

## Analysis of Learning Projects in the Implementation of the Kurikulum Merdeka in Elementary Schools

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### Abstract

Kurikulum merdeka allows teachers to design learning that is educational and fun. One of the interesting and meaningful lessons in the Kurikulum Merdeka is project-based learning. The data collection uses a questionnaire given to 20 elementary teachers who use the Kurikulum Merdeka. Data analysis uses quantitative descriptive in the form of percentages. The results of the research show that the types of projects in implementing the Kurikulum Merdeka that are often used by teachers are 5% making maps, 10% practicums, 5% performances, 5% comics, 10% concept maps, 20% interviews, and 45% posters.

Kurikulum merdeka memberi kesempatan guru untuk mendesain pembelajaran yang edukatif dan menyenangkan. Salah satu pembelajaran dalam kurikulum merdeka yang menarik dan bermakna yaitu melalui pembelajaran berbasis proyek. Alat pengumpulan data yang digunakan adalah angket atau kuisioner yang diberikan kepada 20 guru SD/ MI yang telah mengajar menggunakan kurikulum merdeka. Analisis data menggunakan deskriptif kuantitatif dalam bentuk persentase. Hasil penelitian menunjukkan bahwa tipe proyek dalam implementasi kurikulum merdeka yang sering digunakan guru yaitu 5% membuat peta, 10% praktikum, 5% pertunjukan, 5% komik, 10% peta konsep, 20% wawancara, dan 45% poster.

**Keywords:** *Project; Implementation; Curriculum; Elementary School*

### Introduction

Learning places more emphasis on effective and student-centered learning (Aninda et al., 2020). The Kurikulum Merdeka facilitates this by using the concept of independent learning. The Kurikulum Merdeka prioritizes the creativity of teachers and students and it does not limit the concept of learning at school and outside school (Fadhli, 2023). The purpose of curriculum development in Indonesia is to provide freedom to learn and prioritize student's self-development. Teachers and students must be able to utilize technology to increase the variety of learning resources. The characteristics of learning with a Kurikulum Merdeka are that students can discuss with friends and teachers, learn outside the classroom, are independent, and have the skills to be able to compete in the current era (Indarta et al., 2022).

The Kurikulum Merdeka with the concept of independent learning in elementary schools provides freedom for teachers and school principals to compile, develop, and implement a



curriculum based on the potential and needs of students and schools. Freedom to learn gives teachers the freedom to organize learning that emphasizes essential material by considering characteristics so that learning outcomes will be achieved that are more meaningful, enjoyable, and in-depth (Rahmadayanti & Hartoyo, 2022). The advantage of the Kurikulum Merdeka is that it focuses on essential material and develops student's abilities in each phase so students can learn more deeply, meaningfully and have fun, without being rushed (Kementerian & Kebudayaan, 2022). The Kurikulum Merdeka introduces new concepts (Indarta et al., 2022). Kurikulum Merdeka also gives students, teachers, and schools more freedom in choosing learning. Teacher creativity greatly influences learning activities in the Kurikulum Merdeka. Relevant and interactive learning can be done with project activities.

Project-based learning is an important concept in implementing the Kurikulum Merdeka. Project activity requires learners to work together to find solutions to authentic problems in the process of knowledge integration, application, and construction (Guo et al., 2020). Learning through project activities is learning that places students as active learning subjects, providing the opportunity to apply what is learned, and the opportunity to present or communicate and evaluate the results of their learning. The characteristic of project learning is producing a product, for example, items or services (Santoso, 2022). Project-based learning focuses students on real-life experiences to enrich their learning experience. Students will make observations to produce products or real work that will later be communicated and responded to. Students are also encouraged to develop creativity, independence, responsibility, self-confidence, and critical (Mascita et al., 2020).

Project-based learning can be done individually or in groups to produce a product. Topics in project learning must be specific, interesting, and contextual. Choosing the right learning project topic makes students enthusiastic, active, and creative in solving problems. Project-based learning trains students to be responsible in completing assignments, allows students to express their creative ideas, helps students work diligently, completely, and on time, trains students to work together, and provides meaningful learning experiences (Amelia & Aisya, 2021). Project learning makes students more active in applying the concepts that students have learned in class by producing a product. During the project learning process, students learn to design and apply the knowledge they have gained. This is supported by the results of research on project-based learning which states that project-based learning with poetry can increase student activity and learning outcomes (Lestari, 2019). Apart from that, based on the results of research by Norhikmah, the results obtained were that project-based learning encouraged students to be skilled in solving student problems (Norhikmah et al., 2022). The implementation of project-based learning in implementing the Kurikulum Merdeka in elementary schools can be carried out in various types of learning projects. It provides student's opportunity to work on a challenging problem, help with project selection, and create a product (Almulla, 2020). The selection of the type of learning project needs to be adjusted to the learning objectives, time allocation, and teacher skills. Based on the description above, it is necessary to research on the analysis of learning projects in the implementation of the Kurikulum Merdeka in elementary schools. The benefit of this research is to find out the type of learning project most often used by teachers in implementing the Kurikulum Merdeka in elementary schools so that it can be used as a reference by teachers in choosing the right type of learning project based on the advantages and disadvantages of each project.

### **Research Methods**

The research method in this research is a descriptive research, survey research type. The purpose of survey research is to find out opinions, views, assessments, attitudes, and behavior

towards a phenomenon (Ramdhan, 2021). This research takes samples from a population and uses a questionnaire as a tool for collecting basic data (Singarimbun & Effendi, 1991). A questionnaire is an instrument that contains a set of questions or statements that will be answered by respondents (Haryati, 2009). The type of questionnaire is closed, namely the answers to the questions have been provided by the researcher (Agung & Yustesi, 2019). This research was conducted in September 2023, with respondents namely 20 elementary teachers who had implemented the Kurikulum Merdeka in learning activities. The research data will be analyzed descriptively and quantitatively.

$$P = \frac{f}{N} \times 100\%$$

Description:

P = percentage

f = frequency

N = number of respondents (Fadilla et al., 2021)

### Results and Discussion of Findings

Below is data from filling out a questionnaire regarding the types of projects that elementary school teachers usually use in implementing the Kurikulum Merdeka in elementary schools.

**Table 1. Results of Completing the Project Type Questionnaire in Implementation of the Kurikulum Merdeka in Elementary Schools**

No	The Type of Project	Frequency	Percentage
1.	Maps	1	5%
2.	Practicum	2	10%
3.	Performances	1	5%
4.	Comics	1	5%
5.	Concept maps	2	10%
6.	Interview	4	20%
7.	Poster	9	45%

Based on filling out the questionnaire, it shows that the types of learning projects in implementing the Kurikulum Merdeka that are often used by teachers are 5% making maps, 10% practicums, 5% performances, 5% comics, 10% concept maps, 20% interviews, and 45% posters.

### Discussion of Findings

#### Maps Project Type

Based on the results of filling out the questionnaire, the percentage of projects making maps is 5%. Maps provide a visual representation of part or all of the earth's surface as measured by a scale drawn on a flat plane (Basyari et al., 2022). Maps provide information about the location of one place compared to another, climate change, biodiversity conditions, and the geographical condition of an area (Griffin, 2020). The advantage of making maps for students is that they improve their scale calculation and drawing skills.

#### Practical Project Type

Based on the results of filling out the questionnaire, the percentage of practicum projects is 10%. Practicum is an activity that aims to train and develop basic skills in using tools and materials, measuring, and observing (Arini & Darmayanti, 2022). Practicums can be carried out inside or outside the laboratory. This activity is preceded by a problem or a question. Things that need to be considered in practicum activities are explaining the purpose of the practicum, explaining tools and materials measurements, explaining the stages of the activity, explaining what needs to be observed,

and making conclusions (Sapriati et al., 2008). Practical projects can improve science process skills such as asking questions, predicting, observing, clarifying, planning experiments, using tools and materials, applying concepts, interpreting, and communicating (Rahayu, 2020). This is supported by research results which state that the practicum method can increase understanding of concepts (Demulawa et al., 2022). Practicums are also able to improve student's process skills (Dewi & Firman, 2023).

Practicums can be carried out individually or in groups. Practicums can develop experiment skills, thinking skills, and scientific work. The practicums must be prepared carefully so that the practicums can run smoothly. An obstacle to practicum activities is the practicum kits are incomplete or not available. Teachers must be creative in finding alternatives to replace practical equipment with other objects that have the same function so that practical activities can be carried out. The estimated practicum time cannot be determined with certainty because in reality the practicum is not immediately successful so sometimes it needs to be repeated. After carrying out the practicum, students are required to write an analysis report on the results of the practicum and make conclusions.

#### **Performance Project Type**

Based on the results of filling out the questionnaire, the percentage of performance projects is 10%. Examples of performance projects are drama, singing, and dancing. Performance is a communication activity that functions as an outlet for the work of the arts community so that to understand various phenomena, performance production management methods are used as a performance management system (Purnomo & Subari, 2019). Performances have functions, relaxation and entertainment media, self-expression media, integration and unification media, education, entertainment, invitations, and appeals (Yuniastuti et al., 2020). The form of performance in learning in the Kurikulum Merdeka can be an artistic performance that includes elements of dance, drama, or sound (Fajrianti & Imtihan, 2019). The selection of the type of performance in learning is adjusted to the learning objectives set by the teacher. Projects in the form of performance activities can hone children's creativity in the choreography, singing, or dance, although in implementation students need more time to practice. This is supported by the research results of Ramadani, the use of performance project-based learning can improve character, cooperation, a sense of responsibility, and a sense of appreciation for the work carried out by teammates (Ramadani et al., 2022).

#### **Comic Project Type**

Based on the results of filling out the questionnaire, the percentage of comic projects is 5%. Comics are a collection of images containing stories with cartoon characteristics that are designed to be as attractive as possible with the aim of attracting the reader's attention. Comics help develop reader's visual imagination (Kristianto et al., 2020). Comics are an effective learning medium for teaching and developing student's creativity (Darmayanti & Abadi, 2021). Comics are one learning resource that can help in learning activities. Comics can be used in a two-way learning process, especially as teaching aids and student learning aids (Nafala, 2022). Comics are often presented in book form, but as technology develops, comics are also presented in electronic form (Utami et al., 2022).

Comics can provide a more concrete and realistic picture to readers, comics combine a series of images with textual information. Comics can influence the psychological and cognitive aspects of readers because they can evoke sensory and emotional responses in readers (Putri, 2023). Comics help convey material directly or indirectly to readers through visual media in an interesting way. This is supported by research results, namely that the use of comic media can improve student's

reading abilities (Muhaimin et al., 2023). Learning with comic media can foster enthusiasm and be effective in learning (Senjaya et al., 2022). Comic-based learning can also increase scientific literacy (Filjinan et al., 2022). Learning with projects in the form of comics is expected to increase children's creativity in imagining and expressing the concepts they have learned in the form of a series of illustrated stories. Even though the project activity of making comics requires a lot of time and special talent, comics are expected to attract reader's attention and help readers understand the concept.

#### **Concept Maps Project Type**

Based on the results of filling out the questionnaire, the percentage of concept map projects is 10%. A concept map is a concept depicted graphically that is connected to other concepts to simplify student's thinking structures (Putra et al., 2019). Concept maps can also be interpreted as mapping and linking an understanding of certain concepts or problems depicted on paper (Irfadila, 2020). Concept maps are a medium that can help students to note down, and record important concepts related to the material being studied (Saridewi et al., 2023). Students will more easily understand the learning material, students will find it easier to learn and remember a concept, students will better understand the systematics and outline of the material and sub-material, students will find it easier and more understand in learning (Rahmawati, 2019).

In concept maps, students do not get bored quickly because the writing method is effective and efficient and students are free to be creative (Khasanah, 2019). Concept maps provide a graphical summary of concepts, making it easier for students to understand a concept (Tarmidzi, 2018). This is supported by research results which state that concept maps can guide students in understanding concepts (Setiawan & Syaifuddin, 2020). The use of concept maps can also improve student learning outcomes (Astuti et al., 2022). Students can understand a concept easily and quickly without having to read the concept which is usually written on several pages. Learning with projects in the form of making concept maps is expected to improve children's ability to simplify and express the concepts they have learned in graphic form.

#### **Interview Project Type**

Based on the results of filling out the questionnaire, the percentage of interview projects is 20%. An interview is a communication between two or more parties between an interviewer and a source to obtain information and collect data (Harahap, 2019). The answers from the resource person are faster because they have the opportunity to ask questions directly and the interviewer can explain the meaning of the question, avoid misunderstandings between the interviewer and the resource person, and are more flexible than tests (Fadhallah, 2020). The results of the interview analysis are in the form of explanation and in-depth exploration (Hansen, 2020). The interviewer is one of the important elements in collecting data through interviews. Interviewers are required to have interviewing skills and be familiar, friendly, and neutral toward various respondent's answers (Agung & Yustesi, 2019). Interview activities can make it easier for interviewers to get information from sources because interviewers can ask questions directly regarding the information needed. Interviews can also reduce misconceptions about information. Interview activities are also able to improve student's communication skills and speaking skills by using standard language that is easy for other people to understand. The interview project also has the weakness that it cannot be carried out at any time but must be adjusted to the resource person's time.

#### **Poster Project Type**

Based on the results of filling out the questionnaire, the percentage of poster projects is 45%. Posters are media in the form of writing, images, or a combination of both to provide information to the audience (Fatah, 2023 & Sitompul et al., 2021). Posters are an intermediary medium for

conveying messages both generally and specifically in learning (Chairunnisa & Sundi, 2021). Posters can improve students' design and visual skills (Heriyanto, 2023). Posters can help student's capture the meaning or material of the poster (Nurfadillah et al., 2021). Making posters can train student's cooperation and creativity through drawings. Students will be more interested in studying the material because the material is presented in more attractive visual media.

Based on the results of the data analysis above, there are various types of projects used by elementary school teachers in implementing the Kurikulum Merdeka. The type of project that is most often used is making posters. The purpose of elementary school learning is to develop children's intelligence and personality through systematic guidance (Nurdianasari et al., 2023). Learning that can support this is a learning project. The selection of the type of learning project must be based on the learning objectives, type of material, time allocation, and student characteristics. Projects help develop student's creativity, independence, and responsibility (Lapase, 2021 & Santoso, 2022). Project-based learning encourages students to produce real products both individually and collaboratively as a result of a combination of knowledge and process skills (Iswantari, 2021). Project-based learning encourages students to be active, creative, think critically, and be confident (Azizah & Widjajanti, 2019). Students are encouraged to actively seek, process, construct, and use knowledge (Jusita, 2019).

Project activities can provide a more enjoyable and meaningful learning experience for students and increase collaboration between students in problem-solving (Mascita et al., 2020). The advantages of project-based learning are developing student's learning capacity and thinking skills, helping students gain experience in organizing projects, allocating time, managing materials, and creating fun learning activities (Amelia & Aisyah, 2021). Students are more active and creative, develop self-confidence, and have a high sense of responsibility. The disadvantages of project-based learning are that it requires more time to solve problems and produce products, and requires complete facilities, equipment, and materials (Sari et al., 2021 & Arizona et al., 2020).

### **Conclusions and Suggestions**

Based on the research results, it can be concluded that there are various types of learning projects used by elementary school teachers in implementing the Kurikulum Merdeka. The type of learning project that is most often used is making posters. The types of learning projects that are little used are making maps, performances, and making comics. Determining the type of learning project used by elementary school teachers is based on learning objectives, type of material, time allocation, and student characteristics. Teachers should always try to improve their knowledge and skills in implementing various types of learning projects by reading from various sources, conducting research, and attending seminars or training. Teachers are also expected to practice using learning projects more often so that learning activities are more effective, varied, and meaningful. Suggestions for further research are to carry out an inventory of the characteristics, advantages, and disadvantages of each type of project according to respondents so that it can be used as a consideration for teachers when choosing the type of project.

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