
AN ANALYSIS OF LEARNING METHOD IN IMPLEMENTASI KURIKULUM MERDEKA BY MANDIRI BELAJAR AT ELEVENTH GRADE OF SMK SWASTA PRAMA ARTHA

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ABSTRACT

This research is to describe the learning method used by teacher in Implementasi Kurikulum Merdeka by Mandiri Belajar. This type of research is descriptive qualitative with the research location at SMK Swasta Prama Artha. The data collection methods used are observation, interviews, and documentation. The data analysis technique is descriptive qualitative analysis, namely data reduction, presentation, and drawing conclusion. The results of the research found that the learning methods used by teachers are integrative learning method with using the four phases: (1) Phase 1: describing, comparing, and investigating patterns (2) Phase 2: Explaining similarities and differences (3) Phase 3: marking an additional step in developing students' ability to process information (4) Phase 4: generalization to form broad relationships. The researcher suggests that teachers apply this learning method in the learning process.

Keywords : Learning Method, IKM, Mandiri Belajar

I. INTRODUCTION

The Background of Research

In order to improve the quality of human resources for the glory of the future and to keep up with the sophisticated growth of society brought about by scientific and technological breakthroughs, educational institution leaders in Indonesia are working to enhance the teaching and learning process. This curriculum is also a golden opportunity as well as a challenge for teachers to be creative and innovative and to find and apply learning methods that are in accordance with the goals of the Kurikulum Merdeka. It is argued that the emergence of Mr. Nadiem Makarim as Minister of Education and Culture of the Republic of Indonesia with his ideas regarding curriculum innovation regarding the Kurikulum Merdeka Belajar and a curriculum concept that requires students to be independent, This independence means that every student is given the freedom to gain knowledge that is pursued both in formal and non-formal education (Manalu, 2022). This curriculum has no limitations on the concept of learning that must be done at school or outside of school, but it also has demands for creativity from a teacher and the students.

Based on the results of interviews with the principal of SMK Swasta Prama Artha during teaching assistance activities carried out on September 3–December 17, 2022, it is known that the school has implemented a Kurikulum Merdeka with the Mandiri Belajar option. SMK Swasta Prama Artha is one of the educational institutions that must strive to improve the quality of education by applying effective and efficient learning methods in the teaching and learning process so that the educational objectives to be achieved can run well. The level of success still needs to be studied, especially in terms of the efforts taken to improve learning methods in the implementation of the Kurikulum Merdeka. Principals and teachers in education units who have registered for the IKM by Mandiri with the Mandiri Belajar option must prepare themselves by implementing several parts and principles of the Kurikulum Merdeka while still using the Kurikulum 2013 or the simplified Kurikulum 2013.

The Problem of Research

As for the problems contained in the background above, the researcher puts forward the main problem that will be the core of the discussion in this thesis, as follow: “What is the learning methods used by teachers in the Implementasi Kurikulum Merdeka (IKM) by Mandiri Belajar for the eleventh grade students of SMK Swasta Prama Artha?”.



The Objective of Research

In discussing this title, the researcher will put forward a thing that is the main objectives of the research as follow: “To describe the learning methods used by teachers in Implementasi Kurikulum Merdeka (IKM) by Mandiri Belajar.”

II. THE REVIEW OF LITERATURE

The definition of Learning Methods

The method is a tool used in carrying out education that is used to convey material. Even easy-level subject matter is sometimes difficult to develop and be accepted by students because the method or method used is not suitable or appropriate. Nana Sudjana (2005: 76) argues that the learning method is a method used by the teacher to establish a relationship with his students at the time of teaching. The learning method is defined as a method used by teachers in carrying out their duties or functions and as a tool that leads to the achievement of learning objectives.

The Learning Method in Implementasi Kurikulum Merdeka (IKM)

The Kurikulum Merdeka, as a learning recovery option launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), issued a policy regarding the development of the Kurikulum Merdeka. Since the start of the Kurikulum 2013, learning is no longer done by focusing on the teacher or Teacher Centered Learning, but becomes student-centered learning. This is in line with current (modern) learning approaches that make students more the subject of learning, where teachers are more placed as facilitators of students in the learning process. In the application of student-centered learning, students will always be challenged to have critical thinking. Teachers must plan and make every effort to be able to teach with this Kurikulum Merdeka, as a teacher there are many things that must be prepared, one of which is to recognize and understand the various learning methods of the Kurikulum Merdeka. Learning methods can help students stay focused on following and understanding the material presented by the teacher.

Mandiri Belajar

Mandiri Belajar, as outlined in the Kurikulum Merdeka, is an opportunity for teachers to continue to learn, be creative, and participate in changing and realizing a superior generation that has the character of the Pancasila student profile by developing effective learning strategies according to the conditions students faced in the era of Merdeka Belajar. The thing that is most concerned about the planning of this IKM by Mandiri Belajar is upholding the values of Pancasila, which are adjusted to cultural and religious values. The implementation of the Mandiri Belajar certainly has a lot of influence; learning with a Kurikulum Merdeka makes students and teachers more creative, and the material presented can be more in-depth. The impact felt is also the result of the increase in school facilities to support student learning activities.

III. THE METHOD OF RESEARCH

The Research Design

The design of this research is qualitative research that focuses on the analysis of the teacher's learning method in Implementasi Kurikulum Merdeka (IKM) by Mandiri Belajar at SMK Swasta Prama Artha. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, variation of words produced by teacher in Implementasi Kurikulum Merdeka by Mandiri Belajar.

Qualitative research is a research method used to research natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2009:1). This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process. So, it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of words.

The Location of Research

The location of the will conducted at SMK Swasta Prama Artha Kec. Bandar Hulan.

Source of the Data

Data

Data in this research were in the form or written text in the field notes or interview transcript. Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obtains information about the teacher's learning method in IKM by Mandiri Belajar at SMK Swasta Prama Artha.



Source data

The source of data is the all the English teacher or the informant. In this research, the researcher takes the data from the principal, the english teacher, and the students at SMP Swasta Prama Artha.

The Technique of Collecting Data

A data collection technique is one of the methods used in research to collect complete data from respondents, or tools to aid the researcher in data collection. The data collection techniques used by researcher are observation, interview and documentation.

The Technique of Analyzing Data

The data analysis technique is systematically carried out with the following steps :

Data reduction

Reducing data means summarizing, choosing the main things, focusing on important things, and looking for themes and patterns because the data obtained from the field is quite a lot and needs to be recorded carefully and in detail. By reducing the data, it will provide a clearer picture and make it easier for researcher to carry out further data collection and search for it when needed. Data reduction can be done with the help of a computer by giving codes to certain aspects.

Presentation of data

After the data has been reduced, the next step is to display the data. In qualitative research, data presentation can take the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. The most commonly used method to present data in qualitative research is narrative text.

Drawing conclusion and verification

Drawing conclusions is the result of research that answers the research focus based on the results of data analysis. In this study, drawing conclusions is done by taking the essence of a series of categories of research results based on observations and interviews. The verification techniques in this research are sources and documents.

Based on the three data analyses above, the researcher can conclude that descriptive qualitative research starts with organizing data, then compiling existing information, and finally analyzing the data for further action.

IV. ANALYSIS OF DATA

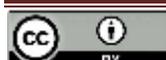
Data Analysis

According to the result of the interview conducted with an english teacher, there is a learning method that used by teacher in implementasi kurikulum merdeka by mandiri belajar. In implementing the independent curriculum, there are many learning methods that can be used. By applying many varied learning methods, it is hoped that the quality of learning will improve. One of the learning methods that can be applied in implementing the independent curriculum is the integrative learning method which is also combined with discussion, question and answer, demonstration, assignment. This method can integrate several aspects into one process. This learning method also has several principles that can create student independence in learning, one of which is "learning to look for something meaningful," so students will look for what is meaningful during learning. This method also develops thinking that leads to new understanding independently. that there are three factors that support the implementation of effective methods at SMK Swasta Prama Artha: teaching staff, facilities and infrastructure, and school conditions. the interest and attention of students are one of the factors that inhibit the application of effective methods at SMK Swasta Prama Artha, because no matter how hard the teacher tries to apply the method well, it depends on the ability of the students themselves. Besides being influenced by the teacher's knowledge in presenting the material, what is also important is the interest and attention of the students themselves. With the learning method, students feel that learning becomes easier and more effective because they can discuss with friends. The learning method centers on student activeness according to their interests and talents.

V. CONCLUSION AND SUGGESTION

Conclusion

After conducting research and analyzing the teacher's learning method in Implementasi Kurikulum Merdeka by Mandiri Belajar at SMK Swasta Prama Artha, it can be concluded that an English teacher at the school uses the integrative learning method, which includes four phases: (1)



Phase 1: describing, comparing, and investigating patterns, (2) Phase 2: Explaining similarities and differences, (3) Phase 3: Generating hypotheses from different circumstances, (4) Phase 4: Generalization to form broad relationships, to improve the quality of learning. The method aims to develop student independence in learning and to create new understandings. There are supporting factors, such as teaching staff, facilities and infrastructure, and school conditions, and inhibiting factors, such as the lack of interest and attention of students, that affect the application of effective methods. The school is required to follow the independent curriculum based on the Ministry of Education, Culture, Research, and Technology's instructions and is encouraged to be creative and innovative in applying learning methods and learning materials. The implementation of the independent curriculum has several objectives, including following the development of technology, character development, and educating students according to their era. The school facilitates teachers with learning media, such as infocus and loudspeakers, and provides training and resources through the PMM platform.

Suggestion

According to the results of the research, there are several suggestions presented for students, english teacher, and researchers.

1. Students

Through the learning method used by teacher in Implementasi Kurikulum Merdeka by Mandiri Belajar, the students more understand the material, enjoy in learning and make students more active not afraid to express opinions.

2. Teacher

This research can improve the quality and creativity of teacher in teaching. Learning method must be applied because this is the teacher's way of determining learning objectives during teaching and learning process.

3. Future researcher

The researcher hopes that for future researcher who are interested in conducting similar research, it will contribute to understanding learning method and implementasi kurikulum merdeka by mandiri belajar

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