ISSN (print) : 2722-2934
ISSN (online): 2722-3043

BUBUNGAN TINGGI
JURNAL PENGABDIAN MASYARAKAT

Jurnal Pengabdian Masyarakat

Impact of Socialization and Technical Guidance Program on Implementation of Independent Curriculum Independently

Hamsi Mansur*, Susanti Sufyadi, and Agus Hadi Utama
Educational Technology, Faculty of Teacher Training and Education
Universitas Lambung Mangkurat, Banjarmasin, Indonesia
*hamsi.mansur@ulm.ac.id

Abstrak: An analysis of the impact of the socialization and technical guidance program for Implementation of Independent Curriculum Independently was conducted to encourage the operationalization of educational units, particularly teachers, to access, learn, complete, and adapt teaching materials available on Platform *Merdeka Mengajar* (PMM) This involves using and utilizing the results of minimum competency assessments in class to design meaningful learning. The methods employed in this community service are socialization programs/in-service training and technical guidance/in-service training for Implementation of Independent Curriculum Independently. In-service training is an activity aimed at increasing the quality of educational personnel in performing their duties as professional teachers, particularly in utilizing Information and Communication Technology (ICT) for learning, such as adapting PMM to use and utilize the results of minimum competency assessments in class to design meaningful learning. The findings of this community service program include a participant satisfaction survey, where forums for teachers such as teacher working groups have successfully emphasized teaching focused on students' learning achievements (teaching at the right level). Teachers have been able to conduct formative assessments at the beginning of the learning process to assess students' learning achievements. In conclusion, Implementation of Independent Curriculum Independently is reflected in formulating learning outcomes, becoming learning objectives, and ways to achieve these learning objectives. This is demonstrated during the community service workshop, where teachers have successfully adapted to PMM by using and utilizing the results of minimum competency assessments in class to design meaningful learning.

Keywords: implementation of independent curriculum independently; independent curriculum ; in/on-services training; program impact

© 2024 Bubungan Tinggi: Jurnal Pengabdian Masyarakat

Received : 17 October 2023 **Accepted :** 23 February 2024 **Published :** 16 July 2024
DOI : https://doi.org/10.20527/btjpm.v6i3.10474

How to cite: Mansur, H., Sufyadi, S., & Utama, A. H. (2024). Impact of socialization and technical guidance program on implementation of independent curriculum independently. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *6*(3), 619-625.

INTRODUCTION

The situation analysis of the impact of the socialization and technical guidance program for Implementation of Independent Curriculum Independently is targeted at teachers to enable them to access, learn, complete, and adapt teaching materials available on Platform

Bubungan Tinggi: Jurnal Pengabdian Masyarakat
is licensed under a Creative Commons Attribution-Share Alike 4.0
https://ppjp.ulm.ac.id/journals/index.php/btj/index

Merdeka Mengajar (PMM). The socialization and technical guidance program for Implementation of Independent Curriculum Independently is focused on the object of PMM in using and utilizing the results of minimum competency assessments in class to design meaningful learning. Based on the initial initiative on July 28, 2023, regarding the Invitation for Coordination of Field Visits and Community Service Activities No: 090/2839-P2TK/Disdik/ 2023 at the Education Office of Banjarbaru City, there was information in the form of minutes of the urgency of utilizing ICT for learning, which can encourage educational units and school communities to optimally support the effectiveness of learning combined with the involvement of partners and learning communities in the implementation of the Strengthening Project for the Profile of Pancasila Students (*Proyek Penguatan Profil Pelajar Pancasila*/ P5).

P5 uses a project-based learning (PjBL) approach, which generally differs from classroom-based learning. P5 is used to improve the ability to understand the Strengthening Project for the Profile of Pancasila Students, which can be achieved through the PjBL approach so that teachers can describe the planning of project activities as a guide for educators to implement appropriate learning at the elementary and junior high school levels in the Independent Implementation of the Independent Curriculum (Aini et al., 2023).

Based on the initial initiative activities, such as coordinating field visits and the community service program of compulsory community service lecturers 2023 between the Educational Technology Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, and the partner institution, the Education Office of Banjarbaru, there are five (5) activity agendas and proposed solutions as follows:

1. Socialization program focusing on students, this material is used to enhance teacher competence in understanding the diversity of potentials, developmental needs, and learning stages of students (Herwina, 2021);
2. technical guidance program for the first material related to contextualization concepts to provide solutions to teachers to demonstrate characteristics that are in line with the characteristics of educational units, socio-cultural contexts, and school environments (Basori et al., 2022).
3. Technical guidance program for the second material related to essential concepts, namely enhancing teacher competence in accessing, learning, completing, and adapting teaching tools available on PMM needed and used in educational units (Aulia, 2022).
4. Technical guidance program for the third material related to the concept of accountability, namely presenting learning tools that can be accounted for based on data and actualities in accordance with the criteria of minimum competency assessments (Sutama et al., 2021).
5. Evaluation of the impact of the socialization and technical guidance program for Implementation of Independent Curriculum Independently involving various stakeholders to share various media and learning resources that are appropriately used on PMM (Susilawati et al., 2021).

The target output is an exemplary socialization and technical guidance program through the compulsory community service lecturer 2023 program related to actualising PMM, minimum competency assessment, and

P5 for elementary and junior high school teachers. Additionally, it aims to develop the operational curriculum of educational units through Implementation of Independent Curriculum Independently, involving educational unit committees and various stakeholders, including parents, organisations, and various centres under the coordination and supervision of the education office or ministry office responsible for educational affairs in the field of religion according to their authority (Anwar, 2023).

METHOD

The method of community service used is on-site training (in-service training) and in-position training programs (on-service training) with the theme of Implementation of Independent Curriculum Independently. An on-site training program (in-service training) is a training activity where participants are required to work on many project tasks according to the modules of Implementation of Independent Curriculum Independently training program that have been agreed upon in the initial initiation and coordination of field visits between the Educational Technology Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, and the partner institution, the Education Office of Banjarbaru City (Yunita et al., 2023). On the other hand, an in-position training program (on-service training) is a training activity aimed at enhancing and improving the quality of educational personnel in carrying out their duties as professional teachers in general or technical education team personnel, such as school principals, school opera tors, and other educational adminis trative staff, particularly in actualizing PMM, utilizing minimum competency assessment class assessments, and the P5 to design meaningful learning (Osamwonyi, 2016).

The implementation of the activities includes elementary and secondary school teachers from SDN Guntung 1 Manggis, SDN 1 Landasan Ulin West, East, North, and South, SDN 1 Bangkal, SDN 1 Syamsudin Noor, SDN 3 Cempaka, SDN 1 Sungai Besar, SDN 1 Guntung Paikat, SDN 2 Komet, SDN 1 Loktabat Utara, SDN 1 Palam, SDN 1 Mentaos, SDIT Nurul Fikri Banjarbaru, SMPN 1 to 15 Banjarbaru held at Muhammadiyah 1 Junior High School Banjarbaru (Musaba). The list of schools is a follow-up to the initial initiation and coordination of field visits between the Educational Technology Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, and the partner institution, the Education Office of Banjarbaru City, suspected that these schools have implemented Implementation of Independent Curriculum Independently and need training offered in the compulsory community service lecturer program in 2023 to increase knowledge and improve the competence of educators and educational personnel related to IKM.

The activity time was divided into 2 (two) stages, namely the planning and program stages. The planning stage included (1) the Banjarbaru Education initiation and teacher working group Banjarbaru Region forums, (2) preparing training materials and work tools, (3) socialization presentation materials and modules for Implementation of Independent Curriculum Independently. The background of the training participants is subject teachers and technical school development teams, such as school principals, school operators, and other educational administrative staff. The number of training participants from each school is 2 to 3 people, consisting of 2 (two) subject teachers and 1 (one) school development team.

Educators and educational personnel participate in the Implementation of Independent Curriculum Independently training program because of the demands of in-position training (in-service training) that partners must facilitate to increase knowledge and improve competence related to the actualization of IKM. The hope of professional teachers participating in the Implementation of Independent Curriculum Independently training program is to access, learn, complete, and adapt teaching tools available on PMM. Meanwhile, the school development team hopes to be able to collaborate in actualizing PMM, utilizing minimum competency assessment class assessments, and the P5 to design meaningful learning.

The description of the community service method includes the method and material presented, namely: (1) Socialization of the changed concept of Implementation of Independent Curriculum Independently and the structure of the Independent Curriculum through a review of teaching modules, (2) ICT utilization training for learning, such as adapting PMM in using and utilizing the results of minimum competency assessments in class to design meaningful learning, and (3) community involve ment training in the implementation of P5 (Giyanto et al., 2023).

RESULTS AND DISCUSSION

The findings of this community service project show that during the socialization activity on the concept of Changed Implementation of Independent Curriculum Independently and the structure of the Independent Curriculum through a review of teaching modules, subject teachers have been able to design learning in Implementation of Independent Curriculum Independently, which includes activities such as formulating learning outcomes, setting learning objectives, and determining how to achieve these learning objectives. The results of the in-service training program in this community service project, as indicated by a satisfaction survey of 83% of teacher working group, show that they have been able to emphasize their teaching centred on the students' learning outcomes (teaching at the right level). Teachers have been able to conduct formative assessments at the beginning of the learning process to assess the students' learning outcomes. In-service training documentation-one teacher provides feedback on the concept of changing the implementation of the independent curriculum independently and the structure of the independent curriculum through a review of the teaching modules shown in Figure 1.

Figure 1 In-service training - one teacher providing feedback

The teaching ability of teachers centred on the students' learning outcomes (teaching at the right level) is reflected in the observation results of teacher working groups and school development team workshops on using ICT for learning, such as adapting PMM to use and utilize the results of minimum competency assessments in class to design meaningful learning (Tarihoran, 2019). Training participants adapt the independent teaching platform and utilize the results of the minimum competency assessment to design meaningful learning as shown in Figure 2.

Figure 2 Participants in training adapting platform *merdeka mengajar* and utilizing minimum competency assessment results to design meaningful learning

The findings of the in-position training program (on-service training) in this community service project include feedback and interviews during the instructor and participant activities in the training, which involves working on many project tasks (project work) according to the modules of Implementation of Independent Curriculum Independently training. Feedback is mainly related to efforts to involve the school and learning communities in implementing the P5. This is in line with the research results of Ulandari & Rapita (2023), which state that processing P5 assessment and reporting results includes feedback such as provocation, contextualization, collection, processing assessment results, project report preparation, and celebration of learning outcomes. On-service training-training instructors provide feedback regarding participants' project assignments as shown in Figure 3.

Figure 3 On-service training - training instructor providing feedback on participant project tasks

The results of both the in-service and in-service training programs show that implementing the socialization and training programs for Implementation of Independent Curriculum Independently aligns with the objectives of the 2023 program and benefits partner school institutions. The solutions offered to overcome partner problems are highly relevant to the implementation gap of teachers and school development teams in independently implementing the Independent Curriculum, such as providing exposure to the concept of Changed Implementation of Independent Curriculum Independently and the structure of the Independent Curriculum through a review of teaching modules, utilizing ICT with the adaptation of PMM to support minimum competency assessment, thus producing teaching that is centred on students' learning outcomes (teaching at the right level) and meaningful learning processes (Cahyono, 2022).

The output of this community service workshop includes newspapers /electronic news to support the Ministry of Education and Culture's policy to accelerate and strengthen the capacity of implementing the Independent Curriculum and 1 Teaching Module for the Independent Independent Curriculum as a solution to improve the human resources of Primary and Junior High School Education Units in implementing the Independent Curriculum (Fitriya, Azmi, Yantoro, & Setiyadi, 2023). The driving factors for the success of this community service workshop are the good partnership between the Educational Technology Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, and the Banjarmasin/Banjarbaru Education Office, which has agreed in the form of PKS and IoA regarding the acceleration of the Independent Curriculum program in the education units of

Banjarmasin/Banjarbaru. Figure 4 shows the peak event of signing the memorandum of understanding on the cooperation agreement on August 22, 2022, in the Senate Meeting Room of ULM Banjarmasin.

Figure 4 PKS and IoA of the educational technology community service program, faculty of teacher training and education, lambung mangkurat university

The inhibiting factors for the implementation of this community service program stem from the funding of the 2023 Mandatory Community Service Program at LPPM ULM, which is still relatively limited and less optimal for inviting and conducting training on Implementation of Independent Curriculum Independently, given the high interest from schools in the Banjarbaru Education Office environment to participate in this community service workshop. The hope is that LPPM ULM, through the PDWA 2024, can increase its funding sources to expand its reach and involve more schools in similar community service workshops, albeit with different populations and samples.

The output of the PDWA 2023 is in the form of training modules for the independent implementation of the Independent Curriculum, posters, and videos of the community service workshop disseminated on the YouTube channel of the Educational Technology Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. Another output is providing services for implementing many project tasks (project work) according to the training module for Implementation of Independent Curriculum Independently. This service is an indicator of the success of this community service program in the form of feedback on the continuous involvement of the school community and the learning community in the implementation of the P5 (Intan Yulianasri, 2023).

CONCLUSION

Implementation of Independent Curriculum Independently is reflected in formulating learning outcomes, setting learning objectives, and determining how to achieve these objectives. This is demonstrated during the community service workshop, where teachers have adapted to PMM by using and utilizing the results of minimum competency assessments in class to design meaningful learning.

Furthermore, the results of this community service program, based on satisfaction surveys from teacher working group participants, show that teachers have been able to emphasize teaching centred on students' learning outcomes (teaching at the right level). To assess students' learning outcomes, teachers have been able to conduct formative assessments at the beginning of the learning process and involve the school community and the learning community in the implementation of the P5. This continuous involvement indicates the success of this community service program in the form of feedback from the ongoing participation of the school community and the learning community in implementing the P5.

REFERENCES

Aini, K., Hidayatillah, Y., AR, M. M., Bahri, S., & Astuti, Y. P. (2023). Pelatihan projek penguatan profil pelajar pancasila di sdn palongan.

Bubungan Tinggi: Jurnal Pengabdian Masyarakat, *5*(2), 659-669.

Anwar, R. (2023). *Bimbingan klasikal hots dan tpack dalam independent curriculum: suatu pendekatan best practice*. Bandung: Feniks Muda Sejahtera.

Aulia, D. N. (2022). *Analisis pelaksanaan program sekolah penggerak di sman 18 bandung (survei pada guru mata pelajaran ekonomi)* (Doctoral dissertation, FKIP UNPAS).

Basori, I. S., Widodo, J., & Kurniawan, E. H. (2022). *Penyusunan kurikulum operasional sekolah (kos) di sekolah penggerak*. Malang: Ahlimedia Press.

Cahyono, S. D. (2022). Melalui model teaching at right level (tarl) metode pemberian tugas untuk meningkatkan motivasi dan hasil belajar peserta didik mata pelajaran prakarya dan kewirausahaan kd. 3.2/4.2 topik perencanaan usaha pengolahan makanan awetan dari bahan pangan n. *Jurnal Pendidikan Tambusai*, *6*(2), 12407-12418.

Fitriya, A. H., Azmi, P., Yantoro, Y., & Setiyadi, B. (2023). Implementasi sistem informasi manajemen melalui platform merdeka mengajar untuk meningkatkan kompetensi guru sekolah dasar. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *6*(9), 6463-6469.

Giyanto, B., Hidayah, P. K. S., Julizar, K., Sari, D. K., & Hartono, D. (2023). Implementasi kebijakan komunitas belajar dalam independent curriculum belajar di indonesia. *Jurnal Pembangunan dan Administrasi Publik*, *5*(2), 37-50.

Herwina, W. (2021). Optimalisasi kebutuhan murid dan hasil belajar dengan pembelajaran berdiferen-siasi. *Perspektif Ilmu Pendidi-kan*, *35*(2), 175-182.

Osamwonyi, E. F. (2016). In-Service education of teachers: overview, problems and the way forward. *Journal of Education and Practice*, *7*(26), 83-87.

Susilawati, E., Sarifudin, S., & Muslim, S. (2021). Internalisasi nilai pancasila dalam pembelajaran melalui penerapan profil pelajar pancasila berbantuan platform merdeka mengajar. *Jurnal Teknodik*, *25*(2), 155-167.

Sutama, M. P., Patriana, W. D., Faiziyah, N., & Novitasari, M. (2021). *Desain pembelajaran berorientasi literasi numerasi sekolah dasar*. Surakarta: Muhammadiyah University Press.

Tarihoran, E. (2019). Guru dalam pengajaran abad 21. *SAPA-Jurnal Kateketik dan Pastoral*, *4*(1), 46-58.

Ulandari, S., & Rapita, D. D. (2023). Implementasi proyek penguatan profil pelajar pancasila sebagai upaya menguatkan karakter peserta didik. *Jurnal Moral Kemasyarakatan*, *8*(2), 116-132.

Yulianasri, E.I. (2023). *Implementasi kebijakan independent curriculum belajar di smp islam sirojul 'ulum desa mamben daya kec matan wanasaba kabupaten lombok timur tahun ajaran 2022/2023* (Doctoral dissertation, UIN Mataram).

Yunita, Y., Zainuri, A., Ibrahim, I., Zulfi, A., & Mulyadi, M. (2023). Implementasi independent curriculum belajar. *Jambura Journal of Educational Management*, *4*(1), 16-25.