Elementary School, was different from what was expected. All Semono Elementary School teachers have not received special assistance in implementing the independent curriculum but have been asked to apply the independent curriculum. Teachers still don't understand the independent curriculum, so they still can't implement the independent curriculum as expected by the government.

Based on the problems described above, it is necessary to provide assistance to Semono Elementary School teachers regarding the implementation of the independent curriculum. It is hoped that through this activity Semono Elementary School teachers will be able to apply the independent curriculum as expected by the government.

RESEARCH METHOD

The method of implementing community service activities begins through the following stages.

- 1) The speaker explained the regulations related to the Implementation of the Independent Curriculum.
- 2) The presenter explains about the preparation of Learning Objectives and Learning Flow.
- 3) The presenter explains about the preparation of the Teaching Module and the P5 Module.
- 4) Participants compile examples or designs of TP, ATP, Teaching Modules and P5 Modules

RESULT AND ANALYSIS

The implementation of community service activities proceeds by adjusting the problems and solutions that have been designed in Chapter II in order to achieve the target of solving problems that arise in the two partners. The priority issues in question are 1. Policy and implementation of

the revised curriculum that has not yet been disseminated. 2. Implementation of learning that has not changed (still the same as conventional learning). 3. Students who have not been able to adapt to thematic learning.



Fig. 1. Interview with the school

Based on these problems, the community service that is carried out focuses on three activity targets which we will discuss next. Implementation of community service activities through several stages including observation and seminar activities. Based on a mutual agreement, socialization activities were carried out through seminar activities which were held on Monday, September 4 2022. The participants who attended the seminar consisted of SD N Semono teachers. In addition, this activity was carried out because it was supported by the committee (both lecturers, PGSD UM Purworejo Study Program students) and this seminar invited resource persons (community service team) so that all performers of the event consisted of 10 people. Implementation of growth and development training activities for pre-school seminars starting at 08.00 to 14.00, two seminar sessions. The first session was attended by Rintis Rizkia Pangestika, M.Pd. with the material on the Implementation of the Independent Curriculum in SD, in this session participants were introduced to IKM policies, IKM policies in SD, learning tools that support IKM. In this activity the participants were very enthusiastic in asking around about the cases they often encounter when teaching.



Fig. 2. Assistance activities

The activity was carried out smoothly and the participants were very enthusiastic about participating in the activity, this was seen during the discussion the participants scrambled to ask questions and respond to material. Information was obtained that there were still many teachers at SD N Semono who did not understand the independent curriculum because some had not attended training, or did not understand when they were given training and there were also schools that still used the 2013 Curriculum. So the participants responded very well to this activity and became more understanding the independent curriculum concept better. Based on these findings, it is very essential if community service development can be continued in this area so that the benefits of UM Purworejo can be felt by the people of Purworejo..

CONCLUSION

This activity can run smoothly. Almost all participants were enthusiastic and felt the benefits of the training. The implementation of community service can be concluded as successful up to the stage of preparing learning tools. This success is demonstrated, among others, by:

- a. There is suitability of the material with the needs of teachers.
- b. There was a positive response from the participants considering that service activities are a teacher's need.
- c. Most (100%) participants have understood the material.

Suggestions that can be given are for teachers to develop their creativity in the learning process. Henceforth the teacher requests that similar training be carried out again with more or wider participants (audience).

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