



Implementation of an independent learning curriculum at Tunas Rimba 1 Purwokerto Kindergarten after the Covid-19 Pandemic

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Abstrak

Pandemi Covid-19 menuntut kurikulum pendidikan di Indonesia terjadinya perbaikan mutu dan perkembangan sesuai dengan tuntutan zaman. Penerapan kurikulum merdeka mandiri belajar merupakan salah satu model penerapan kurikulum merdeka. Kurikulum merdeka mandiri belajar tersebut merupakan gabungan kurikulum merdeka dan 2013 sebagai pedoman belajar anak didik. Penelitian bertujuan untuk mengkaji penerapan kurikulum merdeka belajar di TK Tunas Rimba 1 Purwokerto. Metode yang digunakan adalah pendekatan penelitian kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, dokumentasi, dan wawancara. Penelitian dilaksanakan pada tanggal 1 Januari sampai dengan 1 Februari 2023 di TK Tunas Rimba 1 Purwokerto, yang beralamatkan di Jl. Ksatrian No.60, kelurahan Sokanegara, Kecamatan Purwokerto Timur, Kabupaten Banyumas. Analisis data pada penelitian ini menggunakan analisis pembelajaran menggunakan studi pembelajaran (lesson study) dengan tiga tahapan, yaitu perencanaan, pelaksanaan, dan refleksi. Hasil penelitian ini menunjukkan bahwa dalam penerapan kurikulum merdeka belajar di TK Tunas Rimba 1 Purwokerto yang dimulai dari perencanaan hingga refleksi, serta adanya inovasi sebelum dan pasca diterapkannya kurikulum merdeka belajar. Dapat disimpulkan bahwa penerapan kurikulum mandiri belajar memberikan dampak bagi lembaga pendidikan khususnya pada sistem pembelajaran.

Kata Kunci: kurikulum, merdeka belajar, penerapan, studi pembelajaran

Abstract

The Covid-19 pandemic requires the education curriculum in Indonesia to improve quality and development to the era's demands. Implementing the independent learning curriculum is one of the models for implementing the independent curriculum. The independent learning curriculum combines the independent curriculum and 2013 as a guide for student learning. The research examines the application of the independent learning curriculum at Tunas Rimba 1 Purwokerto Kindergarten. The method used is a descriptive qualitative research approach with data collection techniques through observation, documentation, and interviews. The research was conducted from January 1 to February 1, 2023, at Tunas Riba 1 Purwokerto Kindergarten, at Jl. Ksatrian No.60, Sokanegara village, East Purwokerto District, Banyumas Regency. Data analysis used a lesson study with three stages: planning, implementation, and reflection. The results of this study indicate that applying the independent learning curriculum at Tunas Rimba 1 Purwokerto Kindergarten starts from planning to reflection, as well as innovations before and after the implementation of the independent learning curriculum. It can be concluded that applying the independent learning curriculum impacts educational institutions, especially the learning system.

Keywords: curriculum, independent learning, implementation, lesson study

Introduction

The increasingly widespread pandemic of the Covid-19 outbreak in the country has hit

various public sectors with various problems and crises. Be it from the industrial, financial sector and the education sector is no exception.

The Covid-19 pandemic requires the education curriculum in Indonesia to improve quality and development to the era's demands [1]. Learning carried out in kindergarten educational institutions with a curriculum that continues to be improved is a challenge for all education personnel [2]. Changes in the curriculum development framework certainly affect children's learning activities and the management of institutions that must be adjusted to the provisions that have been set [3,4]. In Indonesia, during the period of Minister Nadiem Makarim, he came up with a new curriculum called the Merdeka Belajar Curriculum in the hope of producing a generation based on Pancasila. Previously, the curriculum used was the 2013 curriculum. Research [5] shows that the 2013 curriculum is considered in its implementation to be still dominated by teachers so that learning activities are still focused on what the teacher instructs.

Free learning is defined as the freedom of an education system from shackles that make it difficult and limit the space for educators and students to be creative [6,7]. Children are invited to learn on an independent curriculum as freely as possible in a calm, relaxed, and happy manner without stress and pressure, of course, by paying attention to their desires and what children have mastered in a field of knowledge outside of their hobbies and abilities [8]. The Ministry of Education and Culture gives freedom to PAUD units to implement the curriculum in each educational institution.

Based on the results of research on the Implementation of Independent Learning in the Independent Curriculum at ABA Ngabean 2 Kindergarten, a children's literacy innovation program called ASIK, the introduction of the six dimensions of the Pancasila student profile through songs and classroom activities using the Pancasila and religious values approach [9]. The implementation of an independent curriculum at TK ABA Ngabean 2 appears to cause differences that arise in children, teachers, principals, and parents to support learning at school. Based on the results of research on the Implementation of Independent Learning in the Independent Curriculum at ABA Ngabean 2 Kindergarten, a children's literacy innovation program called

ASIK, the introduction of the six dimensions of the Pancasila student profile through songs and classroom activities using the Pancasila and religious values approach. The implementation of an independent curriculum at TK ABA Ngabean 2 appears to cause differences that arise in children, teachers, principals, and parents to support learning at school. The flow of an implementation of independent learning in an independent curriculum has an impact on educational institutions, especially on the learning system [10,11].

An early childhood education institution in East Purwokerto, Banyumas Regency is Tunas Rimba 1 Purwokerto Kindergarten. The school implements an independent curriculum by incorporating the 2013 curriculum into its learning. The curriculum was developed based on the results of socialization from the government through school supervisors by providing curriculum development assistance to principals, teachers, and community leaders. The school is driving and has one driving teacher. Based on this description, the researcher wants to determine how the curriculum is implemented in Tunas Rimba Purwokerto Kindergarten. It is necessary to research to examine the implementation and impact of independent learning on the independent curriculum at Tunas Rimba 1 Purwokerto Kindergarten with lesson plan learning analysis.

Methods

This research was conducted with twenty students on January 1-February 1, 2023, at Tunas Rimba 1 Purwokerto Kindergarten. The research was conducted at Tunas Rimba 1 Purwokerto Kindergarten located at Jl. Ksatrian No.60, Sokanegara village, East Purwokerto sub-district, Banyumas Regency. The research used descriptive qualitative research methods [12–16]. Qualitative research describes the results of research naturally with what it is. In this case, in the research process, researchers relate to principals, teachers, and students to get the data as it is. Data collection techniques in this research are interviews, observation, and documentation [17–19]. Researchers conducted interviews with teachers, principals, and parents by asking questions without loading a list of questions; this was done to get the data

as it is and in a more relaxed atmosphere. In addition, researchers also conducted observation activities by observing students and the development of children at Tunas Rimba 1 Purwokerto Kindergarten. Furthermore, to perfect the data collection in this study, researchers used documentation techniques to collect data in the form of writings or images. Data analysis focuses on implementing an independent learning curriculum at Tunas Rimba 1 Purwokerto Kindergarten by reducing data, presenting data, and continuing to conclude, followed by the analysis stage with lesson study.

Result and Discussion

Tunas Rimba 1 Purwokerto Kindergarten is one of the 3 Tunas Rimba Kindergartens in Purwokerto. Learning with the old curriculum before the independent learning curriculum used at Tunas Rimba 1 Purwokerto Kindergarten is the 2013 curriculum. Based on the results of interviews with class teachers, the learning model implemented is center-based learning complemented by a STEAM approach based on loose parts media and supported by innovation programs. Children are enthusiastic about carrying out learning activities in this STEAM activity. In-center learning at Tunas Rimba 1 Purwokerto Kindergarten consists of the AIK center, arts and culture center, role play center, beam center, preparation center, and creativity center. The 2013 curriculum used has begun to use student center learning, where children are the main actors in learning.

Based on the results of interviews with the principal, namely teachers, education personnel, and all school residents, they are aware of the independent learning curriculum, which comes from the Banyumas Regency supervisor, who provides information during the Merdeka Curriculum Implementation training. After the information about the independent curriculum, the principal decided in a teacher meeting to try to update the old curriculum to the new curriculum. This agreement motivates educators to implement the independent learning curriculum. One of the Tunas Rimba 1 Purwokerto Kindergarten teachers was selected as a driving teacher. The teacher's participation in the driving teacher

program opened Tunas Rimba 1 Purwokerto Kindergarten's knowledge about the independent curriculum with faster access and could be implemented earlier. At the beginning of the new school year 2022-2023, the supervisor asked Tunas Rimba 1 Purwokerto Kindergarten to participate in the driving school program. Readiness in supporting the independent learning program is certainly not enough with the involvement of schools and driving teachers alone. Still, parents, in this case, are also involved with the socialization of the independent learning curriculum for early childhood [20,21]. In efforts to support the implementation of this Independent Curriculum Implementation, all teachers at Tunas Rimba 1 Purwokerto Kindergarten conduct training on the independent curriculum. Learning at Tunas Rimba 1 Purwokerto Kindergarten is child-centered, and children are accustomed to being able to express what is in their minds. One of them is by improving the quality of learning in the classroom with questions and answers, discussions, problem-solving activities, and fostering the value of self-confidence.

The Planning Stage in the independent curriculum learns at Tunas Rimba 1 Kindergarten Purwokerto. In preparation for learning the new curriculum, educators have also fulfilled the provisions before using the independent curriculum. These provisions include that teachers at the institution have attended the independent curriculum training, entered the independent learning platform, and seen the curriculum implementation videos provided. The advantage of Tunas Rimba 1 Purwokerto Kindergarten is that one of the teachers at the school is the only driving teacher in North Purwokerto, assuming that to start implementing this new curriculum can get information quickly. The readiness of facilities and infrastructure using STEAM and loose-part learning models must be adjusted according to the new curriculum. Learning with the independent curriculum that is favored is project learning. Planning by making several project activities such as on several learning themes in class and national day commemoration projects [22]. The thing that is most concern about independent planning at Tunas Rimba 1 Purwokerto Kindergarten is

upholding Pancasila's values, which are adjusted to cultural and Islamic values. This is because the institution has a foundation based on Islam. Planning the independent learning curriculum at Tunas Rimba 1 Purwokerto Kindergarten results from a discussion with all teachers and principals. It has been socialized to parents and guardians through regular meetings at school. The planning process in implementing the independent learning curriculum at Tunas Rimba 1 Purwokerto can be concluded that institutions need to prepare educators, facilities, and curriculum planning agreed upon by school residents according to the rules of the independent curriculum.

Implementing independent learning in the independent curriculum at Tunas Rimba 1 Purwokerto Kindergarten has been carried out using the 2013 curriculum. Learning activities still use themes that are still many and determined by the teacher. However, independence in learning at Tunas Rimba 1 Purwokerto Kindergarten is that children can choose classroom activities according to the theme provided. Children can also provide input and activity ideas according to the child's wishes [23]. Some independent curriculum principles applied in Tunas Rimba 1 Purwokerto Kindergarten are planning learning activities before playing, using literacy as a learning resource for children, and creating a positive culture towards the Pancasila student profile.

This last stage is a stage that has a positive effect where teachers, during reflection, have active communication with the emergence of ideas to innovate so that children are happy and can recognize the independent curriculum. One of them is to come up with ideas for innovation to teach songs about the profile of Pancasila students, create an ASIK program (Awal masuk baca buku dulu, Storytelling, Iqro, Kunjungan library), and familiarize positive culture both physically and spiritually. Learning reflection has never been done with parents and guardians. So it needs to be held so that educators can understand what expectations and how children develop from the point of view of guardians and parents. Implementing regular evaluations will add experience to all residents, especially early childhood educators.

Conclusion

The conclusion that can be drawn from the results and discussion above is that Tunas Rimba 1 Purwokerto Kindergarten has implemented an independent learning curriculum; some differences arise in children, teachers, principals, and parents to support learning at school. The implementation of an independent learning curriculum has an impact on educational institutions, especially on the learning system.

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