

LEARNING STRATEGIES FOR THE MERDEKA BELAJAR CURRICULUM IN THE ERA OF SOCIETY 5.0 FOR OUT-OF-SCHOOL EDUCATION STUDENTS OF GORONTALO STATE UNIVERSITY

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Abstrak

Kegiatan ini tujuan utamanya adalah mensosialisasikan serta menambah wawasan terkait strategi pembelajaran kurikulum merdeka belajar di era society 5.0. Pokok permasalahannya adalah terkait bagaimana strategi sekolah tinggi melaksanakan pembelajaran kurikulum merdeka belajar di era society 5.0. Mengingat seiring berjalannya waktu, pimpinan, dosen dan mahasiswa banyak yang belum memahami tentang kurikulum merdeka belajar. Beranjak dari permasalahan tersebut maka tim pengabdian melakukan pengenalan dan sosialisasi kepada pimpinan, dosen, dan mahasiswa di Prodi Pendidikan Luar Sekolah Universitas Gorontalo. Metode yang dilakukan dalam pengabdian masyarakat ini meliputi perencanaan, pengorganisasian, pelaksanaan dan evaluasi. Hasil dari kegiatan pengabdian ini diketahui bahwa para peserta baik pimpinan, dosen dan mahasiswa mendapat manfaat dari pelatihan dengan narasumber yang sesuai dengan kepakarannya. Antusiasme cukup baik terlihat dengan diskusi antara tim pengabdian dan peserta sehingga membuka wawasan dan pengaruh positif dalam pelaksanaan strategi pembelajaran kurikulum merdeka belajar dalam menghadapi era globalisasi.

Kata kunci: Strategi Pembelajaran, Kurikulum Merdeka Belajar, Era Society 5.0

Abstract

This activity aims to socialize and add insight related to the learning strategy of the merdeka belajar curriculum in the era of society 5.0. The main problem is related to the strategy of high schools to implement merdeka belajar curriculum learning in the era of Society 5.0. Given that many leaders, lecturers and students do not understand the merdeka belajar curriculum over time. Moving on from these problems, the service team conducted introductions and socialization with leaders, lecturers, and students in the Out-of-School Education Study Program of Gorontalo University. The methods carried out in community service include planning, organizing, implementing, and evaluating. The results of this service activity show that the participants, leaders, lecturers, and students benefit from training with resource persons with their expertise. The enthusiasm is quite well seen in the discussion between the service team and participants to open insights and positive influences in implementing the merdeka belajar curriculum learning strategy in the era of globalization.

Keywords: Learning Strategy, Merdeka Belajar Curriculum, Era Society 5.0

INTRODUCTION

The curriculum is important to school education and learning development (Sudirman, 2019). The curriculum is designed to facilitate and improve the quality of learning at all levels of education (Wahyuni, 2021). In Indonesia, the curriculum applied in universities has undergone various changes (Muhammedi, 2016). The juridical basis for the development of the higher education curriculum is regulated in Law No. 12 of 2012 concerning Higher Education which contains the definition of the higher education curriculum in Article 35, paragraph 1 as a set of plans and arrangements regarding the objectives, content, and teaching materials as well as the methods used as guidelines for implementing learning activities to achieve the goals of Higher Education (Junaidi, 2020).

The curriculum developed by the study program must meet the competency standards set by the Minister (Samarinda, 2021). Article 29 of the Higher Education Law states that the main reference in determining the competence of graduates of Academic Education, Vocational Education, and

Professional Education is the Indonesian National Qualifications Framework (KKNI). KKNI has been regulated through Presidential Regulation No. Year 2012 (Mulawarman, 2020). Curriculum development also refers to the National Higher Education Standards for each Study Program, including intellectual intelligence, noble morals, and skills. The applicable National Higher Education Standards are Permendikbud No. 03 of 2020, replacing Permenristekdikti No. 44 of 2015 (Kriya, 2021).

The concept of “merdeka belajar” is a proposal to restructure the national education system (Kholik, 2021). Reorganizing the education system to respond to changes and progress of the nation and adapt to changing times (Ilham, 2020). Back to the true nature of education, namely humane education or true education, namely humane education or emancipatory education (Kurniawan, 2018). In “merdeka belajar”, the relationship between educators and students is the subject of the learning system (Magenta, 2019). This means that students do not treat lecturers as sources of truth, but lecturers and students jointly manage and seek the truth. That is, the position of lecturers in the classroom is not to instill or standardize the truth according to lecturers but to explore principles, reasoning, and criticism of the views that students. The growth opportunities of the Internet and technology are the driving forces behind the independence of learning and can undermine rigid or illiberal education systems. This includes reforming the workload of lecturers and universities, which are too busy with administrative matters. Thus, freedom to innovate, “merdeka belajar” and creativity can take place with educational units, lecturers and students.

The Merdeka Curriculum was developed as a more flexible curriculum framework. This curriculum focuses on essential material and the development of the character and competence of students (Farid, 2022). The characteristics of the Merdeka Curriculum are, first, learning based on soft skills and character development projects that adjust the profile of Pancasila students. Second, Project Based Learning for developing soft skills and the character following the profile of Pancasila students is the first characteristic of this merdeka curriculum. Second, concentrate on the most important information to allow enough time for in-depth study of basic skills such as literacy and numeracy. Third, teachers must be free to adapt their teaching methods to the needs and abilities of students as well as local contexts and subjects (Sakti, 2022).

The Ministry of Education, Culture, Research, and Technology began efforts to improve the quality of Indonesian education in 2019. Their first step was to introduce the idea of Freedom of Learning. As a result of the self-study policy, the educational curriculum is also modified and adapted. Merdeka Belajar is part of the Merdeka Curriculum and an innovation in learning in education in Indonesia. In its implementation, many things are experienced, for example, related to policies that must adjust to previous conditions. In addition, the era of Society 5.0 has also changed many things that have become the habits of students. The Merdeka Curriculum is one of the solutions for Indonesian education in the future. A more flexible curriculum will certainly also make it easier for lecturers to provide learning. Plus, in the era of Society 5.0, it is certainly a challenge for lecturers to adjust to learning that must be technology-based (Sakti, 2022).

The situation shows that not all universities, especially lecturers who work in several universities, can understand the nature of the merdeka belajar curriculum and implement it. Based on surveys and initial observations conducted, it was found that lecturers still do not understand the merdeka belajar curriculum program carried out by the Ministry of Education, Culture, Research, and Technology. The lecturers do not fully understand the nature of the merdeka belajar curriculum and provide freedom or flexibility to each lecturer to carry out learning and assessment by the characteristics and indicators set by the lecturers.

Students are more directed to be achieved with this Merdeka Belajar program. There are eight forms of learning activities in Merdeka Belajar on campus, namely (1) Student exchange; (2) Internship/work practice; (3) Teaching assistance in educational units; (4) Research; (5) Humanitarian projects; (6) Entrepreneurial activities; (7) Independent studies/projects; (8) Building thematic villages/real work lectures. Students can choose these eight learning activities according to their interests (Religion, 2020).

The challenge, then, is, can universities, lecturers, staff, and students change? The Merdeka Belajar program will not be applicable if the campus and its contents do not change. Changes are needed starting from the mindset, way of acting, and how to make decisions. The fundamental question is, are you ready? For example, whether he can change, not just go to campus, sit listening to the lecturer's

explanation, fill out the attendance list, and then go home. Students must begin cultivating greater curiosity, have a stronger attachment to their study program, and determine their future roadmap. This is important because the challenges of the times are getting tougher daily. If we don't change, we will fall behind and maybe run over.

This change in the mindset and actions of students will impact changes in communication patterns, guidance patterns, and teaching carried out by lecturers. The role of lecturers is even greater, not in teaching in class but in providing guidance and consultation for their students. Students must be more active in looking and asking questions, one of which is to the lecturers. Are lecturers ready to change or precisely increase their roles?

Based on this, the community service team performed community service to students in the Out-of-School Education Study Program of Gorontalo University to provide comprehensive assistance and understanding to students in the Out-of-School Education Study Program of Gorontalo University through the Zoom application meeting.

METHOD

The implementation of this PKM involves several lecturers from universities. Each lecturer is involved in each training or empowerment at the partner according to their respective expertise. The method used in this study is the Community Education Method. Based on the problems and findings faced by partners, an activity plan is prepared using several stages, namely:

1. Planning. This stage consists of several activities, and the initial stage is in the form of coordination with the place of activity to prepare for the implementation of the training. This planning stage discusses the schedule of activities and time allocation. Setting the schedule of activities. Time allocation arrangements will also be determined and planned carefully so that activities run effectively and regularly. After that, the next stage of preparation includes the provision of tools and facilities for training and introduction to learning the merdeka belajar curriculum in the era of society 5.0. The preparation of material delivery, activity concepts, activity accommodations, and other technical planning is also carried out at this stage.
2. Implementation. At the stage of training implementation, the activity begins with introducing resource persons and committees. This creates familiarity and a more familial atmosphere in delivering material and discussion.
3. Monitoring and Evaluation Phase. At this stage, monitoring and evaluation of all activities are carried out. Monitoring starts from increasing student understanding of learning the merdeka belajar curriculum in the era of Society 5.0 in universities through questions and answers, discussions, and questionnaires. The PKM team, assisted by partners, made observations after the existence.

RESULTS AND DISCUSSION

PKM activities involve two resource persons and three lecturers who become the committee. Socialization activities begin with the delivery of activities, objectives, and forms of training to be carried out and follow-up from PKM. The discussion was conducted between participants and resource persons, and the PKM team. After the discussion, the PKM team conveyed that the follow-up plan for this training activity was a learning strategy for the merdeka belajar curriculum in universities. The material is delivered as simply as possible but as complete as possible because the participants are students. After the material was delivered, the resource persons and the service team conducted a question-and-answer discussion process. The discussion activities were carried out so warmly and full of kinship by exchanging insights & experiences from resource persons, service teams, and participants.

Based on testimonials after the activity, it can be seen that the participants benefit from training with resource persons who are their expertise and can provide effective solutions in carrying out the learning strategy of the merdeka belajar curriculum in the era of society 5.0. This can be seen from their response in delivering testimonials after delivering the material and the discussion process. The service team received a good response and no negative response from them. So the results of what is done in this community service produce a positive thing.

CONCLUSION

This Community Service activity is to improve knowledge and skills for study program managers, lecturers, and students to recognize the learning strategy of the merdeka belajar curriculum in the era of Society 5.0. It is expected that participants can apply and actively contribute to its application. Partners also benefit from training with resource persons who are in accordance with their expertise and can positively influence implementing strategic management at the high school level.

SUGGESTION

Through this community service activity, it is hoped that partners can implement and actively construct the learning strategy of the merdeka belajar curriculum in the era of Society 5.0 in universities. And if there is a continuation of the program systematically and does not stop only up to this socialization.

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