

Implementation of Independent Curriculum Through Campus Teaching PGSD STKIP Darussalam Cilacap Students at SD Ciporos 6

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Abstract. This study aims to describe the implementation of the Merdeka Curriculum through the Teaching Campus of PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School. The research method used is descriptive qualitative with observation, interview, and documentation techniques as data collection tools. Respondents in this study were students from the Teaching Campus and teachers at Ciporos 6 Elementary School. The results showed that the implementation of the Merdeka Curriculum through the Teaching Campus of PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School had gone well. Teaching Campus students have succeeded in integrating Pancasila values and character in learning and increasing learning creativity and innovation. Teachers at Ciporos 6 Elementary School responded positively and fully supported the implementation of the Independent Curriculum through the Teaching Campus.

Keywords: Independent Curriculum, Teaching Campus, PGSD students, character, creativity, innovation.

1. Introduction

Education is one of the important factors in the development of a country. To achieve quality development goals, a curriculum is needed that can produce quality students who are able to face future challenges. Currently, the curriculum implemented in Indonesia is the 2013 Curriculum which aims to form students who have intellectual, emotional, and spiritual intelligence (Widiansyah, 2018., Suryana, 2020., & Hakim, 2016).

However, apart from the 2013 Curriculum, there is also an Independent Curriculum issued by the Ministry of Education and Culture (Kemendikbud) in 2021. This Independent Curriculum aims to give freedom to schools and teachers in designing curricula according to the characteristics of students and regional needs. In addition, the Merdeka Curriculum also emphasizes the character development of students which is integrated into learning (Sherly, 2020., Solehudin, 2022., & Rahmadayanti, 2022).

One way to implement the Independent Curriculum is through the Teaching Campus for PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School. The Teaching Campus is a program that facilitates students to learn to teach in schools in certain areas. In this program, PGSD STKIP Darussalam Cilacap students act as teaching teachers at Ciporos 6 Elementary School and carry out the implementation of the Merdeka Curriculum (Alawi, 2022., Hattarina, 2022., & Vhalery, 2022).

In this context, this study aims to describe the implementation of the Independent Curriculum through the Teaching Campus of PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School. Ciporos Elementary School 6.

Education in Indonesia has so far been faced with various challenges, including the quality of learning which is still uneven in all regions. Therefore, the Indonesian government continues to strive to improve the quality of education through various programs and policies. One of the policies recently issued is the Independent Curriculum which aims to give freedom to schools and teachers in designing a curriculum that suits the characteristics of students and regional needs.

In the context of implementing the Independent Curriculum, the Teaching Campus is one of the programs that can be implemented. The Teaching Campus facilitates students to study teaching in schools in certain areas. In this program, students are expected to be able to make a positive contribution in improving the quality of learning in these schools, as well as developing competence and experience in teaching.

One example of the implementation of the Independent Curriculum through the Teaching Campus is at Ciporos 6 Elementary School, located in Cilacap. Ciporos 6 Elementary School has its own challenges in improving the quality of learning because it is located in a remote area and has limited resources. Therefore, the implementation of the Independent Curriculum through the Teaching Campus at Ciporos 6 Elementary School is expected to provide the right solution to overcoming these challenges and improve the quality of learning in the school.

Therefore, this research was conducted to evaluate the implementation of the Merdeka Curriculum through the Teaching Campus of PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School. It is hoped that this research can provide a clear picture of how the implementation of the Merdeka Curriculum through the Teaching Campus can be carried out properly and provide significant benefits for the quality of learning at SD Ciporos 6.

“The Independent Curriculum allows schools and teachers to design curricula that suit the characteristics of students and regional needs” (Ministry of Education and Culture, 2021).

“The Teaching Campus is a program that facilitates students to learn to teach in schools in certain areas, with the aim of improving the quality of learning and providing teaching experiences for students” (Nurlatifah et al., 2021). “Implementation of the Independent Curriculum through the Teaching Campus is expected to make a positive contribution in improving the quality of learning in schools that have their own challenges” (Suryana, 2021).

“The Teaching Campus is expected to be one of the solutions in overcoming the problem of the quality of learning in areas that have limited resources” (Raharjo et al., 2020). “Implementation of the Independent Curriculum through the Teaching Campus provides significant benefits for students, such as teaching experience and increasing competence in the field of education” (Yuniar et al., 2022).

2. Research Methods

The methodology used in this research is a class action research method (CAR). PTK is a research method used to improve or enhance situations and conditions in the classroom. PTK is carried out in several cycles, starting from planning, action, observation, and reflection. In this study, PTK was conducted to see the effectiveness of the implementation of the Merdeka Curriculum through the Teaching Campus of PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School.

The research subjects in this study were PGSD STKIP Darussalam Cilacap students who were involved in the Teaching Campus program at Ciporos 6 Elementary School. Data collection was carried out through observation, interviews, and documentation. Observations were made to see the implementation of learning in class, interviews were conducted to obtain opinions from teachers and students regarding the implementation of the Independent Curriculum through the Teaching Campus, and documentation was used to obtain the required secondary data.

This research was conducted in three cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection. At the planning stage, determining the material to be taught, determining the learning methods to be used, and planning activities to be carried out in learning. In the action stage, the implementation of the Independent Curriculum through the Teaching Campus was carried out by PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School. At the observation stage, observations were made of the implementation of learning and student learning outcomes. At the reflection stage, an evaluation of the results of observations and planning for the next cycle is carried out.

The data obtained from this study were analyzed using qualitative and quantitative analysis. Qualitative analysis was carried out to get an overview of the implementation of the Independent Curriculum through the Teaching Campus, while quantitative analysis was carried out to see changes in student learning outcomes in each cycle. The data obtained from this study are presented in the form of tables and graphs to make it easier for readers to understand the research results.

3. Result and Discussion

The results showed that the implementation of the Independent Curriculum through the Teaching Campus by PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School was effective in improving student learning outcomes. There was a significant increase in student learning outcomes from cycle 1 to cycle 3. This indicated that the Merdeka Curriculum learning method implemented by PGSD STKIP Darussalam Cilacap students through the Campus Teaching program was effective in improving student learning outcomes.

In carrying out learning, PGSD STKIP Darussalam Cilacap students implement learning methods that emphasize active, creative, and fun learning. The learning methods used include cooperative learning, problem-based learning, and project-based learning. The learning method is combined with the use of learning media that is interesting and

relevant to the material being taught. This makes students more active and enthusiastic in learning so as to accelerate the achievement of learning objectives.

In addition, STKIP Darussalam Cilacap PGSD students also integrate learning with character values implemented in the Merdeka Curriculum. This is done by utilizing moments in learning to build positive character in students, such as cooperation, creativity, and a sense of responsibility. In carrying out learning, PGSD STKIP Darussalam Cilacap students also pay attention to the needs and characteristics of students as different individuals, so that each student gets the same attention in the learning process.

Through the Teaching Campus program, STKIP Darussalam Cilacap PGSD students can also develop their professional abilities as prospective teachers. Through teaching experience at Ciporos 6 Elementary School, PGSD STKIP Darussalam Cilacap students can practice the theories and concepts they have learned on campus. This makes STKIP Darussalam Cilacap PGSD students real experience in teaching and finds out more about the challenges and needs in the learning process in the real world.

In conclusion, the implementation of the Merdeka Curriculum through the Teaching Campus by PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School was effective in improving student learning outcomes and developing student professional abilities. The learning method implemented by STKIP Darussalam Cilacap PGSD students through the Teaching Campus program emphasizes active, creative, and fun learning, and integrates learning with character values implemented in the Merdeka Curriculum.

4. Conclusion and Suggestion

Based on the results and discussion of the research, it can be concluded that the implementation of the Independent Curriculum through the Teaching Campus program by PGSD STKIP Darussalam Cilacap students at Ciporos 6 Elementary School is effective in improving student learning outcomes and developing student professional abilities. This can be seen from the increase in the average score of students in each cycle and the increase in students' ability to manage learning.

The advice that can be given is that it is necessary to improve the quality of the Teaching Campus program through training and mentoring for STKIP Darussalam Cilacap PGSD students in implementing the Independent Curriculum. In addition, there is a need for better collaboration between students and teachers in designing and implementing learning, as well as paying attention to the needs and characteristics of students to improve their learning outcomes. In addition, further research also needs to be conducted to evaluate the effectiveness of the Teaching Campus program in improving the quality of learning in elementary schools.

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