

Kurikulum Merdeka and Transformation of Learning Tools in Early Childhood Education

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ABSTRACT

learning tools in the independent curriculum carried out by early childhood education educators. Research Approach Using a type of quantitative descriptive research with a survey research design and data collection techniques carried out through filling out a questionnaire on a google form, and interviews. The sample used in the study amounted to 71 early childhood education educators from West Sumatra, South Sumatra, Lampung, Aceh, Riau, and West Java. This research was conducted from May to June 2024. From the results of the research that the independent curriculum has been dominantly used in educational units but in its implementation due to the transformation of various components of learning tools such as names, components, learning objectives, learning outcomes, the flow of learning objectives and the form of assessment used, so that there are still many educators who have difficulties in compiling learning tools used in the learning process, educators find difficulties in compiling the flow learning objectives, determining learning outcomes and compiling teaching modules based on the Pancasila Student Project, educators find it easier to use learning tools such as RPPH in the 2013 curriculum but need to adapt to learning tools in the independent curriculum in compiling learning tools such as teaching modules, so educators need a variety of examples, good practice applications, regular and continuous workshops, training activities, mentoring and workshops on the preparation of learning tools in accordance with the independent curriculum.

INTRODUCTION

The government is making curriculum changes to face the challenges of the industrial revolution 5.0, the expectation is that alterations to the curriculum will facilitate the introduction of new and improved methods of teaching and learning (Permendikbud No. 4 of 2022). The curriculum change in question is not just a name change, but far from that, curriculum change is interpreted as a change or transformation in learning that aims to change the way of learning to be more effective. Of course, with curriculum changes, there will be positive impacts and negative impacts (Juwantara, 2022) revised educational frameworks being implemented in academic institution include Kurikulum 2013, Emergency curriculum, as well as the Kurikulum Merdeka (Huliyah, 2016). Curriculum Merdeka is an educational program designed with student profiles tailored to the five Pancasila (Lestarinigrum, 2021). Winecoff, 2009 suggests that a curriculum is typically described as a structured program design to aid in the process of instruction pr education, overseen and executed by the administration and faculty of an educational institution such

as a school, college, or university. The curriculum plays a key role in the implementation of education, because the curriculum is related to determining the direction, content, and process of providing education which leads to qualification standards for graduates of educational institutions.

One of the important initiatives in the independent curriculum is to liberate teachers. Where the way to teach teachers in an independent curriculum must not be shackled, bound and regulated protectively by the government, let alone complicated by the existence of many administrations that make teachers not free and free in carrying out the learning process. Furthermore, in implementing the independent curriculum, interests and needs are the main thing (Achmadi, 2018) and the profile of pancasila students as a curriculum structure in intracurricular learning activities in schools (Fadli, 2019) namely fearing God Almighty and having noble character, faith, independence, global diversity, cooperation, creativity, and critical reasoning (Rachmadtullah, 2018). The structure of the independent curriculum is divided into two parts, namely first, it is national in nature in which there are educational output standards, learning principles and assessment principles. In this section it is very generic. Second. The Practical curriculum implemented by educational institution grants teacher autonomy and shifts the focus towards catering to the specific needs of the students in the learning process (Riza, 2018).

The curriculum is the process, climate, atmosphere, culture of learning that humanizes humans. As an educator, it is necessary to pay attention to the current curriculum. Understanding of the curriculum and mapping system must be considered properly so that the teaching and learning process takes place effectively and efficiently. An independent curriculum gives educators the freedom to choose the format, experience, and essential materials that are best suited to achieve learning objectives. The freedom to determine essential material goes a long way in creating a contextual learning environment. It is especially important for early childhood children who are still in the concrete operational stage. To ensure that students understand well what is being conveyed, they must be given learning that can be seen directly and closely with the child. This is in line with the opinion of (Ainia, 2020) which in the concept of independent learning cannot be separated from local wisdom, culture, socio-economic situation, learning infrastructure is used as a reference in the learning approach. Thus, each region or educational community can create a learning environment that is responsive and relevant to the needs and characteristics of their respective regions.

If we look at the comparison of the 2013 curriculum with the independent learning program that creates quality education and is able to face various challenges and needs in accordance with changing times and technology ((Lestari et al., 2022); (Sari, 2019); (Suhandi & Robi'ah, 2022)). Textbooks, teaching modules and learning videos are some examples of teaching tools for the Merdeka curriculum. A teaching module is a guide the outlines goals, activities, instructional materials and evaluations for each subject, structured according to educational aims. Teachers are empowered to design, select, and modify these modules to suit the unique qualities and requirements of their pupils. The minimum teaching

module consists of learning objectives, assessments used to evaluate how learning objectives are achieved (Avianty, 2018)

To achieve the expected success indicators, the independent curriculum teaching module is used as a substitute for the learning plan. This module is arranged systematically and stunningly covering material, content, learning methods, interpretation and evaluation techniques. Teaching modules similar to Learning plans (RPP) for independent curriculum contain the objectives, steps, media and assessments required for one or more topics based on the Learning Objective Flow (ATP). RPP, however, is different because it is equipped with various learning materials, student activity sheets and assessments to evaluate whether students achieve learning objectives (Purnawanto, 2022) The criteria that must be met in the teaching module are, 1) essential, 2) interesting, meaningful and challenging, learning is designed to foster interest in learning and involve students actively in the learning process, 3) Relevant and contextual, related to the knowledge and experience previously possessed also in accordance with the context in which and time students are. 4) sustainable (Nari, 2020)

However, based on observations made by researchers at 10 ECCE institutions in Palembang City in 2024, that in compiling learning tools are still constrained, especially in compiling the flow of learning objectives, determining themes, determining learning objectives and the relevance between the material and the assessment used to measure aspects of child development achievements. This is in line with the problems encountered that educators do not understand the techniques for compiling and developing teaching modules in the Merdeka curriculum, do not understand the preparation process, and do not understand the characteristics of students and their environment contained in the teaching modules. ((Salsabilla, 2023); (Khikmiyah, 2022).

Based on previous research studies, there have been many studies related to the preparation of Kurikulum Merdeka learning tools such as workshops on making digital books teaching modules in improving the pedagogic competence of ECCE educators (Nuraeni & Nurhayati, 2023) making teaching modules for the Merdeka learning curriculum for ECCE teachers (Widayati, 2022) and developing teaching modules for the Kurikulum Merdeka in PAUD (Cecilia, 2023) and learning tools for the Merdeka learning model oriented to lokan wisdom for prospective ECCE teacher students (Bambang Sugiyanto & Yurita Erviana, 2022) Based on the results of previous research, no in-depth research has been conducted on the transformation of learning tools for the independent curriculum in early childhood education, so the purpose of this study is to know and describe the transformation of learning tools in the independent curriculum in Early Childhood Education.

METHODS

This study utilized a quantitative descriptive survey method, which is similar to the standard descriptive approach. In this method, the primary source of data comes from the responses provided by the sample population, with questionnaires serving as the main tool for gathering information. The respondents in this study were ECCE educators from South

Sumatra, West Sumatra, Riau, Aceh, and West Java The respondents in this study were 71 respondents and were carried out from May-June 2024. Data collection techniques using interviews and questionnaires. Data collection is done using *google form*. Data analysis in this study is organizing, sorting, grouping, providing codes, and categorizing them. The activities of grouping, making a sequence, manipulating and abbreviating data are so that the data is easy to read. The analysis used is clear, that is, it is directed to test the hypothesis that has been formulated. The hypothesis in this survey is the effectiveness of online learning in the good category.

This research can be drawn through the following chart:

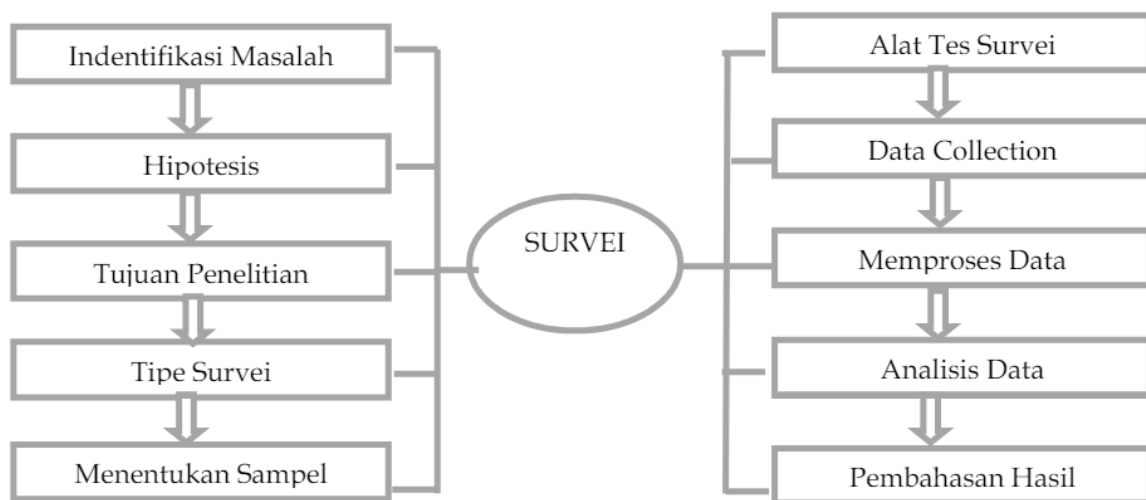


Figure 1. Research Design

RESULT

It should be realized that educators are not ready for a change, but with these changes educators certainly continue to improve and need careful preparation to face these changes. One of them is the transformation of learning tools used in the learning process starting from planning, implementation, to the evaluation process. First, the most important thing before knowing from the learning tools, of course, educators know in advance the Merdeka curriculum. You can see the picture from 56 ECCE educators that there are still educators who have not attended training on the Merdeka curriculum from the diagram below:

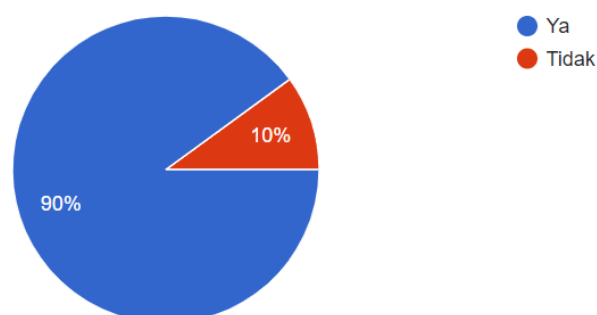


Diagram 1. Overview of ECCE Educators who have attended the Independent Curriculum Training.

From the diagram above, it can be seen that not all ECCE educators have attended the Merdeka curriculum training. The data above shows that 90% or 54 PAUD educators have attended Merdeka curriculum training and as many as 10% or 6 PAUD educators who have never attended the Merdeka curriculum.

Furthermore, the implementation of the Merdeka curriculum in the learning process as an innovation of an education in improving the quality and quantity of programs in the education unit. From this research, it was found that there are still ECCE educators who are still implementing the 2013 curriculum in their education units as a reference for their curriculum, as shown in the diagram below:

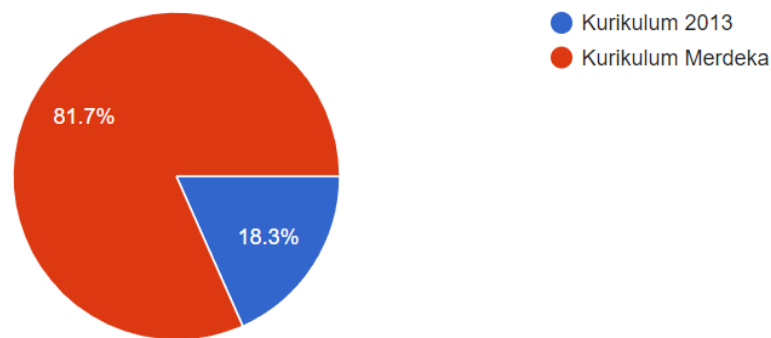


Diagram 2. Implementation of the Merdeka curriculum in education units

From the diagram above, it can be seen that as many as 81.7% or 49 education units have implemented the independent curriculum in their schools in the learning process, while as many as 18.3% or 11 education units have not implemented the independent curriculum in the learning process. This data shows that there are still education units that still use the 2013 curriculum as a reference. This of course will affect the implementation of the form of learning tools used by educators as follows:

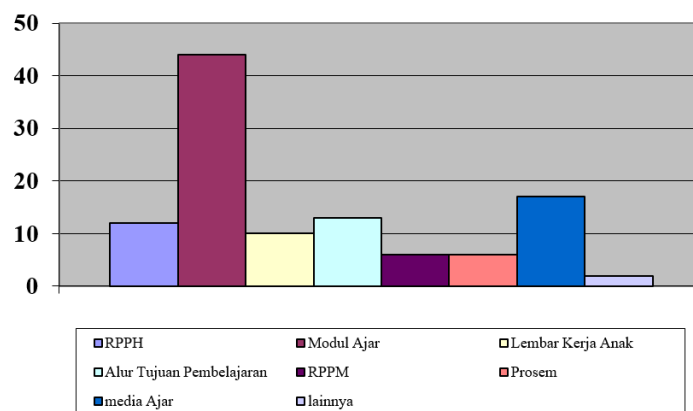


Figure 2. Graph of the types of learning devices used by educators

From this study, it was also found that with the transformation of learning devices used, there is a diversity of learning tools used by educators as seen from the graph above, there are 12 or 21% of educators who use RPPH, 44 or 78% of educators use teaching modules, 10 or 17.9% of educators use children's worksheets, 13 or 23.2% of educators use the flow of learning objectives, 6 educators use Prosem and RPPM, 17 or 30.4% of educators use teaching media such as textbooks and others as learning tools in carrying out the learning process. Some educators admit, if the use of learning tools in the Merdeka curriculum is simpler than the 2013 curriculum but untuk penentuan alur tujuan pembelajaran perlu panduan yang jelas, karena pendidik belum terbiasa untuk melakukan diagnostic awal sebagai reference for preparing activity designs. In addition, the training that has been attended is also more about the lecture and discussion method so that educators should really be given training to compile learning tools according to the characteristics of their respective students (RH Interview, May 2024).

In compiling learning tools, 98.3% of educators know that learning tools from the 2013 curriculum to the Merdeka curriculum have changed or experienced differences. The difference is in the name of the learning device, the components of the learning device, the formulation of learning objectives assessment and initial diagnosis this is reflected in the following graph:

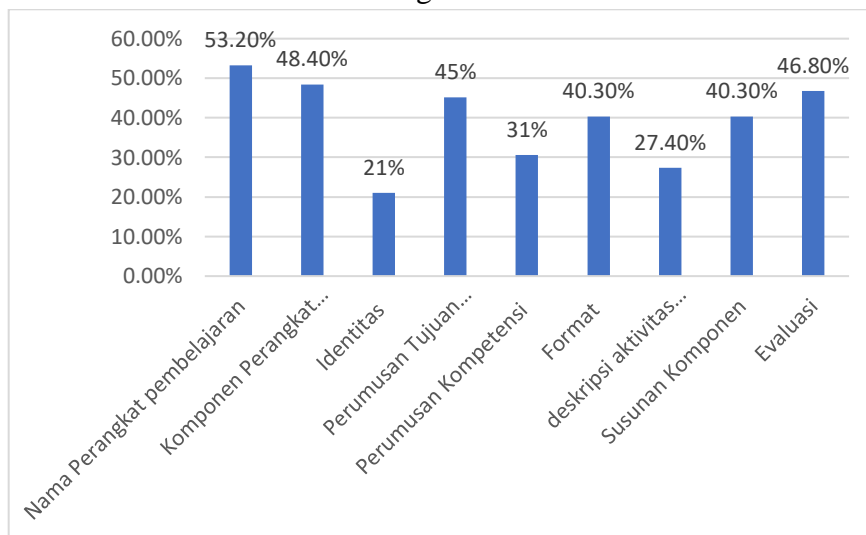


Figure 3. Graph of differences between Learning tools Curriculum 2013 and Curriculum Merdeka

From the graph above, it can be seen that there was a significant change from the results of the survey in 61 ECCE educators, of which the dominant change was 53.20% or 33 ECCE educators learned from the change in the name of the learning tool that used to be called RPPH is now a teaching module. Then followed by changes in the components of learning devices by 48.40% or 30 ECCE educators. In the preparation of these learning tools cannot be separated from the obstacles encountered by educators and these obstacles are very diverse when viewed from the diagram that this:

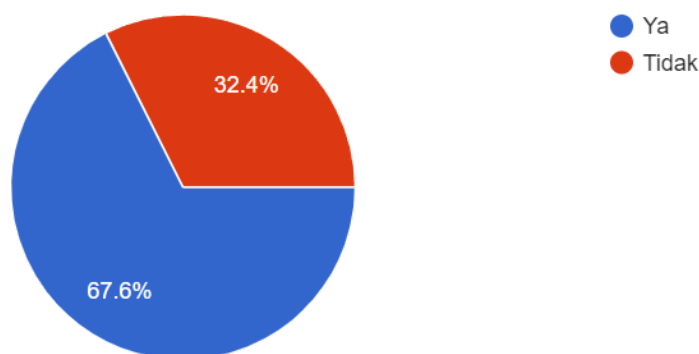


Diagram 3. Diagram of Obstacles experienced by Educators in the Preparation of Learning Tools

From the diagram above, it can be seen that 67% or 48 ECCE educators experienced problems in the preparation of learning tools while 32.4% or 23 ECCE educators did not experience any problems. The obstacles experienced by PAUD educators are related to the lack of knowledge about the independent curriculum, do not understand how to make teaching modules, there are colleagues who do not understand the independent curriculum so that communication misses often occur, difficulties in determining themes and compiling teaching modules for P5 projects, obstacles in compiling learning outcomes and learning objectives flow, constrained when compiling, applying and conducting assessments based on the characteristics of students.

From the results of the research above, in the transformation of learning tools there are still obstacles in compiling, implementing, and providing assessments in implementing the independent curriculum even though educators have mostly participated in independent curriculum training through various independent learning platforms, but in formulating the flow of learning goals and others, educators still find obstacles. Of course, this obstacle will be a challenge in the transformation of learning devices.

DISCUSSION

From the results of research related to the understanding of the Merdeka curriculum, there are still schools that have not implemented the Merdeka curriculum and are still implementing the 2013 curriculum, this should be As educators, they should carry out learning optimally with the curriculum that is being implemented in their education units (Anwar, 2019). The ability of teachers to carry out the curriculum will be a benchmark in the successful implementation of the current curriculum (Syafi'i, 2021). Curriculum Merdeka is a curriculum that prioritizes the concept of learner-centered education. Education actually guides all the natural forces that exist in children, so that children can achieve the highest safety and happiness both as humans, and members of society (Anwar, 2020).

Learning tools are very important in achieving learning objectives where these learning devices are designed according to the characteristics of students in the learning tools in the Merdeka curriculum consisting of the flow of learning objectives, and learning outcomes, in the Merdeka curriculum there are CP (learning outcomes) that distinguish the K-13

curriculum from the independent curriculum. Learning outcomes in the Independent Curriculum are updates of Core Competencies and Basic Competencies designed to strengthen the focus of learning on competency development (Amiruddin, 2020) Furthermore, in the teaching module component that educators need to know is the learning device, one of the learning tools of the Merdeka curriculum is the teaching module. The independent curriculum teaching module provides the concept of freedom to educators or prospective educators in the process of creating learning. Teaching modules contain general information, core competencies and appendices. Making independent curriculum teaching modules is better if they are still in thematic form. In addition, in the independent curriculum, there should be continuity between the material and subthemes developed (Probosiwi, 2020) Based on the findings of this study, educators still have difficulty in determining and compiling the flow of learning objectives contained in the teaching module and difficulties in formulating Pancasila student profiles that are in accordance with the theme.

CONCLUSION

The transformation of learning tools in the independent curriculum has not been fully effective. From the research findings that there are still educational units that use the 2013 curriculum as a reference and use learning tools in the 2013 curriculum such as RPPH, RPPM and Semester Program, while in the independent curriculum learning tools in PAUD in the form of teaching modules, learning objectives flow, learning media. PAUD educators attend independent curriculum training but do not understand the content related to the preparation of learning tools in the independent curriculum. Although the independent curriculum has been dominantly used in educational units, there are still many educators who have difficulty in compiling learning tools used in the learning process. So educators need a variety of examples, good practice applications, and training activities, workshops on the preparation of learning tools in accordance with the independent curriculum.

DECLARATIONS

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