

KNOWLEDGE OF PG-PAUD STUDY PROGRAM STUDENTS TOWARDS MERDEKA CURRICULUM

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Abstract. Curriculum changes must be made following the changing times. In 2022 the Indonesian government is introducing a Merdeka curriculum. Although it is not yet mandatory for its implementation as a student of the early childhood education teacher education (PG-PAUD) study program, it is mandatory to know this change so that students are ready to carry out their duties as teachers after graduation. This study aims to determine how much students know about curriculum components, including objectives, content, methods, and evaluations. The sample in this study was 62 students of the PG-PAUD study program who were taking a course in developing the ecce curriculum. This type of research is quantitative descriptive research with data collection techniques using written tests. Data analysis using percentage formulas. The results showed that student knowledge was included in the category of lacking with a percentage value of 33.98%, meaning that some students still lacked knowledge about the Merdeka curriculum.

Keywords: Merdeka Curriculum, Early Childhood Education

INTRODUCTION

The education system in Indonesia is regulated in Law No. 20 of 2003. The law stipulates that in the learning process, you must compile a set of learning plans used as guidelines, called the curriculum. The curriculum must continue to develop with the times because the curriculum needs to create according to needs and developed as a response to life (Ritonga, 2018). This change is necessary for the unit-level early childhood education curriculum up to tertiary institutions. In 2013 the Indonesian government, through the ministry of education and culture, changed the KTSP dari curriculum or education unit curriculum to the 2013 curriculum. This curriculum continues to improve along with needs.

In 2020 Indonesia experienced the COVID-19 pandemic, which affected the teaching and learning process. All learning is carried out online or face-to-face in the classroom because of social restrictions, so learning in schools is carried out online or online. Many teachers have difficulty implementing the existing curriculum during the pandemic because, during the Covid pandemic, teachers, students, and parents are required to adapt well to the learning process. Otherwise, there will be a decrease in the quality of learning outcomes (Safitri et al., 2021). This is a concern for the government because, during the Covid-19 pandemic, the K13 curriculum was challenging to implement. To overcome this problem, the government issued a policy of implementing an emergency curriculum during the pandemic. This change is regulated in the decree of the Minister of Education and Culture of the Republic of Indonesia, Number 719 / P / 2020, concerning the implementation of the covid 19 emergency curriculum. There are several simplifications in the performance of the K 13

curriculum called the emergency curriculum, including (1) Simplification of Ki / KD, (2) doing modules for students, (3) making simplified learning plans, and (4) training teachers in using the curriculum online (Sumarbini & Hasanah, 2021).

After the Covid-19 pandemic, the Indonesian government developed a new curriculum, namely an independent curriculum that can accommodate the development of Pancasila values as the basis of the Indonesian state and as a character in the Indonesian nation. This curriculum is not directly applied to all schools but gradually. Schools are still given options in curriculum development, as stipulated in (Kebudayaan, 2022) that schools can continue to implement 2013, emergency, and independent curricula. The independent curriculum implements a new paradigm of learning, where children, teachers and schools are given the freedom to choose to be more creative and innovative in choosing methods and fun learning strategies for students (Prameswari, 2020).

The independent curriculum structure consists of two parts, namely (1) intracurricular and (2) project to strengthen the profile of Pancasila students (Kebudayaan, 2022). Intracurricular activities embody meaningful play, namely, "Freedom to Learn, Freedom to Play". Applying the principle of "Free learning, freedom to play" is a fun and meaningful learning activity for children. In these fun activities, children's learning resources are natural learning resources or also known as contextual. Contextual learning is very appropriate for early childhood because early childhood is in the preoperative stage; children can only think about tangible things. The result of the study (Nisna Nursarofah, 2022) is that contextual learning can connect theory with everyday life, thus allowing children to find and solve daily problems in groups and individually as the concept of independent learning.

All parties involved in education in Indonesia should understand this curriculum change, including students in universities. The Faculty of Teacher Training and Education, which can also be an LPTK (Educational Personnel Education Institution) that will produce prospective teachers, should be involved in developing curriculum changes. In the learning process in higher education, it should have discussed an independent curriculum so that students, as prospective teachers, are ready when they graduate and work in schools. But the current reality is that there are still many students who do not understand and have not even heard what an independent curriculum is; besides that, there are still many lecturers who do not understand the concept of an independent curriculum, even though it is based on the development of an independent curriculum, it applies science related to psychology as the basis for independent learning that will be applied to the independent curriculum. In addition to psychological science, the independent curriculum also applies a project-based learning process developed in universities. In addition, of course, the concept of curriculum.

This study aims to determine how much student knowledge is related to the components of the independent curriculum. The component includes the objectives of the curriculum as the ultimate goal of learning that contains the competency standards of ECCE graduates as regulated by the regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 5 of 2022 concerning graduate competencies (Kemdikbudristek, 2022). The content component refers to learning outcomes regulated by the regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 7 of 2022 concerning content standards (Kemdikbudristek, 2021). The next component is the method, which includes the approach, strategy, and learning method used. And finally, the evaluation as regulated by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 21 of 2022 concerning assessment standards (Heryanti, 2022).

RESEARCH METHOD

The methodology used in this study is descriptive qualitative. Qualitative descriptive research describes the results of data analysis using numbers.

1.1 Population and sample

The population in this study was all students of the PG-PAUD Study Program, FKIP, Riau University, which amounted to 361 people. The sample used in this study was 62 people, while the sampling technique used was purposive sampling, a sampling technique where the sample has specific characteristics or characteristics. Samples used by students who take ECCE curriculum courses in the odd semester of 2022-2023.

1.2 Data Retrieval Techniques

Data collection in this study used a written test by providing many written questions related to the independent curriculum. The test grid is in table 1 below (Huda, 2017)

Table 1. Test Instrument Grids

No	Curriculum Components	No Item	Number of Items
1	Purpose	1, 2, 3, 4, 5, 6, 7, 8	8
2	Fill	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	12
3	Method	21, 22, 23, 24, 25	5
4	Evaluation	26, 27, 28, 29, 30	5
	Sum		30

Table 1. shows that the test instrument has 30 questions consisting of eight from the goal component, 12 from the content component, five from the method component, and five from the evaluation component.

1.3 Data Analysis Techniques

After the data is collected through the test, the data is processed by giving a score of 1 on the correct answer and a score of 0 on the wrong answer. Then the data is processed using the following percentage formula:

$$P = f/n * 100\%$$

To conclude the feasibility of data analysis using the criteria described by Arikunto (Ernawati, 2017) in table 4 below:

Table 2. Criteria for the percentage of student knowledge

No	Eligibility Criteria	Score in Percent (%)
1	Very less	< 21 %
2	Less	21-40 %
3	Enough	41-60 %
4	Good	61-80%
5	Excellent	81-100%

RESULT AND DISCUSSION

The knowledge of students of the PG-PAUD study program towards the independent curriculum is very important, so that they can adjust their ability to develop the curriculum while in school both when taking field practice courses and after they graduate later. From the results of data analysis, data on student knowledge of the independent curriculum can be described from table 3 below:

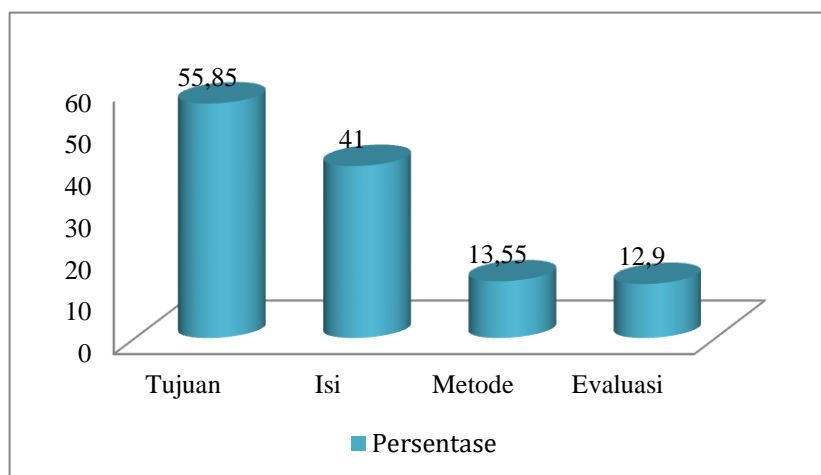
Table 3. Description of Research Results

No	Indicator	Number of Items	Ideal Score	Score Factual	Percentage (%)	Description
1	Purpose	8	496	277	55,85	Enough
2	Fill	12	744	305	41	Enough
3	Method	5	310	42	13,55	Very Less
4	Evaluation	5	310	8	2,58	Very Less
	Sum	30	1860	632	33,98	Enough

Table 3. shows that student knowledge related to the independent curriculum as a whole is in the sufficient category with a percentage score of 33.98%.

This shows that PG-PAUD FKIP Unri students already have sufficient knowledge related to the structure of the independent curriculum, the implementation of the independent curriculum in ECCE institutions, regulations related to the independent curriculum, and components of the independent curriculum. This result is because in the learning process in higher education there must be CPL (Graduate Competency Achievement) for students that must be achieved. CPL is contained in the higher education curriculum as a guide for lecturers to develop CPMK (Course Learning Outcomes). As the results of the study [12] that the PIAUD curriculum makes it easier for doen to formulate learning achievements for each course. More detailed results of the study can be seen in figure 1 below:

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In the graph, it can be seen that students' knowledge related to learning objectives is high, namely getting 55.85% in the sufficient category.while the lowest is the evaluation of this because currently PG-PAUD students are taking the PAUD curriculum lecture, the total sample is 62 students consisting of 2 classes. Class A consists of 38 students and class B consists of 24 students who are supported by 2 teaching lecturers, besides that students have not received learning assessment courses so they do not have knowledge of the evaluation component.

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