Technical Guidance Preparation of the Education Unit Operational of the Kurikulum Merdeka for Teachers in Elementary Schools

Yuli Supriani¹, Fitri Meliani²*, Indah Wahyu Ningsih³, Laila Maharani⁴, Muhammad Agus Kurniawan⁵

¹Islamic Education Management, IAI Agus Salim Metro Lampung, Indonesia, yulisupriani30@gmail.com
²Early Childhood Education, universitas Islam Bunga Bangsa Cirebon, Indonesia, fitrimeliani@bungabangsa.ac.id
³Islamic Education, STAI Al-Hidayah Bogor, Indonesia, indahwningen@staia.ac.id
⁴Guidance and Counselling, UIN Raden Intan Lampung, Indonesia, jilamaharani@radenintan.ac.id
⁵Islamic Education Management, IAI Agus Salim Metro Lampung, Indonesia, bagusk399@gmail.com

ABSTRACT

This community service activity involving the IAI Agus Salim Metro Lampung PKM team aims to overcome obstacles for elementary school teachers in implementing the Independent Curriculum. This program provides benefits for various parties, including elementary school teachers at SDN 2 Sri Agung, SDN 2 Subing Karya, SDN 2 Ppurwosari, SDN 2 Srimulyo Anak Ratu Aji, and SDN 6 Tanjung Jaya, Central Lampung. The main obstacle faced by teachers in preparing the Operational Curriculum of Education Units in the Learning Curriculum is related to understanding concepts and their application in daily learning activities. Teachers need a comprehensive understanding of the preparation of the Operational Curriculum of Education Units with the Independent Learning Curriculum approach. The direction from the PKM Team makes an important contribution in delivering information, strategies, and approaches that support teachers to develop operational curricula effectively. Teachers in elementary schools who follow this technical guidance have experienced improved skills in developing operational curricula. This

Kata Kunci : Teknik, Pendidikan, Sekolah Dasar

Keywords: Technical, Education, Elementary Schools

This is an open access article under the CC BY-SA license.

This community service activity involving the IAI Agus Salim Metro Lampung PKM team aims to overcome obstacles for elementary school teachers in implementing the Independent Curriculum. This program provides benefits for various parties, including elementary school teachers at SDN 2 Sri Agung, SDN 2 Subing Karya, SDN 2 Ppurwosari, SDN 2 Srimulyo Anak Ratu Aji, and SDN 6 Tanjung Jaya, Central Lampung. The main obstacle faced by teachers in preparing the Operational Curriculum of Education Units in the Learning Curriculum is related to understanding concepts and their application in daily learning activities. Teachers need a comprehensive understanding of the preparation of the Operational Curriculum of Education Units with the Independent Learning Curriculum approach. The direction from the PKM Team makes an important contribution in delivering information, strategies, and approaches that support teachers to develop operational curricula effectively. Teachers in elementary schools who follow this technical guidance have experienced improved skills in developing operational curricula. This
helps them to adapt the Merdeka Belajar Curriculum approach according to the characteristics and needs of students in their environment. Through a better understanding of the Merdeka Belajar Curriculum, teachers can design learning that is more contextual, relevant, and in accordance with student needs. This has the potential to improve the quality of education in Primary School, spark students' interest in learning, and improve their academic achievement.

INTRODUCTION

Education is the main foundation in the development of a nation. The role of teachers and curriculum are two inseparable components in producing a quality generation. As Nelson Mandela put it, "Education is the most powerful weapon we can use to change the world" (Ifani, 2023; Supriani & Devri, 2021). Therefore, a deep understanding of the curriculum and the role of teachers is crucial in ensuring that these weapons are used effectively (Meliani & Zaqiah, 2022).

Through the implementation of Technical Guidance (Bimtek) in the preparation of the Operational Curriculum of the Education Unit (Kurikulum Merdeka Belajar) for teachers in elementary schools, it is expected to make a significant contribution to improving the quality of education in Central Lampung. Nadiem Anwar Makarim as Minister of Education said teacher competence at any level, without a translation process from basic competencies and existing curriculum, there will never be learning (Supriani, Supriyadi, et al., 2022). By understanding the essence of the Merdeka Belajar Curriculum, teachers can become agents of change who are able to inspire and guide their students towards excellence. Thus, Bimtek becomes an important milestone in empowering educators to design and implement curricula that not only meet standards, but also create an innovative and relevant learning environment with the demands of the times.

Elementary school as an early stage in the education system has a strategic role in shaping the character and ability of students (Musthafa & Meliani, 2021). Character education is a system of moral or ethical education that is used to instill and develop good character values in someone, so that they have noble knowledge and actions after having it can apply it in everyday life both at home, at school and in the community (Y. Supriani et al., 2022). The implementation of the Merdeka Belajar Curriculum as the latest innovation in the world of education presents new challenges and opportunities for teachers in aligning learning with the needs of students. Therefore, a deep understanding through Bimtek is needed so that teachers can optimally implement the Merdeka Belajar Curriculum in the school environment.

In the preparation of the operational curriculum, many teachers in elementary schools face problems related to understanding the concept of the Merdeka Belajar Curriculum and its application in daily learning activities. According to Dimyatih and Mudjiono learning is a programmatic teacher activity in instructional design, to make learning active, which emphasizes on providing learning resources (Amalia, 2020). Some teachers may find it difficult to integrate different learning approaches, assess student competencies authentically, and use available learning resources effectively (Supriani, Meliani, et al., 2022).

Through this Bimtek, problem-solving plans are directed to provide in-depth understanding to teachers regarding the concept of the Merdeka Belajar Curriculum. Bimtek will provide a forum for teachers to share experiences, discuss the challenges faced, and together find the best solutions in facing curriculum implementation problems at the elementary school level. The main objective of this study is to provide a comprehensive understanding to teachers in elementary schools in Central Lampung regarding the preparation of the Operational Curriculum of Education Units with the Independent Learning Curriculum approach. Through this Bimtek, it
is hoped that teachers can optimize the learning process, increase student engagement, and create a conducive learning environment in accordance with the principles of the Merdeka Belajar Curriculum.

**METHOD**

Community service is a development process that makes people take the initiative to start social activities in improving their own situation and condition (Maryani & Nainggolan, 2019). According to them, community service has several goals, namely better institution, better business, better income, better environment, better living, and better community. The method used in community service activities for Bimtek Preparation of the Operational Curriculum of the Education Unit of the Independent Learning Curriculum for Teachers in Elementary Schools goes through the following stages:

1. **Problem Identification** by identifying problems faced by school principals and teachers in the preparation of the Operational Curriculum with the Merdeka Belajar Curriculum approach.
2. **Determination of Solutions** by deciding to carry out the Preparation of the Operational Curriculum of the Independent Learning Education Unit for principals and teachers in elementary schools as an innovative solution for principals and teachers in optimizing the learning process, increasing student engagement, and creating a conducive learning environment in accordance with the principles of the Independent Learning Curriculum.
3. **Program Design** with Technical Guidance (Bimtek) which includes materials, methods, and implementation strategies according to the needs of teachers in elementary schools.
4. **Sample Selection** by selecting principals and teachers enrolled in the mobilizing school program.
5. **Face-to-face (offline) bimtek training** at SKB (Learning Activity Center) Central Lampung by involving competent facilitators and utilizing technology to support interaction and learning.
6. **Initial Data Collection**, evaluating the level of understanding and acceptance before the bimtek activity begins, conducting initial interviews and observations to gain an understanding of the initial context surrounding the Preparation of the Operational Curriculum of the Education Unit.
7. **Program Implementation**, involving participants Principals and teachers in the Preparation of the Operational Curriculum of the Education Unit, holding discussion and question and answer sessions to ensure effective understanding and application of learning.
8. **Final Data Collection**, namely data collection after the implementation of activities to evaluate the success of learning and changes in ability in the preparation of the Operational Curriculum of Education Units.
9. **Data Analysis**, providing a more in-depth picture and analyzing qualitative data from interviews to gain a deeper understanding of the impact of Bimtek on teachers' understanding and skills in developing the Operational Curriculum.
10. **Evaluation**, assessing the impact of the Education Unit Operational Curriculum Preparation program on the ability to prepare the Education Unit Operational Curriculum (Curriculum Merdeka Belajar), evaluating the effectiveness of the program and identifying areas of improvement that may be needed.
11. **Writing PKM Reports**, compiling PKM results reports containing program descriptions, data analysis, and recommendations for further development.
12. **Dissemination of Results**, disseminating PKM results to related parties, including the manager of the Institute for Research, Development and Community Service (LP3M) IAI Agus Salim.
Metro Lampung, and publishing to contribute to curriculum development at the elementary school level.

RESULT AND DISCUSSION

Result
Community service activities has been executed on November 27, 2023 face-to-face (offline). These activities are generally carried out with the following agenda:

1. The opening remarks conveyed a motivational message to provide enthusiasm and a sense of responsibility to the participants. They emphasized the importance of the role of teachers in bringing positive changes in the world of education, invited participants to actively participate in Bimtek activities, and built close collaboration to improve the quality of learning at the elementary school level.

2. Presentation of the basic concepts and objectives of the Merdeka Belajar Curriculum as well as a discussion of curriculum flexibility and changing learning paradigms.

3. Participants were given guidance to identify specific needs in their respective schools related to the preparation of the Operational Curriculum, followed by group discussions to exchange ideas and experiences.

4. Explanation of the concept of the Operational Curriculum and its relationship with the Merdeka Belajar Curriculum and case studies to understand implementation at the education unit level.

5. Direct assistance in Practical Training for Operational Curriculum Preparation to ensure participants' understanding.

6. Participants shared experiences in preparing the Operational Curriculum, including the obstacles faced and solutions found. Joint discussions were held to get input from other participants.

7. Assessment of participant participation and understanding as well as discussion of Bimtek results and opportunities to provide feedback.

This community empowerment activity program is aimed at two groups directly related to this program. The two groups are:

1. Tutor
   A tutor is a person who is entrusted by the Lampung Province Teacher Mobilization Center (BGP) to provide material and training for the Preparation of the Operational Curriculum of the Independent Learning Curriculum Education Unit in study groups. One of the requirements to become a Tutor is a driving school facilitator.

2. Learning residents
   Learning residents are a term for school principals and teachers who are members of the mobilizing school program, to become learning citizens in this program must be Central Lampung driving schools, especially SDN 2 Sri Agung, SDN 2 Subing Karya, SDN 2 Ppurwosari, SDN 2 Srimulyo Anak Ratu Aji, and SDN 6 Tanjung Jaya. Data on Bimtek Learning Citizens Preparation of the Operational Curriculum of the Education Unit of the Independent Learning Curriculum for Teachers in Elementary Schools, are as follows:

Tabel 1. Table of Cycle 1 Student Learning Outcomes in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Origin of School/Institution</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rahmat Iswoyo, S.Pd.Gr</td>
<td>SD NEGERI 2 PURWOSARI</td>
<td>Guru PKP</td>
</tr>
<tr>
<td>2</td>
<td>Imam Qomarudin, S.Pd</td>
<td>SD NEGERI 2 SUBING KARYA</td>
<td>Kepala Sekolah</td>
</tr>
</tbody>
</table>
Discussion

The implementation of community service program activities is carried out through several stages of activities, these activities are divided into three major stages of activities, namely: planning, implementing, and evaluating the results of community service programs. The three stages of activities have been carried out with the implementation of the following activities:

1. Planning

The planning stage of this activity will be carried out from October 30, 2023 to November 26, 2023, while my community service planning activities as a resource person in the Technical Guidance (Bimtek) activity for the Preparation of the Operational Curriculum of the Independent Learning Curriculum Education Unit, the planning stage begins with downloading material from the SIM PKB of the Mobilizing School. In the early stages, researchers examined and studied in depth the available material, ensuring a strong understanding of the concept of the Merdeka Belajar Curriculum. Next, I conducted an additional search to enrich the material by exploring current and relevant resources directly related to the preparation of the Operational Curriculum. The purpose of this planning is to provide structured, in-depth, and responsive material to the needs of teachers in elementary schools in Central Lampung, so as to make a maximum contribution in increasing participants' understanding and skills in designing an Operational Curriculum that is in accordance with the paradigm of the Merdeka Belajar Curriculum.

2. Execution

At the implementation stage, Bimtek will be carried out on November 27, 2023 and according to the plan that has been prepared. The activity began with a participant registration session then an opening, followed by an introduction to the basic concepts and objectives of the Merdeka Belajar Curriculum. Interactive workshops on identifying teacher needs and understanding the concepts of the Operational Curriculum provide space for participants to be actively involved. Practical training sessions are the core of this Bimtek, where teachers are given step-by-step guidance in developing a responsive Operational Curriculum. Discussion sessions
and sharing experiences provide an opportunity to exchange ideas and strengthen collaboration among participants.

![Figure 1. Operational Curriculum Preparation Activities of Education Units](image)

The evaluation stage is a crucial moment to assess the impact of Bimtek. Data collection was carried out through comprehension tests, practical observations, and participant satisfaction questionnaires. The data was analyzed to measure improvements in teacher understanding, changes in teaching practices, and sustainability of the implementation of the Operational Curriculum. Joint evaluation sessions involve participants to discuss results, challenges faced, and recommendations for further program development. A comprehensive evaluation report was then prepared to provide an accurate picture of the effectiveness of this Bimtek in supporting the preparation of the Operational Curriculum in Elementary Schools in Central Lampung.
Figure 2. Participant Evaluation Activities

In the picture of the Participant Comprehension Evaluation Activity, participants write notes on sticky notes regarding the challenges faced during the implementation of the Technical Guidance program. Participants actively convey the obstacles they encounter during the learning process. In addition, they also provide recommendations for the further development of the program. This activity reflects efforts to involve participants directly in the evaluation process, so that the feedback provided can be the basis for further improvement and development for the program held (Razali et al., 2024). Through sticky notes, participants have a space to share their views quickly and in a structured manner, ensuring that evaluations are inclusive and comprehensive (Irawan et al., 2024).

CONCLUSION

Based on community service activities carried out by lecturers carried out at SKB (Learning Activity Center) which is addressed at Jl. Raya Punggur, Sidomuluyo Village, Punggur District, Central Lampung Regency, the following conclusions can be drawn:

1. Through technical guidance activities (Bimtek), teachers in elementary schools can experience significant improvements in the understanding and application of the Merdeka Belajar Curriculum. Community service lecturers make important contributions in conveying information, strategies, and approaches that support teachers to develop operational curricula effectively.

2. Teachers in Primary Schools who follow this technical guidance have improved their skills in drafting operational curricula. This helps them to adapt the Merdeka Belajar Curriculum approach according to the characteristics and needs of students in their environment.

3. Through a better understanding of the Merdeka Belajar Curriculum, teachers can design learning that is more contextual, relevant, and in accordance with student needs. This has the potential to improve the quality of education in Primary School, spark students’ interest in learning, and improve their academic achievement.

4. Community service lecturers, through this activity, provide continuous support to teachers at SKB. This helps in overcoming challenges that may arise during the implementation of the Merdeka Belajar Curriculum at the education unit level.

5. The collaborative PKM team of IAI Agus Salim Metro Lampung involving lecturers carried out activities from October to November 2023.

6. Community service activities that have been carried out run smoothly in accordance with the plan that has been made before. There are many broad benefits felt by the community in this PKM program.

Based on this, there are suggestions that we would like to convey to related parties, including:

1. We hope that those involved in technical guidance activities should consider expanding the reach of similar activities to more schools and regions. This will help more teachers to benefit from increased understanding of the Merdeka Belajar Curriculum.

2. We hope that parties involved in technical guidance activities hold periodic workshops or meetings for teachers who have attended technical guidance can help in strengthening their understanding. This workshop can also be a forum for sharing experiences and solutions between teachers.

3. Tutors need to continue to develop material that is dynamic and responsive to the latest developments in the world of education. This is so that teachers can continue to follow trends and innovations in curriculum preparation.

ACKNOWLEDGE

As with the Community Service Research (PKM) entitled "Bimtek Preparation of the Operational Curriculum of the Education Unit of the Independent Learning Curriculum for
Teachers in Elementary Schools" we would like to express our deepest gratitude for the contribution and support that has been given to us. The achievements and results we achieved in this activity cannot be separated from the guidance, cooperation and continuous support from BGP of Lampung Province and principals and teachers of Central Lampung district.

We greatly appreciate the time, energy, and dedication that has been given in guiding us through the various stages of this activity. Hopefully the results of this activity can provide real benefits and positive impacts for school principals and teachers of Central Lampung District, as well as make a positive contribution to the development of education in Lampung District, Lampung Province. Thank you to the Chairman of LPPM IAI Agus Salim Metro Lampung for supporting community service activities in Lampung Regency, Lampung Province. Once again, we would like to say a big thank you. Hopefully this collaboration can continue on future projects that bring wider benefits.
REFERENCES


