



Analysis of New Paradigm Learning Activities for the 2022 School Mobilization Program

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Abstrak

Perubahan dan perkembangan kurikulum pendidikan seolah terjadi begitu cepat, sehingga menuntut kami yang berprofesi sebagai dosen pencetak mahasiswa calon tenaga guru pendidik harus beradaptasi dengan perubahan-perubahan tersebut yaitu dengan cara meningkatkan atau mengembangkan kompetensi diri disesuaikan dengan kebutuhan era kurikulum yang di implementasikan di tingkat satuan pendidikan guru sekolah dasar. Proyeksi Pendidikan 2030 yang dilakukan oleh OECD, berdasarkan paradigma pembelajaran baru kompetensi tidak hanya fokus pada aspek kognitif, sikap, dan psikomotorik, tetapi juga ada value atau nilai yang melengkapi kompetensi murid. Saat ini, kualitas literasi dan numerasi, kesehatan mental dan sosial emosional murid merupakan pondasi atau prasyarat yang diperlukan murid untuk membangun kompetensi transformatif murid dengan siklus belajar Antisipasi, Aksi, Refleksi menuju pemelajar sepanjang hayat. Maka dari itu Pergantian kurikulum merupakan sesuatu yang wajar terjadi karena perubahan zaman dan perubahan kebutuhan di masing-masing satuan pendidikan. Salah satu hal penting dalam kurikulum ini adalah kontekstual, sehingga satuan pendidikan dapat menyelenggarakan pembelajaran yang sesuai dengan kebutuhan murid.

Kata Kunci: Pembelajaran Paradigma baru, Implementasi Kurikulum Merdeka Belajar, Pembelajaran Kontekstual berdasarkan kebutuhan siswa

Abstract

Changes and developments in the educational curriculum seem to be happening so fast, that it demands that we who work as lecturers who print students for prospective teacher educators must adapt to these changes, namely by increasing or developing self-competence adapted to the needs of the curriculum era implemented at the education unit level. primary school teachers. The 2030 Education Projection carried out by the OECD, based on the new learning paradigm, competencies not only focus on cognitive, attitude, and psychomotor aspects, but also values that complement student competencies. Currently, the quality of literacy and numeracy, mental health and emotional social of students are the foundations or prerequisites needed by students to build students' transformative competencies with the Anticipation, Action, Reflection learning cycle towards lifelong learners. Therefore, changing the curriculum is something that naturally occurs due to changing times and changing needs in each educational unit. One of the important things in this curriculum is contextual, so that educational units can organize learning according to the needs of students.

Keywords: New Paradigm Learning, Implementation of Independent Learning Curriculum, Contextual Learning based on student needs

Introduction

Quoting Ki Hajar Dewantara's statement, giving knowledge for the sake of life skills for children in an effort to prepare them for all the interests of human life, both in social life and cultural life in the broadest sense. (Hardiansyah, 2022). The purpose of education is to guide all natural forces that exist in children, so that they can achieve the highest safety and happiness, both as humans and members of society. (Hardiansyah & Mas'odi, 2022).

When we design a curriculum, we must place the needs, opinions, experiences, learning outcomes, and interests of students as the main reference. In fact, the curriculum is designed for students (Hardiansyah & Mas'odi, 2022). In order to realize all the competencies expected from the curriculum, all parties must work collaboratively. For example; (1) Teachers must continue to learn to facilitate appropriate learning, (2) Parents must continue to understand the development of students and their needs, (3) Likewise the regional government, central government, and all those engaged in education must also continue to keep abreast of developmental needs student. (karo-karo, 2019).

The following are trigger questions for adapting the curriculum that has been determined by the government in Kepmen N0 56/M/2022 concerning guidelines for implementing the curriculum; (1) Why does the curriculum need to be adapted? (2) Where is our school located? (3) Is it by the beach? (4) Is it in the middle of a plantation? (5) Is it in the middle of a densely populated urban area with diverse social groups? (6) Over the past year, what changes have occurred around the school? (7) Are there any new buildings erected? (8) Are there things that change the lives of teachers and students at school? (Wahyuni, Wibawa, & Renda, 2018)

The situation at school and around us is indeed different (Hardiansyah & Zainuddin, 2022). Our students are different, what kind of learning is most successful for each of our students, may not be the same.

Why does the curriculum need to be adapted? Differences in the environment and school ecosystem, coupled with the changes that are constantly happening around us. These things are part of the reasons why the curriculum that we receive from the central government must first go through an adaptation process. The form of curriculum adaptation according to the needs of our students at school can be translated into the Education Unit Operational Curriculum which will be discussed in this article. The Education Unit Operational Curriculum is a living document, which can be adapted to the needs of students at any time after a reflection process carried out by all stakeholders.

Method

The research method used in this study was qualitative, namely by seeking information at schools that passed the Batch II driving school program in the Situbondo district which were then used as data or randomly selected samples, namely SDN 2 Awar-awar Asembagus, SDN 2 Wringin Anom Asembagus, SD NU Awar-awar, SDN 5 Kedunglo Asembagus, and SDN 2 Gunung Putri The data collection technique was carried out by means of; Observation (Observation), Interview (Interview), Documentation Techniques and Literature Study.

Data analysis used in this research is interactive analysis. Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units so that themes and places can be found and working hypotheses are formulated as suggested by the data (Budiyono Saputro, 2017). Several stages of the analysis model according to Miles and Huberman (2007) go through four stages, namely data collection, data reduction, data presentation and drawing conclusions. The data validity test was carried out to prove whether the research being carried out was truly scientific research as well as to test the data obtained. Data validity test is carried out by; Degree of Trust (Credibility), Transferability

(Transferability), Dependability (Dependability), Certainty (Confirmability) (Fadhli, 2017).

Results and Discussion

Based on the results of observations through literature review studies and observation activities at driving schools, and continued with interviews with school principals, implementing teachers, namely class I and IV and students in order to gain validity in this research, the learning process with a new paradigm is carried out through the Independent Curriculum which includes:

1. Intracurricular program

The intracurricular program contains content or subjects and other additional content such as local content, if it exists in the education unit. Learning activities in the classroom are expected to be able to develop student competence in accordance with the learning achievements in the phase. Various activities can be carried out to help students achieve the expected competencies. Design interesting activities, build students' curiosity and relate them to life or the surrounding environment so that they become meaningful learning.

Intracurricular learning activities are designed so that children can achieve the abilities contained in the learning outcomes. The essence of intracurricular learning activities is meaningful play as the embodiment of "Freedom to Learn, Free to Play". The activities chosen must provide a fun and meaningful experience for children. Activities need to be supported by the use of real and existing learning resources in the environment around the child. Learning resources that are not actually available can be presented with the support of technology and children's reading books.

SD/MI Curriculum Structure The SD/MI curriculum structure is divided into 3 (three) phases:

- a. Phase A for class I and class II;
- b. Phase B for class III and class IV; and
- c. Phase C for class V and class VI.

In terms of content, the project must refer to the achievement of the Pancasila student

profile in accordance with the student phase, and does not have to be linked to the learning achievement of the subject. In terms of implementation time management, the project can be carried out by adding up the allocated lesson hours for the project to strengthen the profile of Pancasila students from all subjects and the total implementation time for each project does not have to be the same. The Independent Curriculum Structure for the next elementary school intracurricular program, at the elementary level, science and social studies subjects were merged into science and technology. This is based on the consideration that elementary school age children are still in the stage of thinking concretely or simply, holistically, comprehensively and not in details. Even though natural sciences have not been taught specifically in phase A, that does not mean they do not learn natural sciences and social studies. In phase A, the science content is integrated into other subjects.

The following is the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/m/2022. Regarding the guidelines for implementing the curriculum in the context of learning recovery: Intracurricular learning activities for each subject refer to learning outcomes. Project activities to strengthen Pancasila student profiles are aimed at strengthening efforts to achieve Pancasila student profiles that refer to Graduate Competency Standards. The government regulates the learning load for each content or subject in Study Hours (JP) per year. The education unit manages the time allocation every week flexibly in 1 (one) academic year. The education unit adds local content determined by the local government according to regional characteristics. Education units can add additional content according to the characteristics of the education unit flexibly, through the following 3 (three) options:

- a. Integrate into other subjects;

b. Integrate into the theme of the project strengthening the Pancasila student profile; and/or

c. Develop stand-alone subjects

The curriculum structure in primary and secondary education is as follows:

Tabel 1. Alokasi waktu mata pelajaran SD/MI kelas I
(Asumsi 1 Tahun = 36 minggu dan 1 JP = 35 menit)

Mata Pelajaran	Alokasi Intrakurikuler Per Tahun (Minggu)	Alokasi Proyek Penguatan Profil Pelajar Pancasila Per Tahun	Total JP Per Tahun
Pendidikan Agama Islam dan Budi Pekerti*	108 (3)	36	144
Pendidikan Agama Kristen dan Budi Pekerti*	108 (3)	36	144
Pendidikan Agama Katolik dan Budi Pekerti*	108 (3)	36	144
Pendidikan Agama Buddha dan Budi Pekerti*	108 (3)	36	144
Pendidikan Agama Hindu dan Budi Pekerti*	108 (3)	36	144
Pendidikan Agama Khonghucu dan Budi Pekerti*	108 (3)	36	144
Pendidikan Pancasila	144 (4)	36	180
Bahasa Indonesia	216 (6)	72	288
Matematika	144 (4)	36	180
Pendidikan Jasmani Olahraga dan Kesehatan	108 (3)	36	144
Seni dan Budaya**: 1. Seni Musik 2. Seni Rupa 3. Seni Teater 4. Seni Tari	108 (3)	36	144
Bahasa Inggris	72 (2) ***	-	72***
Muatan Lokal	72 (2) ***	-	72***
Total****:	828 (23)	252	1080

* Diikuti oleh peserta didik sesuai dengan agama masing-masing.

** Satuan pendidikan menyediakan minimal 1 (satu) jenis seni (Seni Musik, Seni Rupa, Seni Teater, dan/atau Seni Tari). Peserta didik memilih 1 (satu) jenis seni (Seni Musik, Seni Rupa, Seni Teater, atau Seni Tari).

- *** Paling banyak 2 (dua) JP per minggu atau 72 (tujuh puluh dua) JP per tahun sebagai mata pelajaran pilihan.
- **** Total JP tidak termasuk mata pelajaran Bahasa Inggris, Muatan Lokal, dan/atau mata pelajaran tambahan yang diselenggarakan oleh satuan pendidikan

Tabel 2. Alokasi waktu mata pelajaran SD/MI kelas IV
(Asumsi 1 Tahun = 36 minggu dan 1 JP = 35 menit)

Mata Pelajaran	Alokasi Intrakurikuler Per Tahun (Minggu)	Alokasi Proyek Penguatan Profil Pelajar Pancasila Per Tahun	Total JP Per Tahun
Pendidikan Jasmani Olahraga dan Kesehatan	108 (3)	36	144
Seni dan Budaya**: 1. Seni Musik 2. Seni Rupa 3. Seni Teater 4. Seni Tari	108 (3)	36	144
Bahasa Inggris	72 (2) ***	-	72***
Muatan Lokal	72 (2) ***	-	72***
Total****:	1044 (29)	252	1296

- * Diikuti oleh peserta didik sesuai dengan agama masing-masing.
- ** Satuan pendidikan menyediakan minimal 1 (satu) jenis seni (Seni Musik, Seni Rupa, Seni Teater, dan/atau Seni Tari). Peserta didik memilih 1 (satu) jenis seni (Seni Musik, Seni Rupa, Seni Teater, atau Seni Tari).
- *** Paling banyak 2 (dua) JP per minggu atau 72 (tujuh puluh dua) JP per tahun sebagai mata pelajaran pilihan.
- **** Total JP tidak termasuk mata pelajaran Bahasa Inggris, Muatan Lokal, dan/atau mata pelajaran tambahan yang diselenggarakan oleh satuan pendidikan

If you look at the table set by the government, phases A and C have different learning loads, the results of the analysis of science subjects in PHASE A do not exist through the results of interviews for science subjects, not nonexistent for phase A but integrated in other subjects in the sense does not stand alone like phases B and C.

1. Extracurricular program

Extracurricular activities, activities are still held in learning with an independent curriculum. Its implementation can be developed by educational units according to the capacity and interests of the characteristics of the students of the Independent Curriculum Structure.

2. The Project to Strengthen Pancasila Student Profiles

The project to strengthen the Pancasila student profile which is allocated around 20% (twenty percent) of the study load per year, the implementation of the project to strengthen the Pancasila student profile is carried out flexibly, both in terms of content and time of implementation.

The Pancasila Student Profile Strengthening Project is a project-based learning aimed at strengthening the Pancasila student profile through themes set by the government, namely; Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build Your Body and Soul, Voice of Democracy,

Engineering and Technology to Build the Unitary State of the Republic of Indonesia, Entrepreneurship. The Pancasila Student Profile Strengthening Project in its implementation, this activity has its own time allocation and is not tied to any subject. The assessment that was carried out also focused on the 6 dimensions of the Pancasila Student Profile. The Pancasila Student Profile Strengthening Project provides contextual learning, hones thinking skills, and problem solving to students. Students also learn to apply interdisciplinary knowledge in this program. In 1 (one) academic year, projects to strengthen the Pancasila student profile are carried out at least:

- a. 2 (two) projects with 2 (two) different themes in SD/MI,
 - b. 3 (three) projects with 3 (three) different themes in class X SMP/MTs and SMA/MA,
 - c. 2 (two) projects with 2 (two) different themes in class XI and XII SMA/MA,
 - d. 3 (three) projects with 2 (two) selected themes and 1 (one) work theme in class X, 2 (two) projects with 1 (one) selected theme
3. Free Learning Curriculum Assessment

Assessment is the process of collecting and processing information to determine learning needs, development, and achievement of learning outcomes. The Education Unit has the authority to design, determine techniques, and time to carry out assessments according to conditions and needs. We understand again that assessment plays the role of providing information as feedback for teachers, students and parents in order to guide them in determining further learning strategies. Assessment is also a reflection material to improve the quality of learning. Assessments carried out in class not only provide data on student learning progress, but also efforts to continuously improve the quality of learning.

a. Principles of Learning and Assessment

Learning Principles Learning is a process of interaction between students and educators and learning resources in a learning environment. The learning principle as follows:

1. Learning is designed taking into account the developmental stages and current levels of achievement of students, in accordance with learning needs, and reflects the characteristics and development of various students so that learning becomes meaningful and enjoyable;
2. Learning is designed and implemented to build capacity to become lifelong learners;
3. The learning process supports the development of competence and character of students holistically;
4. Relevant learning, namely learning that is designed according to the context, environment and culture of students, and involves parents and the community as partners; and
5. Learning is oriented towards a sustainable future.

b. Principles of Assessment Assessment or assessment is the process of collecting and processing information to measure the achievement of student learning outcomes. The principle of assessment as follows:

1. Assessment is an integrated part of the learning process, facilitating learning, and providing holistic information, as feedback for educators, students, and parents/guardians in order to guide them in determining further learning strategies;
2. Assessments are designed and carried out in accordance with the function of the assessment, with the flexibility to determine the technique and time of implementation of the assessment so that it is effective in achieving learning objectives;

Assessments are designed in a fair, proportional, valid, and reliable manner to explain learning progress, determine decisions about steps and as a basis for developing appropriate learning programs further; d. reports on learning progress and student achievement are simple and informative, provide useful information about the characters and competencies achieved, as well as follow-up strategies; and The results of the assessment are used by students, educators, educational staff, and parents/guardians as material for reflection to improve the quality of learning. Planning and Implementation of Learning and Assessment. Assessment at the beginning of learning can be carried out to identify the learning needs of students, and the results are used to design learning according to the stages of student achievement. In special education, a diagnostic assessment is carried out before planning a lesson as a reference for preparing an Individual Learning Program (PPI). Educational units and educators have the discretion to determine learning activities and teaching tools in accordance with learning objectives, the context of educational units, and the characteristics of students. Education units and educators have the discretion to determine the type, technique, form of instrument, and time of implementation of the assessment based on the characteristics of the learning objectives. Processing of Assessment Results. Education units and educators have the flexibility to determine the strategy for processing the results of the assessment as needed. Educational units and educators determine the criteria for achieving learning objectives. Learning Progress Reporting. The education unit prepares reports on student learning outcomes (report cards). The report cards of PAUD students include the components of student identity, name of educational unit, age group, semester, height and weight, description of the development of learning outcomes, and parents' reflections. Student report cards for SD/MI, SMP/MTs, SMA/MA, and SMK/MAK or equivalent include components of student identity, name of

educational unit, class, semester, subjects, grades, descriptions, teacher notes, attendance, and extracurricular activities.

The educational unit has the discretion to determine the mechanism and format for reporting learning outcomes to parents/guardians. In SD/MI, SMP/MTs, SMA/MA and SMK/MAK or equivalent, educational units and educators have the discretion to determine descriptions in explaining the meaning of the grades students get. Reporting on learning outcomes is submitted at least at the end of each semester. The education unit submits student report cards periodically through e-reports/dapodik. In SD/MI, SMP/MTs, SMA/MA, SMK/MAK, or the equivalent, the educational unit has the discretion to determine the criteria for grade promotion taking into account; Reports on learning progress, reports on project achievements to strengthen Pancasila student profiles, student portfolios, skill passports and past learning recognition of students for vocational schools, academic and non-academic achievements;, extracurriculars, student awards, level of attendance

Education units also have the discretion to determine the allocation of learning time. There are three alternative learning models that can be adapted, namely the regular, block, and collaboration models taking into account the facilities, teacher teaching hours, or other strategies so that the organization of learning activities runs smoothly.

a. regular models

The regular learning model is the most commonly used. Each study is carried out separately from one subject to another

b. block models

The lesson time block learning model is managed in the form of time blocks. For example, in 1 semester science subjects are taught in the first 3 months, then the next 3 months are used for social studies subjects. c.

In the collaboration model, teachers collaborate in such a way as to plan, carry out, and carry out assessments for an integrated learning. For example, the collaboration between Indonesian Language

and Music Arts. Students make poetry lyrics and make songs from these lyrics.

1. Teaching Devices

In addition to the flexibility in determining the allocation of time, we also have the flexibility to choose and provide teaching materials to students, as long as they are still in the principles of Learning with the New Paradigm. So, teaching tools are not only through textbooks, but can use other media such as

a. teaching module

Teaching modules are documents that contain learning objectives, steps, and media, as well as assessments needed in one unit/topic based on the flow of learning objectives. Educators have the flexibility to create their own, choose, and modify the available teaching modules according to the context, characteristics, and needs of students. The government provides examples of teaching modules that can be used as inspiration for educational units. Education units and educators can develop teaching modules according to the learning needs of students, modify, and/or use teaching modules provided by the Government in accordance with the characteristics of the region, educator units, and students. Therefore educators who use teaching modules provided by the Government no longer need to prepare lesson plans/RPP/teaching modules. Further provisions regarding the flow and objectives of learning as well as the development of teaching modules are regulated in the guidelines set by the head of the main unit in charge of curriculum, assessment and bookkeeping.

b. Project module

The project module to strengthen Pancasila student profiles is a document that contains objectives, steps, learning media, and assessments needed to carry out a project to strengthen Pancasila student profiles. Educators have the flexibility to create their own, choose, and modify the available project modules according to the context, characteristics, and needs of students. The government provides examples of project modules to strengthen the profile of Pancasila

students which can be used as inspiration for educational units. Education units and educators can develop project modules according to the learning needs of students, modify, and/or use project modules provided by the Government in accordance with regional characteristics, educator units, and students. Therefore educators who use project modules provided by the Government no longer need to compile project modules.

Textbooks consist of main textbooks and companion textbooks. The main text book is a textbook that is used in learning based on the applicable curriculum. In the context of learning, the main textbooks consist of student books and teacher manuals. The student book is a handbook for students, while the teacher's manual is a guide or reference for educators to carry out learning based on the student book. Based on the needs and characteristics of the subjects, several subjects only have teacher guide books, including Pancasila Education in SD/MI, Arts and Crafts, and PJOK. Law Number 3 of 2017 concerning the Bookkeeping System states that the acquisition of book manuscripts is done through writing, translation or adaptation. Flexible and contextual main text books can be printed and digital, and can be presented in a modular form. The main textbooks are implemented in a limited way in the education units implementing the Independent Curriculum, in the context of learning recovery. The title of the main textbook used in the education unit implementing the Independent Curriculum is determined by the head of the main unit in charge of curriculum, assessment and books on behalf of the Minister of Education, Culture, Research and Technology.

Conclusion

From the results of field research, it can be concluded that the Implementation of New Paradigm Learning for the Activist School Program Batch II in Situbondo Regency with the provisions stipulated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia

Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Recovery Learning is as follows: The new paradigm learning is the result of post-pandemic reflection by the government which then produces the concept of an independent learning curriculum in which all components have been regulated and can be adapted by each SD-SMA/K educational unit to develop an operational curriculum for educational units (KOSP) based on established ministry regulations. Educational units can independently compile KOSP according to the school climate with reference to students or students as the basis for decision considerations and the surrounding environment or student residence as learning media to create meaningful learning activities through learning experience activities no longer creating learning processes.

Learning activities in each education unit consist of intracurricular activities, P5 projects, and extracurricular activities which have been regulated by the government which are then adjusted to the needs of students and schools. The process of learning activities in the independent learning curriculum is contained in learning outcomes regulated by the government based on the level or phase which is then analyzed looking for content or material and competencies then the educator or teacher arranges a learning objective followed by designing a flow of learning objectives arranged in teaching modules based on phase, and must link the six dimensions of Pancasila student profiles to intracurricular activities, P5 projects and extracurricular activities based on evaluations that have been provided by the government. The process of assessment activities in the implementation of the independent learning curriculum uses formative (process) and summative (final) assessments where the assessment focuses on improving the quality

of learning and no longer justifying the value of each student.

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