

Implementation Workshop of the Merdeka Curriculum for Elementary School Teachers in Pangandaran Regency

¹Tin Rustini, ¹Komariah, ¹Yona Wahyuningsih, ¹Dini Anggraeni Dewi*, ¹Annisa Fujiyana, ¹Intan Surgani Asti, ¹Zona Zahrana

¹Universitas Pendidikan Indonesia Kampus Cibiru, Indonesia

*Corresponding author

Email: dinieanggraenidewi@upi.edu

Volume

4

Issue

2

Edition

November

Page

425-431

Year

2023

Article History

Submission: 08-08-2022

Review: 14-08-2023

Accepted: 09-10-2023

Keyword

Implementation;
Merdeka Curriculum;
Pangandaran Regency;

How to cite

Rustini, T., Komariah, Wahyuningsih, Y., Dewi, D. A., Fujiyana, A., Asti, I. S., Zahrana, Z. (2023). Implementation Workshop of the Merdeka Curriculum for Elementary School Teachers in Pangandaran Regency. *Jurnal Pengabdian Masyarakat*, 4(2), 425-431. <https://doi.org/10.32815/jpm.v4i2.1883>

Abstract

Purpose: This study investigates the implementation of the Merdeka Curriculum for elementary school teachers in Pangandaran Regency, emphasizing its significance in education.

Method: Employing a qualitative approach and case studies, the research examines how teachers are using a contextual approach, local resources, and giving students freedom in learning. Challenges like inadequate training, limited resources, and administrative constraints are identified through thematic and descriptive analysis.

Practical Applications: The research calls for the development of training and support programs to help teachers effectively implement the Merdeka Curriculum in primary schools. It also promotes a more adaptable educational approach in line with elementary students' needs.

Conclusion: This study highlights the importance of addressing challenges in Merdeka Curriculum implementation and offers insights into improving the quality of education while making it more flexible for elementary students.



426) Implementation Workshop of the Merdeka Curriculum for Elementary School Teachers in Pangandaran Regency, Rustini, T., Komariah, Wahyuningsih, Y., Dewi, D. A., Fujiyana, A., Asti, I. S., Zahrana, Z.

Introduction

The Merdeka Curriculum approach has been in the spotlight in discussions on education in Indonesia. This approach gives teachers the freedom to design and implement the curriculum according to the local context and the needs of students. As is well known, in 2020, education has experienced many changes due to the effects of the Covid 19 pandemic (Faiz & Kurniawaty, 2020). The implementation of the Merdeka Curriculum at the elementary school level has a crucial role in understanding how teachers in Pangandaran apply this approach in their daily learning practices.

Pangandaran Regency, as one of the regions in West Java Province, has unique characteristics and local context. The implementation of the Merdeka Curriculum in this region is essential to understand how elementary school teachers in Pangandaran adapt and apply this approach. Through effective implementation, it is hoped that it will provide a more relevant and meaningful learning experience for students in Pangandaran.

According to Riki Sanra (Sanra et al., 2022), this independent learning curriculum is an independent learning curriculum in which teachers and students have the freedom to recover the freedom to learn independently and creatively in the process of teaching and learning activities. The Merdeka Curriculum emphasizes competency-based approaches, student-led learning, the application of technology in learning, and the involvement of local communities and stakeholders in the process of active curriculum development and implementation (Lia Marliana et al., 2021; Nisa, 2023).

Students are also given the freedom to think and learn from any source, in order to be able to seek knowledge and solve real problems (Inayati, 2022). This is expected to increase the relevance of education to regional needs and potential, as well as enable schools to be more innovative and adaptive in developing learning programs. The goal of the Merdeka Curriculum is to create a more inclusive, competitive, and relevant education for students in Indonesia.

At the elementary school level, teachers have a central role in exploring and implementing the Merdeka Curriculum approach. Implementing an emergency curriculum in school institutions is like making an atomic bomb for the school itself. Whereas the implementation of the 2013 curriculum has actually not been carried out optimally, this is in accordance with research in the Yogyakarta area that of the 33 schools that were recorded, 17 of them still need to be ready to implement a curriculum change (Suyanto, 2017). The implication is that teachers themselves are also required to be able to prepare the learning process effectively so that the effectiveness and learning objectives that have been designed can be achieved. (Fatma & Mustafa, 2016) They are expected to be able to utilize local resources, choose appropriate teaching methods, and give freedom to students to choose learning activities that are relevant to their context. However, elementary school teachers in Pangandaran also need help with implementing the Merdeka Curriculum, such as a lack of training, adequate understanding of this approach, and limited resources and administrative constraints.

In this context, this study aims to look more deeply at the implementation of the Merdeka Curriculum for elementary school teachers in Pangandaran Regency. Using a qualitative approach and case studies, this research will explore the experiences and practices of teachers in Pangandaran in implementing the Merdeka Curriculum. Through this research, a more comprehensive understanding of the implementation of the Merdeka Curriculum in this region will be obtained, as well as the identification of challenges and supporting factors that influence the successful implementation of the Merdeka Curriculum at the elementary school level.

As for the previous research by (Nafisa & Fitri, 2023), where teacher preparation in carrying out independent learning, a teacher must be more flexible in determining teaching materials in class; according to (Angga et al., 2022), implementing the Merdeka curriculum demands teachers for innovative creative methods, media, and learning techniques as well as

427) Implementation Workshop of the Merdeka Curriculum for Elementary School Teachers in Pangandaran Regency, Rustini, T., Komariah, Wahyuningsih, Y., Dewi, D. A., Fujiyana, A., Asti, I. S., Zahrana, Z.

changing the mindset of teachers in carrying out learning. The findings from this study can provide a deeper understanding of the efforts and experiences in implementing the Merdeka Curriculum for elementary school teachers in the Pangandaran District. The results of this research are also expected to form the basis for the development of better training programs and support for teachers in implementing the Merdeka Curriculum effectively at the elementary school level in Pangandaran.

Method

Teacher's preparation for carrying out independent learning: A teacher must be more flexible in determining teaching materials in class through webinars, workshops, training and so on. As said by (Miftakhuddin et al., 2022), stages and processes are needed in applying the implementation of the Merdeka curriculum for elementary school teachers in the Pangandaran district. The several series of events that were carried out during and before implementation were as follows:

1. Several lecturers and student teams prepared tools and equipment to be used during the implementation.
2. Lecturers and teams discuss what materials will be discussed during implementation.
3. Presentation: Workshop organizers can use the presentation method to introduce the basic concepts and principles of the Merdeka curriculum to participants. This presentation may include an understanding of the objectives, structure, and guidelines for implementing the Merdeka curriculum.
4. Case Study: Workshop organizers can use case studies that are relevant to the situation in Pangandaran Regency to illustrate the implementation of the Merdeka curriculum. Participants can analyze the case studies, identify effective strategies, and discuss how these strategies can be adopted in their primary school context.
5. Practice and Simulation: Workshop participants can be given the opportunity to practice implementing the Merdeka curriculum through simulations or role-playing. This can help participants understand directly how to integrate the Merdeka curriculum approach into their daily learning activities.

The stages of implementing the Merdeka curriculum implementation workshop for elementary school teachers in the Pangandaran district were held on Saturday, June 3, 2023, which was held offline at SMAN 1 Pangandaran. The implementation, which started from 09:30 to 11:30, was attended by 40 participants, namely elementary school teachers spread across Pangandaran district, with the arrangement of activities starting with a brief opening by the moderator and lecturer, followed by presentation of material by the lecturer to the participants, then a question and answer and sharing session, a simulation of the implementation of the Merdeka curriculum, then a reading of the conclusions and closing by the moderator.

Result

The implementation of community service activities or workshops begins on Saturday, June 3, 2023, which will be held offline at SMAN 1 Pangandaran. The activity begins with a brief opening by the moderator, followed by an opening by Dra. Hj. Tin Kustini M.Pd and Dra. Kokom Komariah M. Pd Then it was followed by a presentation session by Dra. Hj. Tin Kustini M.Pd and Dra. Kokom Komariah M. Pd by presenting power points related to the Merdeka curriculum. What was discussed at this workshop was the Indonesian government's initiative to give freedom to schools and teachers in designing curricula according to local needs and context. In the context of Pangandaran Regency, the Merdeka curriculum provides opportunities for elementary school teachers to adapt learning to the characteristics and needs of local students.

One of the discussions related to the Merdeka curriculum for elementary school teachers in Pangandaran Regency is the emphasis on developing local wisdom. In the Merdeka curriculum, teachers in Pangandaran Regency can integrate local values, customs,

428) Implementation Workshop of the Merdeka Curriculum for Elementary School Teachers in Pangandaran Regency, Rustini, T., Komariah, Wahyuningsih, Y., Dewi, D. A., Fujiyana, A., Asti, I. S., Zahrana, Z.

and local culture into the learning process. This aims to strengthen students' local identities, increase their sense of belonging to local culture, and help maintain existing cultural heritage. In addition, the Merdeka curriculum also encourages teachers to use a student-centred learning approach. Teachers can develop learning methods that are active, collaborative, and involve students directly. This aims to increase student participation in the teaching and learning process, develop creativity, and improve critical thinking skills.

Furthermore, the Merdeka curriculum also gives freedom to teachers to adapt the curriculum to the needs and interests of students in the Pangandaran Regency. Teachers can choose and develop teaching materials that are relevant to the local environment and socio-cultural context. In this context, teachers can explore the natural and cultural potential of Pangandaran as a rich source of learning. In addition, the Merdeka curriculum also provides flexibility in selecting evaluation methods that suit student characteristics. If students are unable to achieve learning outcomes in grade 1, then students can complete learning outcomes in the next phase.

This Merdeka curriculum holistically measures the competence of students (Nurchahyo, 2020). The interests of educational units can be affixed by facilitating communication between one another (Oksari et al., 2022). Thus, this independent learning curriculum provides extraordinary abilities to students, especially in analyzing phenomena, solving problems, and being able to maintain their lives in the future (Suhartono, 2021). Teachers can use various forms of assessment, such as projects, portfolios, or other creative assignments, which reflect students' abilities and holistic development. Mastery of digital literacy, especially for teachers in the era of the Merdeka curriculum, is essential. It can assist teachers in preparing and storing learning materials in digital form (Harjono, 2018).

Figure 1. Merdeka Curriculum Implementation Workshop



Figure 2. Workshop Participants



This aims to deemphasize written exams and provide space for students to explore their potential outside of written tests. The broader discussion of the challenges of implementing the Merdeka Curriculum in Pangandaran Regency at the elementary school level is as follows:

429) Implementation Workshop of the Merdeka Curriculum for Elementary School Teachers in Pangandaran Regency, Rustini, T., Komariah, Wahyuningsih, Y., Dewi, D. A., Fujiyana, A., Asti, I. S., Zahrana, Z.

1. **The Challenge of Understanding the Merdeka Curriculum.**
The Merdeka Curriculum is a learning approach that emphasizes strengthening local character and excellence and prioritizing project-based learning. Teachers in Pangandaran Regency may need help in fully understanding the concept and purpose of the Merdeka Curriculum. This lack of understanding can hamper the effectiveness of implementation and make teachers reluctant to change pre-existing learning methods.
2. **Teacher Readiness in Facing the Merdeka Curriculum.**
Teacher readiness is critical in implementing the Merdeka Curriculum. However, because there are still many who need help understanding, teachers may feel less confident and anxious in dealing with this curriculum change. Appropriate training and mentoring from the education authorities can help improve their readiness to welcome the Merdeka Curriculum.
3. **Use of Lecture Methods and Lack of Innovation.**
There are still many teachers who rely on the lecture method as the primary way of teaching in class. In fact, the Merdeka Curriculum emphasizes project-based learning and requires teachers to be more innovative in their learning approaches. Limited knowledge of various methods and lack of access to resources that support innovative learning can also be barriers.
4. **Technical and Infrastructure Constraints.**
In addition to challenges related to learning, understanding and innovation, there may also be technical and infrastructural constraints that affect the implementation of the Merdeka Curriculum. Lack of access to technology and adequate learning facilities can hinder teachers from implementing effective project-based learning.

Discussion

To overcome these challenges, support from various parties is needed, such as local governments, education offices, training institutions, and the community. Providing intensive and continuous training for teachers, developing a more concrete curriculum, and investing in infrastructure and learning support resources will be essential steps in improving the implementation of the Merdeka Curriculum in Pangandaran District. In addition, involving teachers, students, and parents in the decision-making process will also strengthen support and acceptance of the Merdeka Curriculum. (Ekawati & Susanti, 2022) State that elementary school teachers, when designing their curriculum lesson plans, need to overcome counters several obstacles. Teachers in elementary schools still feel the readiness and strangeness factor regarding the implementation of this Merdeka Curriculum.

The local government of Pangandaran Regency can also provide support to elementary school teachers in implementing the Merdeka curriculum. This support can be in the form of training and assistance in designing local curricula, developing teaching materials based on local wisdom, and providing access to resources that support student-centred learning. With the Merdeka curriculum, it is hoped that elementary school teachers in Pangandaran Regency will be more flexible and creative in designing lessons according to local needs and context. Curriculums that are relevant to the local environment and culture are expected to motivate students, increase their participation in the learning process, and strengthen students' local identities in Pangandaran Regency.

Conclusion

The results of the study show that elementary school teachers in Pangandaran District have adopted the Merdeka Curriculum in various ways. They apply a contextual approach, utilize local resources, and provide freedom for students in choosing learning activities. In addition, teachers also use a variety of teaching methods and adapt assessments to the Merdeka Curriculum approach. However, this study also identified several challenges faced

430) Implementation Workshop of the Merdeka Curriculum for Elementary School Teachers in Pangandaran Regency, Rustini, T., Komariah, Wahyuningsih, Y., Dewi, D. A., Fujiyana, A., Asti, I. S., Zahrana, Z.

by teachers in implementing the Merdeka Curriculum. These challenges include a lack of adequate training and understanding of the approach, limited resources, and administrative constraints. This research provides valuable insights into the implementation of the Merdeka Curriculum for elementary school teachers in the Pangandaran District. The findings of this research can be used as a basis for developing better training and support programs for teachers in implementing the Merdeka Curriculum effectively at the elementary school level.

Acknowledgements

We want to express our sincere gratitude to several students and lecturers of PGSD UPI Campus Cibiru, institutions or companies that have helped in terms of funding, and, of course, the Indonesian University of Education, who allowed us to conduct this workshop or research, for the valuable contribution that has been made in this research. The support, insight, and guidance provided have meant a lot to the success of our research. With your help, this research became a reality. We value your extraordinary dedication and collaboration, and we feel fortunate to have you as part of our team. Thank you again for all your efforts to help us realize this research and make a positive impact in the scientific world.

Reference

- Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, 6(4), Article 4. <https://doi.org/10.31004/basicedu.v6i4.3149>
- Ekawati, R., & Susanti, D. (2022). Analisis Persiapan Guru Dalam Melaksanakan Sistem Pembelajaran Kurikulum Merdeka Di SD IV Muhammadiyah Kota Padang. *Jurnal Media Ilmu*, 1(1), Article 1. <https://doi.org/10.31869/mi.v1i1.3936>
- Faiz, A., & Kurniawaty, I. (2020). Konsep Merdeka Belajar Pendidikan Indonesia Dalam Perspektif Filsafat Progresivisme. *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran*, 12(2), Article 2. <https://doi.org/10.35457/konstruk.v12i2.973>
- Fatma, N., & Mustafa. (2016). *The Effects of Student-Content Interaction on Academic Performance in Distance-Learning*. <https://www.semanticscholar.org/paper/The-Effects-Of-Student-Content-Interaction-On-IN/f121756f3f83a47cb2feb44ebac7f1b11748ee83>
- Harjono, H. S. (2018). Literasi Digital: Prospek dan Implikasinya dalam Pembelajaran Bahasa. *Pena: Jurnal Pendidikan Bahasa Dan Sastra*, 8(1), Article 1. <https://doi.org/10.22437/pena.v8i1.6706>
- Inayati, U. (2022). Konsep dan Implementasi Kurikulum Merdeka pada Pembelajaran Abad-21 di SD/MI. *ICIE: International Conference on Islamic Education*, 2(0), Article 0.
- Lia Marliana, N., Suntari, Y., Utami, S. R., & Oktaviani, R. (2021). Improving The Competency of Elementary's Teachers at Cileungsi in Preparing Merdeka Belajar Lesson Plan (RPP) Based on Characters and 21st Century Skills. *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 5(1), 87–106. <https://doi.org/10.21009/10.21009/JPMM.005.1.07>
- Miftakhuddin, M., Kamil, N., & Hardiansyah, H. (2022). *Implikasi empat modalitas belajar Fleming terhadap penerapan Kurikulum Merdeka di sekolah dasar*. 38–49.
- Nafisa, M. D., & Fitri, R. (2023). Implementasi Kurikulum Merdeka Dalam Penerapan Pembelajaran Berdiferensiasi di Lembaga PAUD. *Jurnal Studi Guru Dan Pembelajaran*, 6(2), 179–188. <https://doi.org/10.30605/jsgp.6.2.2023.2840>
- Nisa, K. (2023). Analisis Kritis Kebijakan Kurikulum: Antara KBK, KTSP, K13 Dan Kurikulum Merdeka. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 2(2), 118–126. <https://doi.org/10.18860/rosikhun.v2i2.21603>
- Nurcahyo, L. (2020). Pendekatan konsep Merdeka Belajar dalam pembelajaran Seni Rupa di era industri 4.0. *Seminar Nasional Seni dan Desain 2020*, 143–150. <https://www.neliti.com/id/publications/333157/>

431) Implementation Workshop of the Merdeka Curriculum for Elementary School Teachers in Pangandaran Regency, Rustini, T., Komariah, Wahyuningsih, Y., Dewi, D. A., Fujiyana, A., Asti, I. S., Zahrana, Z.

Oksari, A. A., Susanty, D., Wardhani, G. A. P. K., & Nurhayati, L. (2022). Analisis Implementasi Kurikulum Merdeka Belajar-Kampus Merdeka (MBKM) Program Studi Biologi Universitas Nusa Bangsa. *Jurnal Studi Guru Dan Pembelajaran*, 5(1), Article 1. <https://doi.org/10.30605/jsgp.5.1.2022.1556>

Sanra, R., Adisel, & Merdiansyah, M. (2022). *Strategi Pembelajaran IPS dalam Konteks Kurikulum 2013 Edisi Revisi dengan Konsep Merdeka Belajar | Journal of Education and Instruction (JOEAI)*. 5(1), 165–171. <https://doi.org/10.31539/joeai.v5i1.3413>

Suhartono, O. (2021). Kebijakan Merdeka Belajar dalam Pelaksanaan Pendidikan di Masa Pandemi Covid-19. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 1(1), Article 1. <https://doi.org/10.18860/rosikhun.v1i1.13897>

Suyanto, S. (2017). A reflection on the implementation of a new curriculum in Indonesia: A crucial problem on school readiness. *AIP Conference Proceedings*, 1868(1), 100008. <https://doi.org/10.1063/1.4995218>