

Efforts to Overcome Barriers in The Application of Digital Learning Media in The Implementation of Merdeka Belajar Curriculum in Primary Schools

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Abstract

The study aims to describe efforts to overcoming inhibiting factors the application of digital learning media in the implementation of independent curricula in primary schools. This research uses a descriptive qualitative approach to case studies. Research data is obtained through observation of the learning process using digital learning media, interviews with teachers and documentation studies at the time of learning. The results of this study indicate that 1) The digital learning media has been implemented quite well, teachers feel helped by the presence of digital learning medium, in addition to the ease of access also because of its interesting presentation so that the pupils become more focused and interested to follow the learning activities. 2) In the application of digital media in SDN 1 Sambu there are several obstacles including: Lack of teacher ability in exploring various kinds of digital learning media. There is a shortage of digital learning facilities and facilities, and there is a lack of internet access, especially during the rainy season. 3) To solve these problems, appropriate solutions are needed: teachers should improve their ability to use media technology by following training programs outside, such as workshops, spots, or seminars related to the application of digital learning media, whereas on network barriers can be overcome by changing classes, so that the class that is far from the reach of wifi can switch with the class close to the wifi source to get the same facilities.

Keywords: *Digital learning media, Merdeka belajar curriculum*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan upaya dalam mengatasi faktor penghambat penerapan media pembelajaran digital dalam implementasi kurikulum merdeka di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan pendekatan studi kasus. Data penelitian diperoleh melalui observasi, wawancara dan studi dokumentasi. Hasil dari penelitian ini menunjukkan bahwa 1) Penggunaan media pembelajaran digital sudah terlaksana dengan cukup baik, guru merasa terbantu dengan adanya media pembelajaran digital 2) Dalam penerapan media digital di SD Negeri 1 Sambu terdapat beberapa kendala meliputi: Kurangnya kemampuan guru dalam mengeksplorasi macam-macam media pembelajaran digital, kurangnya jumlah sarana dan prasarana penunjang pembelajaran digital, serta terjadi kendala jaringan internet terutama pada saat musim hujan. 3) upaya yang dapat dilakukan yaitu: guru hendaknya meningkatkan kemampuan menggunakan media teknologi dapat dengan mengikuti program pelatihan diluar seperti worksop, bintek, maupun seminar terkait penerapan media pembelajaran digital, sedangkan pada kendala jaringan dapat diatasi dengan pergantian kelas, jadi kelas yang jauh dari jangkauan wifi dapat bertukar dengan kelas yang dekat dengan sumber wifi sehingga mendapat fasilitas yang sama.

Kata kunci: Media pembelajaran digital, kurikulum Merdeka belajar



INTRODUCTION

Education is an essential element in building a prosperous nation. The success of education can be characterized by the birth of a Human Resource with character and superior qualifications. As time passed, ideas of educational revolution developed. Various efforts have been made by governments and educational institutions to create modern education that is adapted to the characteristics of Indonesian society. Through education that matches today's modern era, we are expected to be able to form a society that is creative, intelligent, innovative, and open to modern things like digitalization. One of the efforts that can be made is to create a curriculum that meets the demands that modern-day humans must have.

Curriculum is an important thing in education, it is in line with the opinion (Fatmawati & Yuzrizal, 2020) that the curriculum is a guideline that contains a plan or rules that are made guidelines in the implementation of the learning process. So, curriculum consist of the purpose of learning, modules or teaching materials, the content and methods of learning to be used. Some of these things are structured as guides in achieving the goal of learning. In Indonesia, the curriculum has undergone several changes and improvements. The first curriculum was the 1945 Curriculum, then the 1964, 1968, 1973, 1975, 1984, 1994, 1997 (which was the result of the revision of the 1994 Curriculums), the 2004 computer-based Curriculum, the first-degree education curriculum. In 2006, the curriculum 2013 then revised again in 2018 to be a revised curriculum 2013 (Ulinniam et al., 2021). Then the world suffered a Covid-19 disaster that required distance learning and was then refined with an emergency curriculum that later became a Merdeka belajar curriculum.

Merdeka belajar curriculum is a concept of freedom for both teachers and students. This concept is in accordance with the thinking of Ki Hajar Dewantara where education should focus on freedom to create and find its own learning resources. (Ardianti & Amalia, 2022). So, in the Merdeka belajar curriculum students can gain access to learning resources not only through books but can be obtained from other media. Furthermore, learning activities are not only acquired through learning in the classroom by studying certain subjects or called intra-curricular learning only, but there is also extracurricular and cocurricular learning that can help students acquire science. The curriculum of independent learning is closely related to digitization and modernization, where learning activities usually start to apply digital technology. In the world of education, technology can be used as a medium of transfer of science from teacher to student.

Learning media is a tool used as a means of delivering messages from teachers to students in learning activities (Fridayanti, 2023). While digital learning media is the tool used to transmit information from teacher to students using modern technologies, for example, computers, internet, youtube, etc. Using digital learning media is expected to create modern, creative, and innovative learning. Teachers are expected to be able to create interesting learning using a variety of learning media based on modern technology, but it turns out in its implementation there are some barriers both internal and external. Based on an initial interview with one of SDN 1 Sambu's teachers, information was obtained about the obstacles experienced by teachers in the application of digital learning media, among them some teachers are still public with the use of digital teaching media, so in learning still many uses conventional learning media. In addition, the use of digital learning media has a networking impediment in some classes because it is located quite far from WiFi reach, especially in the rainy season.

Based on the above descriptions, the researchers are interested in investigating the "The efforts to overcome barriers in the application of digital learning media in the implementation of merdeka belajar curriculum in primary schools" research is carried

out to study more deeply about how to overcome blocking factors in the application of digital learning media in elementary schools.

METHOD

The research was conducted in one of the primary schools in Boyolali district, SDN 1 Sambu. This research uses descriptive qualitative methods with a case study approach. According to Hermansyah in (Sakiah & Effendi, 2021) qualitative descriptive research is a type of research aimed at explaining or depicting in depth an event experienced by the subject of research. Subjects of the research are teachers and students of Class III and Class IV SDN 1 Sambu. Research data is obtained through observation of the learning process using digital learning media, interviews with teachers and documentation studies at the time of learning. The data collection technique in this study uses the Milles & Hubberman model with measures of data reduction, data presentation and conclusion withdrawal. Then the technique tests the validity of the data using the source triangulation and the triangulation technique.

RESULTS AND DISCUSSION

The study describes related efforts that can be made to prevent obstacles to the application of digital learning media in the implementation of Merdeka belajar curriculum in primary schools. According to (Jediut et al., 2021) digital learning media is an innovative technology transfer tool that makes learning more effective and efficient. This is in line with the view (Batubara, 2021) that the digital learning media is a learning aid that applications use digital technology with digital data to produce digital images that are accessible, processed, and shared. The use of digital learning media is essential to create modern learning in an era of rapid development of the era as it is today, according to the opinion (Ulfah et al., 2023) the use of Digital Learning Media can direct digital learning that is oriented to the development of times as well as support the implementation of independent curricula. In the research (Jediut et al., 2021) revealed several benefits of the application of digital learning media, but its benefits are as follows: a) As a facility for teachers to deliver learning materials both online and offline, b) as a means of interaction between learning sources and individuals in the classroom so that learning is more active and communicative. C) Based on some of the benefits that have been presented, teachers and the entire other element of the school should be able to support the application of digital learning media to maximize the achievement of the established learning goals. However, it cannot be denied that in the application of digital learning media there will be a variety of supportive and inhibitory factors that require a solution to solve the problem.

In the reserch (Saragih et al., 2021) revealed some impediments to the application of digital mobile based learning, they are: the use of PAK media used by teachers and students depends on smartphones and internet connections, while quota constraints and Internet connections cause it to become an impediment in the usage of digital learning media. In addition, teachers and students suffer from a lack of mastery of the features and applications of digital learning media. In this study, efforts were made to address the impediment that schools provide facilities such as an internet network that can be accessed by every school citizen, then there was also assistance in the form of a study quota for teachers and students to promote learning, as well as providing training to teachers through workshops, seminars, and training. While in the study (Meilani, 2022) factors inhibiting digital learning media Quizizz at MI Datuk Singaraja are among them: application Quizizz requires students to bring mobile phones while not all students bring cell phones facilities to school, besides the Internet network also becomes a hindering problem because in MI Datuk Singaraja Internet network or WIFI is still not smooth, then in the school still has not had a personal computer lab. Some of these problems are the teacher's efforts to remind students to

bring their cell phones a day before learning to use Quizizz, then for network problems and teachers' quotas to discuss with the head of school to find a solution to the obstacles and encourage students to fill the quota to cope when controlled on the school wifi network.

Teachers are learning designers who should be able to create a peaceful and conducive class atmosphere because of the role of teachers as controllers of class conditions so that they can create quality learning. To create learning that attracts teachers should be able to choose and apply creative and innovative learning media so that the attention of the pupils can be centered on what the teacher desires, it is in line with the opinion (Purwanti, 2018) an intelligent teacher is a teacher who is able to apply learning media to have various benefits both as a provider of information and as a source of learning. According to (Saragih et al., 2021) in digital learning teachers are guided to be able to implement digital technology-based learning media. Teachers of grade III and grade IV of SD State 1 Sambu have implemented several kinds of digital learning media in their learning, it has received support from the school both from the provision of facilities such as the Internet network as well as providing other supporting facilities. However, in its implementation there are some obstacles that affect the successful use of digital learning media such as insufficient Internet network to reach all classes, still a lack of facilities for promoting and teachers and students who are still not sufficiently mastered in the use of variable digital learning medium. The role of the teacher as a facilitator, the teacher should provide facilities to the pupils in teaching learning activities. (Suyanto, 2013). In this study, teachers have tried to provide interesting learning by leveraging some of the digital learning media that are expected to stone up making it easier for students to understand the material easily.

In this study, teachers have tried to apply digitalization to their learning, but as has been explained that in the application of digital learning media in SD State 1 Sambu there are some inhibitory factors to perform activities well. Based on the interviews conducted with teachers of the third and fourth classes, efforts can be made to solve the problem: at a time when controlled due to the lack of wifi network can reach the class that is far from the wifi source then performed rolling with class that can access wifi well. While the limited number of facilities can be overcome by creating a timetable for the use of such facilities as projectors, LCDs, speakers in turn each class. Then on the lack of teacher's understanding of the utilization of digital media can be addressed by following activities such as training, seminars or workshops that correspond to the material of digital learning media utilization. This research is relevant to a previous study conducted by Frida Meilani in 2022 with the title "Use of Quizizz Applications as a Digital Learning Media to Improve Students' Learning Outcomes at Class V English Language Lessons at MI Datuk Singaraja Kerso at Kedung district of Jepara"

CONCLUSION

The results of the data collected through observations, interviews, and documentation at SDN 1 Sambu enable researchers to draw conclusions. The digital learning media has been implemented quite well, teachers feel helped by the presence of digital learning medium, in addition to the ease of access also because of its interesting presentation so that the pupils become more focused and interested to follow the learning activities. In the application of digital media in SDN 1 Sambu there are some obstacles both internal and external obstacles. Internal obstacles include Lack of teachers' ability to explore a variety of digital learning media. External obstacles are lack of digital learning facilities and facilities, such as limited LCD availability so that each class that wants to use screenshots has to alternate with the other class. Besides, there is an internet network impediment especially during the rainy season, in some classes it is difficult to connect to the wifi network because it is located somewhat away from the source of the connection. To solve these problems, appropriate solutions are

needed: for teachers to improve their ability to use media technology can by taking out training programmes such as workshops, spots, or seminars related to the application of digital learning media. While solutions to external problems such as network constraints can be overcome with class rolling activities, so that classes that are far from the reach of wifi can be swapped with those that are close to the wifi source, so they get the same facilities. Besides, on media outlets like youtube and other digital videos to overcome network problems, teachers can prepare their learning videos in offline mode or have previously downloaded them.

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