

From Small to Stellar: SDN Temenggungan's Journey Towards National Standards and 'Independent Learning'

Slamet Hariyadi¹, Andang Subaharianto², and Bea Hana Siswati^{1*}

¹Faculty of Education, University of Jember, Jember, Indonesia

² Faculty of Cultural Science, University of Jember, Jember, Indonesia

*beahana.fkip@unej.ac.id

Article Info	Abstract
Article history: Received: October 23, 2024 Accepted: December 19, 2024 Published: March 14, 2025 Keywords: Community service Independent learning curriculum Parental participation SDN Temenggungan This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License © 2025 Bubungan Tinggi: Jurnal Pengabdian Masyarakat	SDN Temenggungan, a public elementary school in the center of Banyuwangi City, faces various challenges, including low parental participation, limited facilities, and conflicts with the local community. To address these issues, a community service program was implemented over two years to improve the quality of education at this school by applying the Independent Learning Curriculum (Kurmer). In the first year, the program focused on teacher training, curriculum development, and enhancing parental involvement. The method used was Participatory Action Research (PAR), which actively engaged all stakeholders in diagnosing problems, planning actions, implementing solutions, evaluating progress, and formulating recommendations. The program results showed that implementing Standards 1-4 was successful, with teachers adopting innovative teaching methods and students demonstrating increased participation. Despite persistent social and economic challenges, the program created a more inclusive learning environment and fostered student development. This initiative provides a strong foundation for the school to improve education quality and address future challenges.
To cite this article: Hariyadi, S., Subaharianto, A., & Siswati, B. H. (2025). From small to stellar: SDN temenggungan's journey towards national standards and 'independent learning'. <i>Bubungan Tinggi: Jurnal Pengabdian Masyarakat</i>, 7 (2), 305-314.	

INTRODUCTION

SDN Temenggungan, located in the center of Banyuwangi City, is approximately 500 meters from the zero-kilometer point of Banyuwangi and only 100 meters from the Banyuwangi Regency Hall (Figure 1). With the National School Registration Number (NPSN) 20525843, this school is under the auspices of the Ministry of Education and Culture and is managed by the Banyuwangi Regency Government. Established since July 1, 1957, SDN Temenggungan has an accreditation of B (Good) based on the Accreditation Decree (SK) No. 133/BAN-S/M.35/SK/X/2018 dated October 24, 2018. This school holds the learning process six days a week, from Monday to Saturday, in the morning until noon, with the support of six teachers, including three with the status of Government Employees with Work Agreements (P3K) and three non-permanent teachers (GTT).

However, even though this school is located in the city center, the educational performance and the number of students have decreased drastically (Figure 2). Based on data from the Ministry of Education and Culture confirmed by the principal, in the 2023/2024 academic year, no students registered in grade 1, and the total number of students only reached 36 from grades I to VI. This figure shows a significant decrease

from the previous year, which recorded 51 students ([Banyuwangi Education Office, 2022](#)). The decrease in the number of students shows an imbalance between strategic location and school performance, which is a paradox for schools located in the city center ([Sari & Mahmud, 2021](#)). Observations indicate that teacher-centered methods dominate, with limited incorporation of modern student-centered approaches, which may affect student engagement and outcomes ([Prasetyo, 2019a](#)). Further elaboration on the teaching practices and their correlation to student participation and performance is crucial to understanding the challenges faced by the school.

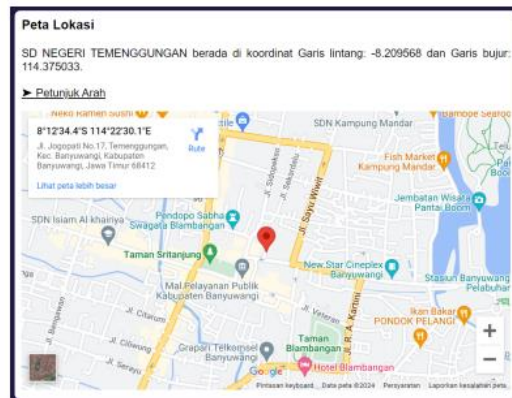


Figure 1 Location map of SDN Temenggungan Banyuwangi

Another factor that influences low student participation is the socio-economic conditions of parents. For instance, many of the students' parents at SDN Temenggungan work as traders in the afternoon market. This aligns with studies showing that socio-economic status (SES) significantly impacts student engagement and academic outcomes. Families with limited financial resources or lower parental education levels often struggle to support children's learning. In Indonesia, ethnic and cultural contexts, such as those among the Madurese community, may compound this issue due to traditional views on education and limited emphasis on formal schooling, particularly for girls or lower-income brackets.

Research indicates that children from lower socio-economic backgrounds often achieve lower academic scores than their peers. For example, students from families in the "working class" category achieve average academic performance rates of around 47%, compared to 78% for those from upper-class families. Similarly, lower levels of parental education correlate with reduced academic outcomes for children, reinforcing a cycle of disadvantage. In regions with ethnic or cultural factors emphasizing immediate economic contributions over education, participation in formal schooling can be further deprioritized. Addressing these barriers requires targeted interventions, such as increasing parental awareness, financial support, and culturally tailored educational outreach programs ([UNICEF, 2021](#); [Abduh et al., 2022](#); [Aashiq et al., 2023](#)).

Research shows that low socio-economic conditions can affect parental participation in the child's education process ([Yusuf & Irwanto, 2020](#)). This is indicated by the low level of parental attendance at school meetings, which often only reaches around 15% of the invitations distributed ([Nurhadi & Widayarsi, 2022](#)). Conversely, when the invitation is related to receiving financial assistance, such as the Smart Indonesia Program (PIP), the number of parents attending increases ([Prasetyo, 2019b](#)).



Figure 2 Condition of the entrance road and schoolyard
(<https://www.youtube.com/watch?v=LIEA6BVg7ag>)

In addition, the location of the school in a small alley surrounded by densely populated settlements creates a conflict between the needs of students' play space and the household activities of residents (Kusuma & Widiastuti, 2018). This is an obstacle to creating a conducive academic atmosphere in schools. In some cases, there is tension between residents and the school due to the use of shared yards. Research shows that conflicts over the use of shared spaces between public institutions and the surrounding community can affect the quality of the learning environment (Hidayat & Purnomo, 2020).

These conditions make SDN Temenggungan one of the schools that require special attention for improvement, both in terms of facilities, parental support, and academic atmosphere. Therefore, cooperation with universities or related institutions is highly expected to help solve various problems faced by this school, improve the quality of education at SDN Temenggungan, and create an environment that supports student learning (Ministry of Education and Culture, 2023).

METHODS

This two-year community service program was designed to improve the local community's education quality significantly. In the first year, the main focus of the activity was the implementation of standards 1-4 and the Independent Learning Curriculum (Kurmer). The community service team collaborated with schools, teachers, and school committees to effectively understand and implement the standards. Through training and workshops, the team supported curriculum development, teaching methods, and learning evaluation. In addition, the team worked with related parties to ensure the comprehensive implementation of Kurmer, creating an inclusive learning environment and supporting students' potential.

Standards 1-4, as implemented in this program, encompassed the following:

Standard 1: Vision and Mission - This standard focuses on helping schools establish clear and achievable educational goals that align with the local community's needs. By refining their vision and mission, schools could foster a shared commitment to educational excellence.

Standard 2: Curriculum and Learning - This standard emphasized the development of a locally relevant and inclusive curriculum that integrates the principles of Kurmer. It aimed to enhance teaching strategies and learning outcomes tailored to students' diverse needs.

Standard 3: Educators and Education Personnel - This standard addressed the professional development of teachers and staff, ensuring they possess the competencies required to implement innovative teaching methodologies and support student-centered learning.

Standard 4: Facilities and Infrastructure - This standard focused on optimizing the availability and quality of learning facilities and infrastructure to create a conducive educational environment.

These standards were integral to improving the overall quality of education by addressing key institutional and instructional elements. This activity used Participatory Action Research (PAR), in which the school, as the object of the activity, actively participated in the improvement process (Figure 3).

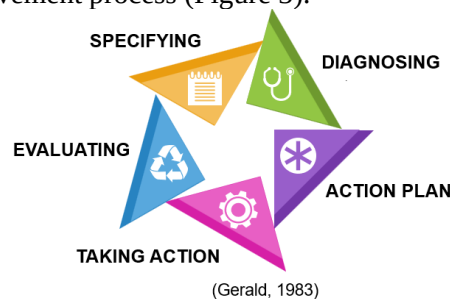


Figure 3 Participatory action cycle

The stages Gerald (1983) described began with diagnosing, action planning, taking action, evaluating, and specifying. Diagnosing was the initial stage, which involved comprehensively identifying the causes of the problem to be analyzed by mapping the interconnections and causality between issues, making it easier to find the root cause. The action planning stage followed the diagnosis, where the team designed solutions based on the identified root causes to formulate an effective resolution strategy. The next stage involved implementing the action plan, engaging relevant stakeholders, addressing deficiencies, and strengthening weak elements. Based on the results of these actions, the team evaluated the outcomes, focusing on the processes at each stage. Finally, recommendations were formulated to guide partners in addressing future challenges. In the participatory method, participants were not merely program targets but also active partners in identifying issues, designing strategies, and taking action to achieve positive change in addressing the problems ([Borda & Rahman, 1991](#)).

RESULTS AND DISCUSSION

Results of First-Year Community Service Activities

1. Effective Implementation of Standards 1-4:

- a) Standards 1-4 related to vision, mission, school objectives, learning strategies, and assessment have been implemented well at SDN Temenggungan. These align with the principles [Fullan \(2007\)](#) emphasized, emphasizing the significance of a coherent vision and mission in driving school improvement efforts.
- b) The curriculum developed at SDN Temenggungan is tailored to meet students' needs and adheres to the principles of the Independent Learning Curriculum (Kurikulum Merdeka). It promotes flexibility and student-centered learning, as highlighted by [Prasetia, et al. \(2024\)](#) in their analysis of curriculum reforms in Indonesia.
- c) Teachers at SDN Temenggungan have received intensive training and workshops on innovative teaching methods and effective learning evaluation strategies (see Figure 4). This is in line with [Darling-Hammond et al. \(2017\)](#), who argue that ongoing professional development is crucial for enhancing teacher effectiveness and student outcomes.



Figure 4 Innovative learning training

- d) Increasing teacher involvement in the curriculum design process and implementing more inclusive and adaptive learning methods that are based on students' individual potential.

2. Implementation of the Independent Learning Curriculum:

- a) Implementing the Independent Learning Curriculum has gone well in schools, integrating a more flexible approach and focusing on developing students' critical and creative abilities (see Figure 5).



Figure 5 Implementation of the independent curriculum in schools

- b) Students show increased participation and enthusiasm in learning and are more active in exploring their interests and talents.

2. School Relocation Assistance:

- a) The school relocation process was carried out smoothly, with effective adjustments for students, teachers, and administrative staff.
- b) Developing adaptation strategies for students to face new environments more conducive to learning.
- c) Establishing good communication between the school and the local community will create harmonious support in managing the new school environment.

Results of the Implementation of Participatory Action Methods

1. Diagnosis (Problem Identification):

- a) The main problems faced by SDN Temenggungan related to low parental participation, limited facilities, and conflicts with residents have been comprehensively identified.
- b) Mapping the interconnections and causality of existing problems so that the root causes can be more clearly identified.

2. Action Plan:

Specific action plans have been designed based on the identified root problems. These plans involve improvement strategies for school management, increasing parental support, and curriculum development (see Figure 6).



Figure 6 School management activities

3. Taking Action:

- a) The implementation of the solution actively involves all relevant parties, including teachers, students, parents, and the local community, to create positive change in schools.
- b) Strategy implementation focuses on strengthening identified weak elements and addressing deficiencies through specific actions. For example:
 - Conducting regular needs assessments to identify resource gaps, teacher competencies, or student learning outcomes.
 - Organizing targeted professional development sessions to enhance teacher skills in weak areas, such as differentiated instruction or innovative assessment methods.
 - Increasing collaboration between teachers and school management to develop actionable improvement plans focusing on measurable objectives and timelines.
 - Implementing feedback mechanisms, such as periodic surveys or focus group discussions, to continuously evaluate and refine strategies.
 - Allocating resources to support underperforming areas, such as upgrading teaching materials or integrating technology to facilitate learning.

4. Evaluating (Evaluation):

- a) Evaluation is conducted at each action stage to measure the implemented strategies' effectiveness and impact.

- b) Recommendations for improvement are prepared based on the evaluation results to ensure continuous improvement efforts in the future.

5. Specifying (Advanced Recommendations):

- a) Long-term recommendations for SDN Temenggungan should be formulated to continue improving education quality and overcoming existing challenges.
- b) School partners become more independent and able to develop internal strategies to address future issues more effectively and participatorily.

The results of the first year of community service activities at SDN Temenggungan showed success in several aspects related to improving the quality of education and implementing the Independent Learning Curriculum. The implementation of Standards 1-4, which include the vision, mission, school goals, learning strategies, and assessments, has gone well, in line with the theory that developing clear and structured educational standards can improve the effectiveness of learning and student achievement ([Fullan, 2007](#)). Implementing the Independent Learning Curriculum in this school also follows the principle of flexibility and adaptation to student needs, which is in accordance with the findings that a curriculum based on student needs and interests can increase active participation and the development of creativity ([Sahlberg, 2011](#)).

In addition, teachers at SDN Temenggungan have received intensive training related to innovative learning methods, which aim to strengthen their competence in implementing more effective and inclusive learning. Research by [Darling-Hammond et al. \(2017\)](#) emphasized that ongoing and relevant teacher training is essential to improve their professional skills and encourage more meaningful student learning. The school relocation process was also carried out smoothly, supported by effective student and staff adaptation strategies. Assistance in this relocation plays an important role in ensuring a smooth transition and adjustment to the new environment, which, according to [Blandford \(2013\)](#), can reduce stress and improve student well-being in situations of environmental change.

The problems at SDN Temenggungan were successfully diagnosed regarding the application of participatory action methods. The main root causes were low parental participation and limited facilities. Appropriate solutions have been designed and implemented through active collaboration between the school, parents, and the community. This principle of participatory action supports [Stringer's \(2014\)](#) findings that involving all stakeholders can produce more effective and sustainable solutions.

SDN Temenggungan, a public elementary school in Banyuwangi, faces notable challenges, including low parental involvement, limited facilities, and social tensions with the local community. The two-year community service program applied Participatory Action Research (PAR), emphasizing stakeholder engagement in diagnosing problems, planning, implementing, and evaluating actions. This approach mirrors successful initiatives like the "Implementation Assistance of the Independent Curriculum in SDN 098 Bengkulu Utara," which highlighted the critical role of collaborative problem-solving in overcoming local educational challenges ([Martiani et al., 2023](#)).

The program improved instructional practices and student engagement by focusing on teacher training and curriculum development. Articles such as "Differentiation Training at SDN Tambakrejo" underline the importance of empowering teachers with innovative teaching strategies, fostering creativity, and active participation among students ([Rasdi et al., 2023](#)). Furthermore, the integration of values from the "Profile of Pancasila Students," as discussed in "Optimizing Independent Curriculum-Based Learning Processes," contributed to nurturing critical thinking and collaboration skills ([Fauziah et al., 2024](#);

[Martiani et al., 2023](#); [Satria et al., 2022](#)). Despite persistent socio-economic obstacles, the program made notable progress in creating an inclusive and supportive learning environment. The increased parental participation, as reflected in findings from "The Relationship Between Parental Participation and Student Achievement," was a strong indicator of the program's success ([Firdaus et al., 2023](#)). These results provide a robust foundation for SDN Temenggungan to sustain its educational improvements, resonating with similar achievements in other regions across Indonesia. This program demonstrates how adapting the Independent Learning Curriculum to local contexts and active community collaboration can drive meaningful educational transformation ([Martiani et al., 2023](#); [Saputra et al., 2023](#)).

Periodic evaluations also help identify aspects that need improvement and develop long-term recommendations for school development. This approach is in line with the theory of continuous improvement in education, where periodic evaluation is a key element in encouraging continuous improvement ([Deming, 1986](#)). Thus, the results of this community service activity provide a strong foundation for SDN Temenggungan to continue developing relevant and inclusive education quality and encourage increased internal school capacity to address future challenges.

CONCLUSION

The first year of community service activities at SDN Temenggungan showed significant success in implementing Standards 1-4, which include the vision, mission, school goals, learning strategies, and assessments. Implementing the Independent Learning Curriculum, tailored to students' needs, has increased student participation, creativity, and enthusiasm for learning. Intensive training provided to teachers on innovative learning methods and evaluation strategies has also encouraged implementing more inclusive and adaptive learning strategies. In addition, the school relocation was carried out smoothly, creating a more conducive learning environment with strong support from the surrounding community.

Implementing participatory action methods identified and addressed major problems involving all relevant parties, including teachers, students, parents, and the local community. Periodic evaluations ensured that the solutions implemented were effective and sustainable. The long-term recommendations also provided direction for SDN Temenggungan to continue improving the quality of its education and developing more independent internal capacity. The results of this activity demonstrate the importance of collaboration and shared commitment in creating positive changes that impact better-quality education.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization, SH and AS; methodology, SH; formal analysis, SH; writing—preparation of the original draft, BHS; review and editing, AS and BHS. Authorship is limited to those who have contributed substantially to the reported work.

ACKNOWLEDGEMENT

This research was funded by the Internal Fund of the University of Jember (UNEJ) DIPA PNPB 2024 through the Institute for Research and Community Service (LP2M UNEJ) based on the contract agreement number 3357/UN25.3.1/LT/2024. We would like to express our deepest gratitude to LP2M UNEJ for the invaluable financial support.

REFERENCES

- Abduh, M., Purwanta, E., & Hermanto, H. (2022). In what ways students' socio-economic status affecting academic performance? *International Journal of Evaluation and Research in Education (IJERE)*, 12(1), 1-10. <https://doi.org/10.11591/ijere.v12i1.23260>.
- Aashiq, I., Zeb, I., Yan, Z., Tahir, & Nazneen, A. (2023). The impact of socio-economic status on students' academic achievement. *International Journal of Novel Research in Education and Learning*, 10(4), 39-46.
- Blandford, S. (2013). *Managing professional development in schools*. Routledge.
- Borda, O. F., & Rahman, M. A. (1991). *Action and knowledge: Breaking the monopoly with participatory action research*. Apex Press.
- Darling-Hammond, L., Hyler, M.E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- Deming, W.E. (1986). *Out of the Crisis*. MIT Press.
- Banyuwangi Education Office. (2022). *Annual Report of basic education of banyuwangi regency*. Banyuwangi: Education Office.
- Fauziah, N. M., Widodo, W., Hidayati, S. N., Aulia, V., Sari, D. P., & Zahro, F. (2024). Optimalisasi kurikulum merdeka melalui pelatihan guru untuk mengimplementasikan teknologi ai dalam pengembangan media pembelajaran. *Jurnal Abdimas (Journal of Community Service): Sasambo*, 6(4), 702–714.
- Firdaus, M. K., Fajrie, N., & Purbasari, I. (2023). Pembelajaran berbasis budaya melalui kegiatan ekstrakurikuler. *Jurnal Educatio FKIP UNMA*, 9(1), 402–412. <https://doi.org/10.31949/educatio.v9i1.4595>
- Fullan, M. (2007). *The new meaning of educational change*. Teachers College Press.
- Hidayat, R., & Purnomo, A. (2020). The influence of physical environment on academic performance in elementary schools. *Journal of Environment and Education*, 8(1), 15-24.
- Kusuma, M., & Widiastuti, S. (2018). Conflict of space and learning environment: case study in densely populated city schools. *Journal of Architecture and Environment*, 3(2), 43-52.
- Martiani, M., Febrianti, M., & Banat, A. (2023). Pendampingan satuan pendidikan untuk percepatan implementasi kurikulum merdeka (ikm) bagi guru dan kepala sekolah paud, sd, smp se-kecamatan padang jaya korwil iv bengkulu utara. *Jurnal Dehasen Untuk Negeri*, 2(1), 73–78. <https://doi.org/10.37676/jdun.v2i1.3580>
- Ministry of Education and Culture. (2018). *Accreditation Decree No. 133/BAN-S/M.35/SK/X/2018*. Jakarta: National Accreditation Board for Schools/Madrasahs.
- Ministry of Education and Culture. (2023). *Basic data of elementary education of sdn temenggungan*. Jakarta: Ministry of Education and Culture.
- Nurhadi, A., & Widiasari, T. (2022). The relationship between parental participation and student achievement in elementary school. *Journal of Child Education*, 4(3), 28-34.
- Prasetya, U., Malabar, S., & Masie, S. R. (2024). Analisis implementasi kurikulum merdeka di SMP Negeri 2 Wanggarasi sebagai sekolah penggerak. *Jurnal Bahasa, Sastra, dan Budaya*, 14(1), 108-122.
- Prasetyo, A. (2019a). Factors influencing parental engagement in rural and urban educational settings in indonesia. *Journal of Educational Research and Practice*, 10(2), 45-60.
- Prasetyo, H. (2019b). Smart indonesia program and its impact on educational participation in underdeveloped regions. *Journal of Educational Policy*, 5(4), 23-29.
- Rasdi, Suran Ningsih, A., Niravita, A., Irawaty, Hanum, H. L., Saman, M., Indriyani, W.,

- Febriani, D. A., & Sugiyono, T. (2023). Penguatan diferensiasi pembelajaran bagi guru sekolah dasar negeri tambakrejo 01 kota semarang guna optimalisasi pelaksanaan kurikulum merdeka. *LOSARI: Jurnal Pengabdian Kepada Masyarakat*, 5(2), 178–183. <https://doi.org/10.53860/losari.v5i2.150>
- Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in finland?* Teachers College Press.
- Saputra, R., Anggara, D., Lestari, N., & Utama, I. (2023). Pendampingan satuan pendidikan untuk percepatan implementasi kurikulum merdeka (ikm) sd negeri 139 kecamatan lais dan batik nau. *Jurnal Dehasen Untuk Negeri*, 2(1), 93–98. <https://doi.org/10.37676/jdun.v2i1.3584>
- Sari, L., & Mahmud, A. (2021). The phenomenon of schools in cities without students: A case study in indonesia. *Journal of Education and Culture*, 7(1), 45-58.
- Satria, R., Adiprima, P., Sekar, W. K., & Harjatanaya, T. Y. (2022). *Panduan pengembangan proyek penguatan profil pelajar pancasila*. Jakarta, 138.
- Stringer, E.T. (2014). *Action research*. SAGE Publications.
- UNICEF Indonesia. (2021). Education and socio-economic disparities in Indonesia.
- Yusuf, H., & Irwanto, W. (2020). The influence of socio-economic conditions on parental participation in education. *Journal of Economics and Education*, 6(2), 76-85.

AUTHOR PROFILES



Name: Slamet Hariyadi
Email: s.hariyadi.fkip@unej.ac.id
Expertise: Learning Media
Affiliation: University of Jember
https://scholar.google.com/citations?hl=en&user=qYqPB-YAAAAJ&view_op=list_works&sortby=pubdate
<https://sinta.kemdikbud.go.id/authors/profile/5985024>
<https://orcid.org/0000-0001-7457-7919>
<https://www.scopus.com/authid/detail.uri?authorId=59411503600>



Name: Andang Subaharianto
Email: andang.sastra@unej.ac.id
Expertise: Indonesian literature
Affiliation: University of Jember
<https://scholar.google.com/citations?hl=en&user=kLPqt7wAAAAJ>
<https://sinta.kemdikbud.go.id/authors/profile/6037422>
<https://orcid.org/0000-0002-3139-1150>
<https://www.scopus.com/authid/detail.uri?authorId=58027089400>



Name: Bea Hana Siswati
Email: beahana.fkip@unej.ac.id
Expertise: Metacognition, Biology Education
Affiliation: University of Jember
<https://scholar.google.com/citations?user=0CpjpR8AAAAJ&hl=en&oi=ao>
<https://sinta.kemdikbud.go.id/authors/profile/6707573>
<https://orcid.org/0000-0002-8182-1825>
<https://www.scopus.com/authid/detail.uri?authorId=57200328940>