

NEW LEARNING PARADIGM THROUGH KURIKULUM MERDEKA IN PRIMARY SCHOOLS

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ABSTRACT

Indonesia has undergone curriculum changes every year, this is done to improve the existing education system in Indonesia. The aim of this research is to look at a new learning paradigm through the Kurikulum Merdeka in elementary schools. In this research, the author uses a type of library research, namely a series of activities related to library data collection methods. Library techniques are a way of collecting data using various materials found in the library such as books, newspapers, magazines, manuscripts, documentation and so on that are relevant to research. Based on the study in this article, it explains that the new educational paradigm requires that teaching staff play a role not only in transferring knowledge to students or simply providing memorization, but also as facilitators, learning designers, mediators, and even as managers in the classroom. The Kurikulum Merdeka is a new paradigm in education that aims to face the challenges of the 21st century. This paradigm emphasizes the development of 21st century skills, such as critical thinking skills, creativity, collaboration, communication, problem solving, and digital literacy. In facing the 21st century, the world is experiencing rapid and complex changes, especially due to technological developments and globalization. The Kurikulum Merdeka paradigm emphasizes the development of adaptive abilities and lifelong learning.

Keywords: new learning, kurikulum merdeka, elementary school

A. Introduction

In Indonesia, the development of education has begun to enter a new phase through various technologies to improve the quality of education (Khairani, 2019) Education in Indonesia can guarantee the survival of a country and nation. Improving the

quality of human resources must start from improving the quality of basic education. Education is something that is done consciously with a design to achieve the goal of education, namely to produce quality human resources (Nanda, 2024);(Aristanto, 2023). There are many things that

can be obtained through education, such as increasing insight (knowledge) and making someone more skilled in honing skills (hard and soft skills). So, it can also be said that education is training that is given from an early age. Education in Indonesia can be said to be still unequal, there are still many areas that have not been reached by education so that human resources are still far behind (Quthny & Bahrudin, 2022). According to the National Education System Law No. 20 of 2003 of the Republic of Indonesia, Chapter 1, Article 1, education is an effort to consciously and plannedly create a learning atmosphere and process that enables students to actively develop their religious potential. Spiritual development of the strength, self-control, character, intelligence, high moral character and abilities required for individuals, societies, nations and nations.

The curriculum is an important tool for education because education and the curriculum are interrelated (Huda, 2017). If we compare it, the curriculum is like the heart in the human body, if the heart is still functioning well, the body will still be alive and functioning well. Likewise

with curriculum and education, if the curriculum runs well and is supported by components that work well, then the learning process will run well and produce good students too. The curriculum will change continuously and continuously, continuous and sustainable curriculum changes should also be followed by readiness to change from all parties concerned with education in Indonesia because the curriculum is dynamic, not static (Nurwahidah, 2024). If the curriculum is static, then the curriculum is a bad curriculum because it does not adapt to current developments in its time. This is where the teacher's role is very necessary. Curriculum is a design related to objectives and learning materials used to organize learning activities to achieve educational goals (Anasthalia, 2023). According to Ibrahim, (2014) The curriculum is a structured plan to facilitate teaching and learning activities under the guidance and responsibility of the school and its teaching staff. Like in Indonesia, the curriculum has undergone changes and changes from year to year and the newest curriculum that is starting to be implemented in Indonesia today is the Kurikulum Merdeka.

The Kurikulum Merdeka is a new curriculum initiated by the government, namely the Ministry of Education and Culture, Research and Technology, to replace the previous curriculum (Nurliani, 2023);(Masri et al., 2023). This curriculum takes the form of a learning plan which provides opportunities for students to be able to learn independently, have fun, be calm, not feel pressured, and be able to pay attention to students' interests and talents. This Kurikulum Merdeka was created and will continue to be refined to improve the learning crisis that has long occurred in Indonesian education due to the pandemic (Fridiyanto, 2022). Apart from that, it is hoped that the Kurikulum Merdeka can also catch up with Indonesian education from other countries.

Indonesia has undergone curriculum changes every year, this is done to improve the existing education system in Indonesia. Some of these curricula include; KBK (Competency Based Curriculum), KTSP 2006, Curriculum 2013, and currently the Kurikulum Merdeka. Each curriculum definitely has its own advantages.

Based on the description above, researchers are interested in conducting research on new learning paradigms through an Kurikulum Merdeka. With the aim of the research to see a new learning paradigm through an Kurikulum Merdeka in elementary schools.

B. Research Method

In this research, the author uses a type of library research, namely a series of activities related to library data collection methods. Library research is research that uses methods to obtain information data by placing existing facilities in the library such as books, magazines, documents, records of historical stories or pure library research related to the object of research (Limbong et al., 2021).

Technique of data collection

Library technology is a method of collecting research-related data using various materials present in libraries such as books, newspapers, magazines, manuscripts, documents, etc. According to Sugiyono, library research refers to the study of theory and other references to the values, culture, and norms developed in the social situation being studied.

Furthermore, library research is very important in conducting research because research is inseparable from academic literature.

The following are the steps for conducting a literature search, among others

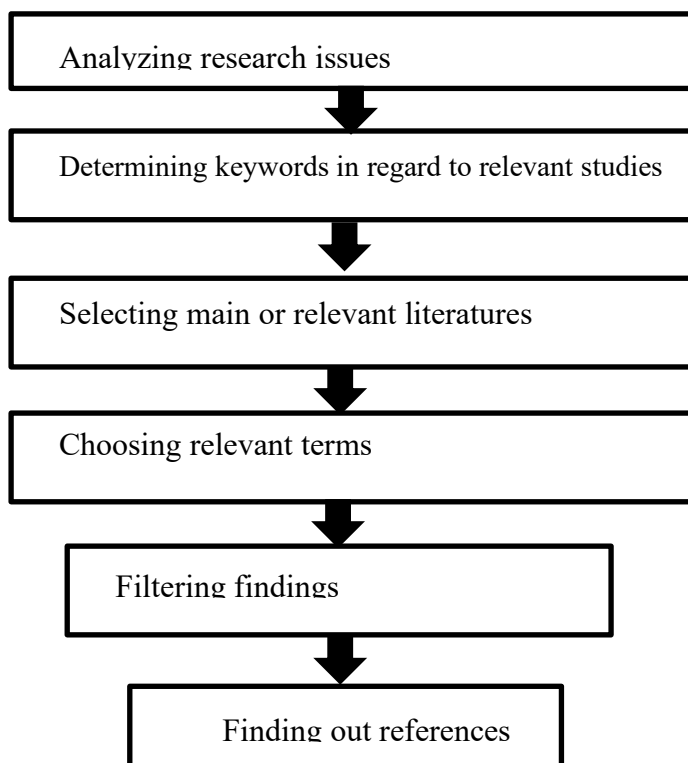


Figure 1. Concept of finding out literatures

C. Hasil Penelitian dan Pembahasan

Education in elementary school is the most important educational process in student development. This is because primary school is the source of basic education for children who receive education from their parents at home and acquire knowledge after entering kindergarten. Kindergarten is a play and learning environment outside the home. In this elementary school, they

receive guidance, new knowledge, and formal education from their teachers. The importance of primary school is mentioned because of the basic nature and disposition of students to easily absorb and process information at a very early age (Kurniawati, 2022). This is what makes education in elementary schools really determine the success of students in secondary schools so they are able to compete in the current era of globalization.

Elementary schools are educational institutions that provide six-year educational programs. Primary school education is intended to provide basic abilities to students in the form of knowledge, skills and attitudes that are useful for them according to their level of development (Gingga, 2020). According to Hermino, (2022) Education is the key word in every effort to improve the quality of human life, in which it has an objective role (humanizing humans). The basic education level plays a very important role in developing the physical, intellectual, religious, moral, social, emotional, knowledge and experience aspects of students (Maq, M. M., 2023);(Munafisah & Sulistyawati, 2023). Through basic education, it is hoped that it can produce quality Indonesian people (Efrina, 2023). In the future, students will face quite tough challenges because life in a global society is always changing.

21st Century Learning Paradigm

Paradigma pendidikan mengalami perubahan yang disesuaikan dengan perkembangan. The educational paradigm has undergone changes to suit the times. Paradigm changes in the world of

education require changes in the educational goals to be achieved. It is felt that education that only focuses on intellectual aspects does not meet the demands of the times. Aspects of morality that reflect the character and wisdom of Indonesian society need to be maintained and developed as one of the focuses of education so that it becomes one of the goals of Indonesian education. In increasingly modern times, it always influences human thought patterns to always play an active role in following these developments in order to be able to survive and develop patterns of life.

The new educational paradigm requires that teaching staff play a role not only in transferring knowledge to students or simply providing memorization, but also as facilitators, learning designers, mediators, and even as managers in the classroom. Students are expected not only to memorize, understand and master the learning content, but also to be able to apply, analyze, evaluate and even create something that is needed in the real world. The increasingly rapid development of science shows that science has a very important role in human life (Parwati, 2023). One thing that influences the development

of science is technology. Technology is a tool to support the process of scientific development. With the help of technology, learning can become more effective, efficient and more interesting.

The 21st century learning paradigm is oriented towards improving character, competence, thinking abilities and literacy (Kusmiarti, 2019). Students must be able to solve the problems they face by involving the skills necessary to collaborate, think critically, creatively and innovatively in the learning process (Mulyani, 2019). This is in line with the goals of 21st century learning, namely preparing students to master the skills they will need to face challenges in their lives (Pare & Sihotang, 2023).

21st century learning is closely linked to developments in technology and information. Therefore, students must master several skills, including learning and innovation skills, proficiency in business and information technology, as well as career life skills (Khoerunisa & Habibah, 2020). Learning and innovation abilities are students' abilities to think creatively, solve

problems, communicate and collaborate, be creative and innovative. By mastering media and information technology, students should be able to filter and process information and use technology to make their jobs easier. In addition, life and career skills are related to a student's ability to adapt and be flexible, independent initiative, social interaction, productivity, and leadership and responsibility.

Kurikulum Merdeka

Curriculum changes have become something that often occurs along with advances in technology and information. This is aimed at balancing the education system so that it is in line with current developments (Tantowi, 2022). The current curriculum change is a change from the 2013 Curriculum to the Independent Learning Curriculum which was developed by the Minister of Education and Culture, Nadiem Makarim by adapting a new learning paradigm in accordance with Ki Hajar's teachings (Mulyasa, 2021). The Kurikulum Merdeka was initiated as an alternative curriculum to overcome learning setbacks during the pandemic (Feryatma, 2023);(Maimunah et al., 2021). The

Merdeka Belajar curriculum places more emphasis on student-focused learning where students play a more full role in learning activities while the teacher only acts as a director and facilitator. Apart from that, learning implementers such as teachers or principals are given the freedom to design, implement the learning process and develop the curriculum in schools according to the needs and potential of students (Hapsari, 2021).

Curriculum changes in each educational unit certainly have positive and negative impacts. Viewed from a positive perspective, the independent learning curriculum has the advantage of providing freedom and flexibility for teachers and students to develop according to their interests and needs (Adinda, 2023). Freedom to learn provides opportunities for students to participate in learning in a relaxed manner, without pressure, calmly, and in accordance with the student's natural talents/characteristics (Afif, 2022). However, sudden changes to the curriculum have an adverse impact on the readiness of teachers and students as those who implement it directly. These changes certainly require teachers to further develop

teaching techniques and methods, select teaching materials that are in accordance with the new paradigm learning model, and use more varied assessments. Because the teacher in this case is the driving subject who provides positive things to students (Febriana, 2021). Meanwhile, students are encouraged to be more independent and responsible for the learning they carry out.

The Kurikulum Merdeka is a new paradigm in education that aims to face the challenges of the 21st century. This paradigm emphasizes the development of 21st century skills, such as critical thinking skills, creativity, collaboration, communication, problem solving, and digital literacy. In facing the 21st century, the world is experiencing rapid and complex changes, especially due to technological developments and globalization. The Kurikulum Merdeka paradigm emphasizes the development of adaptive abilities and lifelong learning. Here are some important points in this paradigm:

Table 1. New Learning Paradigm through the Kurikulum Merdeka

Type of learning	Description
Self-directed learning	The Kurikulum Merdeka emphasizes student-centered learning, where students are actively involved in the learning process. Students are given the opportunity to explore their own interests and talents, develop their strengths, and overcome their weaknesses.
21st century skills enhancement	The Kurikulum Merdeka focuses on developing 21st century skills, such as critical thinking skills, creativity, collaboration, communication, problem solving and digital literacy. Students are taught how to apply these skills in various contexts, both in learning and everyday life
Integration of technology	This paradigm recognizes the importance of technology in the lives of today's students. Therefore, technology is used as a tool to facilitate active, collaborative and creative learning. Students are taught about using technology wisely and responsibly.
Cross-disciplinary learning	The Kurikulum Merdeka encourages cross-disciplinary learning, where students can study various areas of knowledge and integrate them. The concepts taught are not isolated in disciplinary silos, but are connected to provide a more holistic understanding.
Character and ethics development	Apart from academic knowledge, the Kurikulum Merdeka also emphasizes the development of student character and ethics. Students are taught values such as integrity,

	empathy, justice, and social responsibility. This paradigm tries to create individuals who are not only academically smart, but also have good personalities
Community involvement	The Kurikulum Merdeka paradigm encourages community involvement in learning. Students are invited to get involved in projects relevant to their communities, so they can apply their knowledge and skills in real contexts.

The Kurikulum Merdeka aims to prepare students to become individuals who are ready to face an ever-changing world. This paradigm gives students the freedom to develop their own potential and take an active role in the learning process.

D. Result

It can be deemed that the Kurikulum Merdeka emphasizes student-centered learning, where students are actively involved in the learning process. Students are given the opportunity to explore their own interests and talents, develop their strengths, and overcome their weaknesses. The Kurikulum Merdeka focuses on developing 21st century skills, such as critical thinking skills, creativity, collaboration, communication, problem solving and digital literacy. Students are taught

how to apply these skills in various contexts, both in learning and everyday life. This paradigm recognizes the importance of technology in the lives of today's students. Therefore, technology is used as a tool to facilitate active, collaborative and creative learning. Students are taught about using technology wisely and responsibly.

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