

MERDEKA CURRICULUM DEVELOPMENT THROUGH HYBRID LEARNING

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ABSTRACT

The study aims to describe merdeka curriculum development becoming a curriculum that is beneficial for students in hybrid learning during pandemic. Hybrid learning can ease students using some online platforms. The study is conducted using qualitative method. The subject of study is teachers in MI Bilingual Roudlotul Jannah. The researcher conducted study in MI Bilingual Roudlotul Jannah, Sidoarjo. The research uses data collecting using interview to teachers. The study concludes that curriculum development in hybrid learning to ease teachers and students managing learning with time allocation and learning strategy by face-to-face and online, and hybrid learning is utilized to solve learning loss during pandemic. The finding study is curriculum development in learning processes based on learning strategy to reach dividing learning portion and reaching students' characteristics.

Keywords: development, hybrid learning, merdeka curriculum.

INTRODUCTION

Merdeka curriculum is curriculum that is conducted by the educational institution with paying attention with the provision in each emergency period (Nomor, n.d.). This emergency situation occurs when there is a virus transmission or an outbreak during a pandemic that is growing rapidly so that government policies appear on educational conditions in an emergency period to improve educational institutions (Sumantyo, 2020). Several schools made sure to prepare a number of preparations related to learning that would be carried out during the pandemic with several hand washing facilities and avoiding contact during learning (Jusuf & Maaku, 2020).

With this in mind, the government established policies related to the emergency curriculum as a guarantee for the implementation of learning during the pandemic while still paying attention to health protocols to maintain health (Nomor, n.d.). This curriculum aims to be used as a technical guideline for education providers in carrying out teaching and learning activities which are carried out online (Fauzi & Khusuma, 2020). The implementation of this curriculum will have an impact on learning to increase the effectiveness of learning and learning objectives are achieved during the pandemic (Kurniawan & MUHAMMAD IRFAN SYAIFUDIN, 2020) (Mohammed et al., 2020). The implementation of the emergency curriculum is adjusted to learning outcomes during the COVID-19 emergency (Rofiq & Arifin, 2021).

Curriculum development makes efforts as an effort to overcome learning problems (Hoadley, 2020)(Cahapay, 2020). Several ways must be done so that learning runs effectively. One of them is using media that will be used when online learning such as mobile phones and personal computers and this can make it easier for students to learn (Atsani, 2020). The online learning policy will enable students to use the media to achieve optimal learning (Mohammed et al., 2020). Online learning uses an approach or learning model as well as adequate technology (Carrillo & Flores, 2020) because it is in accordance with the implementation of the Disaster Safe Education Unit (SPAB) in an emergency condition according to the needs of students (Halifah & Nisa, 2020). In fact, the curriculum is a learning plan that contains content and subject matter that helps students learn (Tarihora, 2017).

The development of merdeka curricula is used to meet the learning needs of students in schools, so the need for online learning with various curriculum arrangements, learning and adequate learning facilities(Ri et al., 2020). The existence of these challenges requires changing the face-to-face learning model into hybrid learning as a form of renewal and adaptation of educational institutions in dealing with the pandemic, and this is in line with the demands of the industrial revolution 4.0 which emphasizes the concept of the internet of things (IOT) which combines face-to-face learning. and internet technology (Verawati & Desprayoga, 2019).

The hybrid learning model is suitable for use when merdeka curriculum is taking place to form integrated learning and provide an effective and efficient learning experience to improve the quality of learning(Fitria, 2018). The composition of hybrid learning depends on the needs of each level including the time allocation provided, including 50% online and 50% face-to-face and the distribution of these portions, and this consideration depends on the competency analysis produced so that this can be considered in terms of time allocation in hybrid learning (Verawati & Desprayoga, 2019). This hybrid learning can be used as an alternative to improve teacher competence in evaluating and developing learning(Lestari & Purwanti, 2018). Several supporting factors that effect on merdeka curriculum can run smoothly with the help of all components of education such as educators, students and several parties in order to achieve the development of learning objectives(Nurrohmah, 2018).

This study aims to describe the development of merdeka curriculum into a curriculum that is useful for students in hybrid learning which is expected to make students more

comfortable learning online using internet access without worrying about pandemic conditions and face-to-face learning if needed (Nurrohmah, 2018). Previous research has been conducted in Bulukumba Regency, South Sulawesi by implementing merdeka curriculum using a home visit system and a cluster system, while this research focuses on a hybrid learning process that is applied in an educational institution in Sidoarjo. The researcher described how the implementation of the emergency curriculum during the pandemic in the hybrid learning process was carried out at MI Bilingual Roudlotul Jannah Sidoarjo.

METHOD

This study uses a qualitative descriptive study where the researcher describes the implementation of merdeka curriculum in hybrid learning. This research was conducted at MI Bilingual Roudlotul Jannah, Sidoarjo. Researchers collected data using in-depth interviews with teachers and other education personnel, and used documentation that aims to determine the development of merdeka curriculum using hybrid learning. The data analysis used is using the Miles and Huberman technique where data about the merdeka curriculum and hybrid learning are displayed, then the data is reduced according to the research focus on hybrid learning during the pandemic, and concludes the results of the data selection process according to the required data.

RESULT AND DISCUSSION

Merdeka curriculum policy by the government made the MI Bilingual Roudlotul Jannah foundation implement hybrid learning which combines face-to-face learning and online learning by relying on the internet as the main medium of this learning. Educators rely on internet access to conduct online learning so that they can still explain or explain to students so that they are able to meet learning objectives.

The development of merdeka curriculum at MI focuses on achieving character and achieving the portion of hybrid learning in subjects that are considered difficult for students to learn. In the achievement of learning portions such as mathematics, Islamic Religious Education (Al Qur'an Hadith, Fiqih, Akidah Akhlak), Social Sciences and Science which are taught through the help of the internet as access between educators and students, and teachers can do it face-to-face, while Subjects that are easily understood by students can contain assignments and are accompanied by the delivery of related learning

links or websites. The allocation of learning in the emergency curriculum is slightly less because students need time for self-evaluation of independent learning and learning activities with parents. This strategy is expected to focus more on achieving the character of independence, communication, and interaction with the family.

In achieving character, student monitoring activities are always prioritized by habituation of etiquette and prayer at the beginning of learning and memorizing short letters every week. The learning is integrated into several subjects that have been presented by educators to them at school. Based on the statement of one of the educators at MI, hybrid learning is a bit ineffective because of the limitations of the internet network which must be maximized, therefore, making them blocked by the network. During the emergency curriculum, educators choose to use video conferences in the form of Gmeet, Zoom and Whatapps as media to support hybrid learning. This learning focuses on heavy subjects which are oriented to the achievement of individual skills through several question studies.

The MI educators use a different time allocation than usual between one week only 3-4 days of face-to-face learning and the rest of the other days in the form of assignments that require the use of internet access. The time allocation is approximately 105 minutes per day for literacy and 90 minutes for numeracy. Some time constraints are also felt in merdeka curriculum, including learning loss in several subjects so that the achievement of student competence is reduced. The following are some of the curriculum and learning achievements in the Roudlotul Jannah MI Bilingual education unit with several indicators of the evaluation results being implemented, being implemented and not being implemented.

Table 1.
Hasil Evaluasi

Komponen	Indikator	Hasil Evaluasi
Kurikulum	Tujuan	Belum terlaksana
	Materi	Belum terlaksana
	Strategi	Sedang terlaksana
	Evaluasi	Sedang terlaksana
Pembelajaran	Pembukaan	Terlaksana
	Kegiatan Inti	Terlaksana
	Penutup	Terlaksana

Source: MI Bilingual Roudlotul Jannah 2021

This indicator has not been implemented, the implementation of the curriculum has not been maximized because when the school used the 2013 curriculum, the school changed it to an emergency curriculum according to the recommendation of the Director General of Islamic Education Number 2791 of 2020 so that the objectives of the 2013 curriculum had not been implemented optimally. The material presented is not in accordance with the specified basic competencies, but this is adjusted to the needs and characteristics of students. Educators use a student-centered strategy and curriculum evaluation is being carried out in which there is a change in the time allocation and student learning load in one week and semester.

The learning indicators from the opening, core and closing activities are almost all implemented because educators apply learning syntax according to their portions without exception. Educators only reduce the learning burden of students. Educators refer to the emergency curriculum guide by implementing hybrid learning using whatapps media for assignments and face-to-face learning activities only spend about 75% of learning. The learning is adapted to the conditions of students who have not been able to do face-to-face learning, so the school provides a policy to carry out learning by relying on several online learning support platforms. Educators rely on applications to make it easier for them to carry out learning such as filling in attendance on Google forms, collecting assignments via WhatsApp, face-to-face learning online using Zoom or Google Meet and face-to-face learning if some students need more explanations related to related subjects.

Researchers found that the development of merdeka curriculum only applies to the context of learning strategies to facilitate the learning process so that they get learning more easily and with direction. The learning strategy is related to the learning platform or media used, and the learning approach based on character achievement and the division of the portion of the subjects given to students.

CONCLUSION

This study concludes that the development of a learning curriculum in hybrid learning focuses on achieving the portion of the subjects given to students and the achievement of the characters presented in each lesson. Educators use time allocation according to school policy where students can learn hybrid easily. Learning on the network when learning is considered difficult, such as mathematics, Islamic religious education (Al Qur'an Hadith,

Fiqih, Akidah Akhlak), social studies and science and other subjects can be assigned to students.

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