

Implementation of Eighth Class Informatics Learning in the Merdeka Curriculum at SMP Negeri 39 Padang

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Abstract

The Merdeka Curriculum is the curriculum used by the Driving School program which includes Information Science as a core subject, which was previously called Information and Communication Engineering. This research aims to find out how the implementation of Informatics learning for eighth class Merdeka Curriculum at SMP Negeri 39 Padang is seen from learning planning, implementation of the learning process, and learning evaluation. This type of research is descriptive qualitative using observation, interview and documentation techniques. Data analysis was carried out by means of data reduction, data presentation, and drawing conclusions. The research results show that first, at the Informatics learning planning stage in the independent curriculum the teacher makes a learning plan called a teaching module. Second, the implementation of Informatics learning in the Independent Curriculum is also considered more relevant and interactive. Project-based learning provides wider opportunities for students to actively explore problems around them. third, the evaluation of Informatics learning in this curriculum is quite good, teachers can convey Informatics learning material which is classified as difficult for junior high school level in simpler language so that students can understand Informatics learning and achieve learning objectives.

Abstrak

Kurikulum Merdeka merupakan kurikulum yang digunakan oleh program Sekolah Penggerak yang memasukkan Ilmu Informatika sebagai mata pelajaran inti, yang sebelumnya disebut Teknik Informasi dan Komunikasi. Penelitian ini bertujuan untuk mengetahui bagaimana pelaksanaan pembelajaran Informatika kelas VIII Kurikulum Merdeka SMP Negeri 39 Padang dilihat dari perencanaan pembelajaran, pelaksanaan proses pembelajaran, dan evaluasi pembelajaran. Jenis penelitian ini adalah deskriptif kualitatif dengan menggunakan teknik observasi, wawancara, dan dokumentasi. Analisis data dilakukan dengan cara reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pertama, pada tahap perencanaan pembelajaran Informatika pada kurikulum mandiri guru membuat rencana pembelajaran yang disebut modul pengajaran. Kedua, pelaksanaan pembelajaran Informatika pada Kurikulum Merdeka juga dinilai lebih relevan dan interaktif. Pembelajaran berbasis proyek memberikan kesempatan yang lebih luas kepada siswa untuk secara aktif mengeksplorasi permasalahan di sekitar mereka. ketiga, evaluasi pembelajaran Informatika pada kurikulum ini cukup baik, guru dapat menyampaikan materi pembelajaran Informatika yang tergolong sulit untuk tingkat SMP dengan bahasa yang lebih sederhana sehingga siswa dapat memahami pembelajaran Informatika dan mencapai tujuan pembelajaran.

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1. INTRODUCTION

In Indonesia, the implementation of the curriculum has undergone various changes and improvements since the pre-pandemic era, the first being the 2013 curriculum which was implemented on December 12 2014 and the revision became the Revised Curriculum for the 2016/2017 academic year which was a refinement of the previous 2013 curriculum, based on the results of the Program for International Student Assessment (PISA) says that 70% of students aged 15 years are below the minimum ability in literacy and numeracy.

The implementation is carried out through two methods, namely distance learning (online), and face-to-face meetings (offline) which are carried out on a limited basis considering the conditions that occur. In the new normal era, the government uses an emergency curriculum for the 2020/2021 school year which contains simpler and less material compared to curtails but still relies on curtails material. The result is that 31.5% of schools using the emergency curriculum can reduce the impact of the pandemic on 73% literacy and 86% numeracy.

Constraints in the world of education finally made the Indonesian Ministry of Education (Kemendikbud) decide on a new curriculum (Free Curriculum) which can overcome obstacles in the

world of education and guarantee the sustainability of the world of education as quoted from the Decree of the Ministry of Education and Culture in Research and Technology Ministerial Decree No. 262/M/2022: Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery. The Decree (SK) of the Head of the Standards, Curriculum and Education Assessment Agency (BSKAP) Number 044/H/KR/2022 signed on 12 July 2022 was to stipulate more than 140 thousand educational units to implement the Independent Curriculum in the 2022/2023 academic year.

Nadiem Makarim as Minister of Education and Culture also created other programs to advance Indonesian education after the Covid-19 pandemic. The funded program is a driving school program which was implemented and socialized on February 1 2021. The prerequisite for becoming a driving school is that the school principal must have passed school training and be ready to make changes in the education sector. Implementation of the driving school program began in the odd academic year 2021/2022, which was attended by 2,500 schools in 34 provinces and 111 districts or cities. Driving schools use the Independent Curriculum as their curriculum, so that driving schools can be said to be a pilot model for the Independent Curriculum for other schools (Nugraheni, 2022). The aim of this school program is to help each school produce a generation of outstanding students who can realize the Pancasila student profile. There is no doubt that the role of teachers is needed to achieve the success of this goal.

The Mobilizing Schools Program will accelerate the progress of public/private schools to several higher levels. The implementation of the driving school program will be carried out in stages and integrated in all school areas in Indonesia. One of the provinces that already has a Mobilization School is West Sumatra and especially in the city of Padang, Padang 39 Public Middle School. This school is located adjacent to Purus Beach, Padang City. As a result of observations made by the author, this school has implemented the implementation of the Independent Curriculum starting from the odd semester of July-December of the 2021/2022 academic year to the odd semester of July-December of the 2022/2023 academic year. The implementation of the Independent Curriculum has been implemented for three semesters for 7th classes 8th.

ICT (Information and Communication Technology) subjects based on the 2013 Curriculum are not compulsory subjects to be taught. Changes in the 2013 curriculum which were made online on 11 February 2022 to the Merdeka Curriculum. In 2019, Awaluddin Tjalla as Head of the Center for Curriculum and Books (Puskurbuk) changed the name of ICT subjects to Informatics subjects. Informatics is a compulsory subject in secondary education (SMP) with a portion of two hours of study per week.

The change from ICT to Informatics means that students and teachers need to adapt with a more specific focus due to the increasing complexity of learning materials. Informatics concepts, such as programming or computer networking and information processing can be more complex than more general ICT concepts. So students may face difficulties in understanding and applying these concepts. In addition, teachers need to receive adequate training to teach Informatics subjects well and acquire a deep understanding of Informatics concepts. They also need to develop appropriate teaching skills and strategies to teach Informatics material in an effective way.

In connection with the background to the implementation of Informatics learning in the Merdeka Curriculum at driving schools, it encouraged the author to conduct research and choose the location of SMPN 39 Padang as the research location. The aim of this research is to identify and collect information about how Informatics learning in the Independent Curriculum is implemented in driving schools as well as what problems or problems arise from implementing the curriculum, so that it will explain and provide insight for teachers and other schools regarding the implementation of learning. Informatics in the Independent Curriculum in other driving schools.

2. RESEARCH METHODS

This research uses a qualitative descriptive method, qualitative is a research process carried out by considering objective conditions in the field (field research) without any manipulation, in order to understand the phenomena experienced by research subjects such as perceptions, actions or behavior as stated by Zainal (2011): 140). The method used for data collection is through observation, interviews and documentation then presented in 3 steps, namely data reduction, data presentation, and drawing conclusions.

3. RESEARCH RESULTS AND DISCUSSION

Eighth Informatics Learning Planning in the Independent Curriculum at SMP Negeri 39 Padang

Learning planning is designed in the form of teaching modules. Teaching modules are a type of pedagogical tool designed comprehensively and systematically to guide teachers to achieve learning goals. A teaching module is a design that implements a path developed from learning achievement standards, equipped with learning steps, assessment plans, and tools needed to carry out learning.

The Ministry of Education and Culture explains that teaching modules developed by individuals/groups of people/an institution or foundation can be useful and have the following aims:

1. Simplify, accelerate and enhance learning;
2. Become a reference for teachers in implementing learning activities;
3. Become a framework that describes the process and organization of learning based on learning outcomes.

At the planning stage, 10 teachers in schools were given training for 10 days on how to implement learning in the Merdeka Curriculum online through zoom meetings organized by the government and LPMP.

Based on the analysis of documents in the form of teaching modules created by Informatics subject teachers at SMP Negeri 39 Padang, the Informatics teaching modules were designed according to the guidelines provided by the Ministry of Education and Culture, including learning objectives, learning stages (including learning materials to be used), assessments, and a collection of messages. Learning is also a reference material that can provide support to teachers in conducting learning.

The learning planning activity steps are divided into three stages of activity, namely preliminary activities, core activities, and closing activities. Basically the core activities have been adjusted to the learning objectives using the problem based learning method carried out in the Merdeka Curriculum. However, when the author made class observations in grades 8.1 to 8.5 during the learning process, Mrs. Nova did not use the LKPD as was made and stated in the teaching module. This is not the same as the results of an interview on August 3, 2023 which was conducted by the author with the Informatics teacher, Mrs. Nova that "the implementation of the learning process is in accordance with the modules made".

It can be concluded that in preparation for SMP Negeri 39 Padang to implement the new academic year, the school is collaborating with local parties to encourage teachers, especially Informatics subject teachers so that the Merdeka Curriculum is implemented quite well. The learning plan or teaching module developed by Mrs. Nova in the Informatics teaching module is good, but there are still several points for improvement in the implementation stage.

Implementation of Eighth Class Informatics Learning in the Independent Curriculum at SMP Negeri 39 Padang

Implementation of learning is the application of teaching modules that have been formed before the process of learning activities. Data were obtained through observation and interviews conducted by the author regarding the implementation of learning in class in the third week of July 2023, precisely on the 26th, 27th and 28th, at the second meeting until the fourth meeting on August 9, 10, 11, 2023 in class 8.1 - class 8.5 is as follows:

Pre-learning activities.

In the learning process, Mrs. Nova carries out pre-learning activities by checking who the study room is and also the learning media in the form of textbooks.

Preliminary activities

At the Eighth class Informatics learning process stage, Mrs. Nova started the introductory lesson with greetings, then continued with prayer before the learning process began, followed by the students solemnly, this was done so that the learning activities could run well. Followed by checking the attendance of students, this activity is one of the assessments of student discipline. Mrs. Nova also prepared the class neatly, each student sat together with complete chairs and tables.

Then Mrs. Nova carried out apperception activities, namely reviewing the material previously taught, Mrs. Nova repeated last week's lesson material, namely reflection 7th grade learning and 8th grade learning planning. This activity is always carried out by Mrs. Nova throughout 8th grade.

Core activities

At the core activity stage, Mrs. Nova implements learning activities in the teaching modules as follows:

- 1) The teacher divides students into several groups.
- 2) Students pay attention and observe the teachers' explanation about eighth Informatics lesson plan.
- 3) Students watch videos/stories/pictures in groups, for example about the problem of applying eighth class IT lesson plans.
- 4) The teacher distributes LKPD and students read the instructions, observe the LKPD, and discuss problems with their group on the LKPD.
- 5) Teachers motivate and observe students in groups and find out the various difficulties students face and provide opportunities to ask questions about things they do not understand.
- 6) Several group representatives presented the results of the discussion in writing and orally in front of the class.
- 7) Students and teachers provide feedback and analyse the results of the presentation, including questions and answers to confirm, provide additional information, complete information, or complete other answer sentences.
- 8) Students reflect, summarize, and draw conclusions with the help of the teacher from the material that has been studied related to eighth class lesson planning.
- 9) The teacher gives appreciation for the involvement of all students.

In practice, some of these steps are not implemented in the classroom. From conducting observations in class 8.1 to class 8.5, Mrs. Nova never used the LKPD as stated in the teaching module. Mrs. Nova only uses textbooks and conveys them with a simpler understanding according to the conditions of the students there, because the material in the Informatics textbook in the Merdeka Curriculum is quite advanced and complicated for the junior high school level.

Closing activities

At the end of the learning process, Mrs. Nova reflected by asking students questions regarding the material given that day. After that, Mrs. Nova gave exercises/homework to be handed in and discussed at the next meeting, at the end of the learning activity ended with a group prayer. Judging from the results of observations, Mrs. Nova always carries out closing activities in classes 8.1 to 8.5

In general, the implementation of Informatics learning for eighth class in the Merdeka Curriculum at SMP Negeri 39 Padang has gone quite well, but there still needs to be improvements in the competence of the teachers as well as preparing more teaching modules so that students can also understand the lessons well, because students in the SMP Negeri area 39 Padang during the transition from elementary school to middle school, in elementary school they did not learn what was called Informatics, did not know what computers were, did not understand their use, especially

what was contained in the Informatics textbook in the Independent Curriculum which was too difficult for students to understand.

Evaluation of the Implementation of Eighth Class Informatics Learning in the Independent Curriculum at SMP Negeri 39 Padang.

Based on the author's observations and interviews in assessing classroom learning (preliminary activities, core activities and closing activities) are as follows:

Preliminary activities:

1. Introduction to material: The teacher provides a clear introduction to the topic that will be studied in the learning session. This helps students understand the context and purpose of the Informatics lesson.
2. Students' motivation: Teachers use various methods to motivate students to be interested and enthusiastic in learning informatics material. Using relevant examples or inspirational stories is an effective way.
3. Initial activities: Some initial activities such as open questions, short quizzes, or light games are used to arouse students' interest and prepare them for learning.

Core activities:

- 1) Material and presentation: The teacher uses easy-to-understand language and relevant examples so that he succeeds in conveying Informatics material well. Engaging presentations help students stay focused and engaged.
- 2) Discussion and collaboration: The teacher encourages discussion and collaboration among students during the core session. Discussion reinforces student understanding, and collaboration in group work builds social and team skills.
- 3) Practical application: Teachers give students the opportunity to apply learned concepts through practical assignments or small projects. This helps students experience how Informatics concepts can be applied in real life.

Closing:

- 1) Summary and open questions: The teacher provides a brief summary of what has been learned in the learning session. Then, he asked open questions as a form of reflection so students could consolidate their understanding.
- 2) Assignments or homework: The teacher gives assignments or homework that are relevant to the material that has been studied. This helps strengthen students' understanding and provides opportunities for further learning outside the classroom.
- 3) Self-evaluation: Some teachers encourage students to carry out self-evaluations about their understanding of the material and engagement in learning. This helps students to reflect and be aware of their own development.

Overall, the observation results show that teachers can carry out good introductions, interactive core sessions, and reflective closings which are very important in implementing grade 8 Informatics learning. The use of various methods and approaches helps increase students' interest and strengthen their understanding of Informatics concepts. .

The advantage of Merdeka Curriculum is that teachers can choose learning outcomes more flexibly so they don't chase targets too much or repeat material that was given in the previous semester. In implementing the project to strengthen the profile of Pancasila students, it can be done by collaborating or collaborating with other subjects according to the agreed theme so that achieving the project goals can be done more easily and efficiently by working together as a team.

However, there are shortcomings in implementing projects in the Informatics subject, where there is a little difficulty in making assessments or assessments because they are based on themes that are general and non-specific in accordance with the learning outcomes and learning objectives of Informatics. Then the learning time is reduced because 1 hour of learning is used for project

activities, whereas the Informatics subject should require more time for practical activities in accordance with the learning objectives.

4. CONCLUSION

Based on the discussion that has been put forward, the conclusions of this study are as follows:

1. Independent Curriculum Planning for Informatics learning as capital for the development of SMP Negeri 39 Padang, is carried out by teachers by compiling teaching modules complete with Learning Implementation Plans, learning media and assessment planning. Assessment of learning content that will be processed is based on knowledge skills through oral exams and assignments, attitude assessment using observation techniques and skills assessment through performance assessment through presentations, discussions and activity performance assessments when participating in project-based activities.
2. The implementation of eighth class Informatics learning in the Merdeka Curriculum at SMP Negeri 39 Padang is implemented quite well. However, the implementation of learning that is carried out is different from the teaching content of Informatics teaching modules. Informatics teachers also have several obstacles encountered in implementing the Independent Curriculum, including preparing learning plans, for example identifying learning patterns, learning materials, allocating time and mastering the material so that learning becomes interesting because the material contained in this Informatics textbook is too difficult for junior high school level.
3. The evaluation results of eighth class Informatics learning in the Merdeka Curriculum at SMP Negeri 39 Padang show that a good introduction, interactive core sessions, and reflective closing are very important in the implementation of class 8 Informatics learning, the use of various methods and approaches helps to increase students' interest and strengthen their understanding about Informatics concepts. In assessing the project to strengthen the Pancasila profile, it is still general and not related to Informatics subject matter. One of the activities that can be done to overcome the obstacles that occur in the learning assessment process in the Independent Curriculum is to increase the competence of teachers, because so far teachers are self-taught without any prior training from the ministry or the education office.

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