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Merdeka Curriculum Based EBA Learning Model in Elementary Schools

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Abstract

Merdeka Curriculum is the main gate to developing the potential of elementary school-level students to learn independently through teacher guidance. Currently, the government of the Republic of Indonesia hopes that the Program for International Student Assessment (PISA) results from data in 2018 can be improved. The research objective was to improve the learning outcomes of Pancasila and Civic Education in the aspects of spiritual attitudes, social attitudes, knowledge, and skills of students by applying the EBA learning model to the subject matter of ethnic, social, and cultural diversity in Indonesia. The research subjects were 24 students of class IV of a public elementary school in Padangsidimpuan City, Indonesia. This research used the Kemmis & McTaggart class action research method, which involved planning, acting, observing, and reflecting. Data were collected by using tests, observations, and interviews. The data were analyzed descriptively with qualitative and quantitative approaches. The study's results prove that after applying the EBA learning model, students' learning outcomes have increased from pre-test, post-test I, and II to post-test III with an average score of 86.71 and a completeness percentage of 87.5%.

Keywords: *curriculum merdeka, EBA learning model, elementary school.*

Abstrak

Kurikulum Merdeka merupakan gerbang utama untuk mengembangkan potensi siswa jenjang sekolah dasar agar mampu belajar mandiri melalui bimbingan guru. Saat ini, pemerintah Republik Indonesia berharap agar hasil Program for International Student Assessment (PISA) dari data tahun 2018 dapat ditingkatkan. Tujuan penelitian adalah untuk meningkatkan hasil belajar PKn pada aspek sikap spiritual, sikap sosial, pengetahuan dan keterampilan siswa dengan menerapkan model pembelajaran EBA pada mata pelajaran keberagaman suku, sosial dan budaya di Indonesia. Subyek penelitian adalah 24 siswa kelas IV di sebuah sekolah dasar negeri di Kota Padangsidimpuan, Indonesia. Penelitian ini menggunakan metode penelitian tindakan kelas Kemmis & McTaggart yang meliputi perencanaan, tindakan, observasi, dan refleksi. Pengumpulan data menggunakan tes, observasi, dan wawancara. Data dianalisis secara deskriptif dengan pendekatan kualitatif dan kuantitatif. Hasil penelitian membuktikan bahwa setelah diterapkan model pembelajaran EBA, hasil belajar siswa mengalami peningkatan dari pretes, postes I, dan II menjadi postes III dengan skor rata-rata 86,71 dan persentase ketuntasan 87,5. %.

Kata kunci: *kurikulum merdeka, model pembelajaran EBA, sekolah dasar*

INTRODUCTION

Education in Indonesia has experienced changes in every era. Teaching in Indonesia has referred to the 2013 curriculum in the last ten years. Many developments have resulted from implementing the 2013 curriculum, including learning and assessment processes. The curriculum is the guide and the essence of Law Number 20 of 2003 concerning the National Education System, which is to produce students who are faithful, pious, intelligent, and skilled. This has also been expressed by Kerres & Buntins (2020) that the curriculum determines the content development for instruction.

However, expectations and reality have gaps as in 2018 PISA (Program for International Student Assessment) published the results of Indonesian students' abilities in terms of reading, mathematics, and science which were categorized as weak because they were in the lowest rank, namely 74th out of 79 countries (Hilda et al., 2022). This is the basis for the government of the Republic of Indonesia to improve the learning system for the nation's future, recognizing the imperative to adapt the curriculum to contemporary demand. The curriculum changes are essential as they play a vital role in preparing the Indonesian younger generation to face challenges and pass on Indonesian culture. Consequently, the curriculum has undergone several changes, primarily driven by the necessity to keep up with the evolving challenges.

Based on these problems, government of the Republic of Indonesia issues the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Restoring Merdeka Curriculum Learning in Basic Education (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), and Decree of the Minister of Religion of the Republic of Indonesia Number 347 of 2022 concerning Guidelines for the Implementation of the Merdeka Curriculum in Madrasas (Kementerian Agama Republik Indonesia, 2022)

The Merdeka Curriculum is a breakthrough to help teachers and principals change the learning process to become far more relevant, in-depth, and fun, and aims to encourage improvements in the quality of learning and recovery from learning crises (Kementerian

Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023). According to Handiyani & Muhtar (2022), the Merdeka Curriculum is one of the educational policies in Indonesia which provides policies to elementary schools to be more independent in determining content and learning methods that suit students' needs.

The Merdeka Curriculum provides opportunities for students to learn independently, or what is known as independent learning. According to Rante et al. (2023), independent learning is a form of learning that aims to create an innovative and not restrictive learning culture. Therefore, independent learning is expected to improve the quality of Indonesian education and one of the efforts to increase PISA scores from the previous year (Arti & Widowati, 2021).

The Merdeka Curriculum aims to strengthen efforts to achieve a Pancasila student profile. According to Aulia et al. (2023) The Pancasila Student Profile is one of the innovations in the Merdeka Curriculum, which aims to provide authentic experiences to students. The elements in the Pancasila Student Profile can be seen in Figure 1.

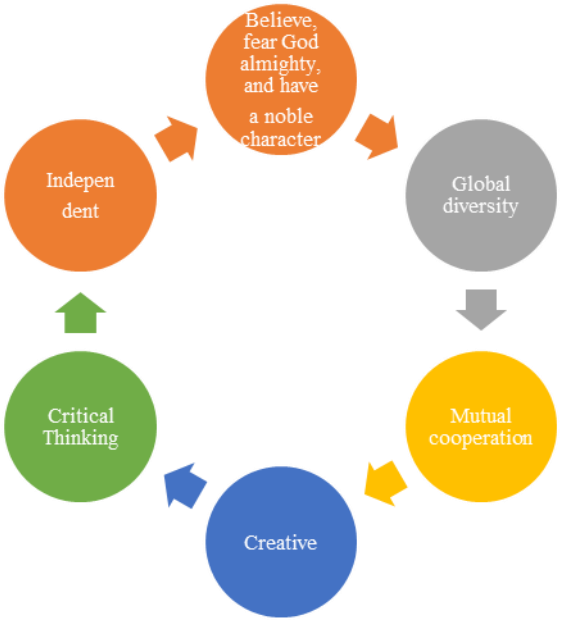


Figure 1. Pancasila Student Profile

The elements of the Pancasila Student Profile contained in Figure 1 show that it is essential for students, especially in elementary schools, to have an attitude of faith, fear of God Almighty and have noble character; global diversity; work together; creative; critical reasoning; as well as independent. According to Rizkasari (2023), strengthening the Pancasila Student Profile is expected to be one of the main guards in forming the character of Indonesia's golden generation candidates.

This curriculum change is a form of transformation. According to Triwiyanto et al. (2022) the essence of conversion is how data is absorbed, consumed, processed, and analyzed. Kolb states that the process determines learning, not the result (Harfitt & Chow, 2020). Therefore, a process of gaining knowledge results from experience (Silberman et al., 2007). Beck & Kosnik (2006) also expressed a similar opinion that learning is social, knowledge is based on experience, and knowledge is constructed by students.

Regardless the curriculum, the key to achieve optimal learning outcomes is the collaboration between students and teachers. Biktagirova et al. (2021) suggest that the modern teacher must constantly analyze his professional practices, understand the problems that arise

in pedagogical practices, select appropriate strategies to address the challenges, and adequately assess and correct the results.

The teacher needs to select and apply a learning model because a learning model benefits both the teachers and students (Octavia, 2020). For teachers, the learning model serves as a facilitator in executing learning tasks efficiently. The learning model provides a structure based on time, goals, students' absorption abilities, and available resources. Moreover, a learning model can stimulate students' learning activities, enabling teachers to analyze student behavior individually and in groups in a relatively short time. As for students, it provides ample opportunities to actively involve in learning activities, helping them to understand learning material; encourage enthusiasm for learning, engage full participation, and observe individual and group abilities objectively.

The recommended learning model for successfully implementing the Merdeka Curriculum in elementary schools (SD/MI) is Experience-Based Angkola (EBA). The EBA learning model consists of five stages: apperception of the Angkola culture, reasoning, liking, communicating, and doing (doing the five-point culture, doing an assessment, and doing reflection) (Lubis, Setiawan, & Perangin-angin, 2023). The angkola culture in question is poda na lima which means maintaining cleanliness. There are five *poda na lima* concepts, namely *paias rohamu, paias pamatangmu, paias parabitonmu, paias bagasmu,* and *paias pakaranganmu.* If these concepts are cultivated by students, there will be valuable experiences for them as character traits when they grow up. Therefore, experience can be integrated into learning and connected to culture, resulting in revitalizing Indonesian identity.

According to Kolb, the experience model is a way of how knowledge can be changed through experience (Huu Tuyen, 2018; Asip & Wibawa, 2019), observation, and reflection (Lovett et al., 2020; Pherson-Geyser et al., 2020). The EBA learning model is believed to improve student learning outcomes. This has been studied by Lubis et al. (2023), and the results prove that the EBA learning model can improve student learning outcomes with a classical value of 83.33%. Based on the background described, this study aims to improve the learning outcomes of elementary school students according to the demands of the Merdeka Curriculum through the EBA learning model.

METHODS

The method in this research is Classroom Action Research (CAR). The CAR research method is reflective based on actual conditions, which then look for problems and follow up by carrying out planned and measurable concrete actions (Suwandi, 2009). The CAR method is carried out by educators through self-reflection, both inside and outside the classroom, and is designed to improve teacher performance and student learning outcomes (Wardani, 2004).

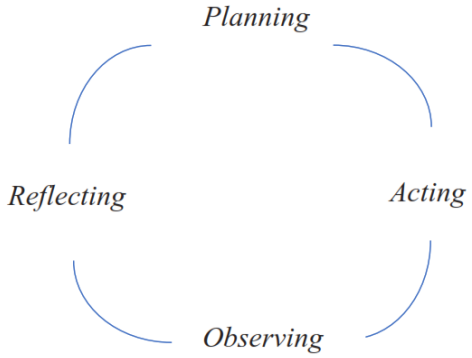
The planned action is in the form of applying the EBA learning model to improve student learning outcomes. The research subjects were students of class IV of an elementary school in Padangsidimpuan City, North Sumatera Province, Indonesia. The research was carried out in March 2023. The focus of this research was on the subject of Pancasila and Citizenship Education (PPKN) on the subject matter of ethnic, social, and cultural diversity in Indonesia, which is bound by unity and integrity. It also deepens the culture or local wisdom of Angkola, such as *Poda Na Lima*.

The data collected is in the form of tests and observations. Test, namely the instrument used to measure students' knowledge abilities (Arikunto, 2005). The test was in the form of a

limited description consisting of 10 questions. Observation was carried out to see the research object (Salim & Syahrum, 2012). The observation was conducted on all learning activities during repairs. The researcher observed the students, while the class teacher observed the researcher.

Data analysis techniques were used in this study, namely qualitative and quantitative data analysis. Qualitative data analysis was done by reducing data, including selecting data through brief descriptions, and grouping data into predetermined qualifications. Conclusions were drawn based on the results of all the data obtained from data reduction. Findings about the improvements or changes were summarized in reflections on pre-cycles and cycles. At the same time, quantitative data analysis was used to provide an overview of increasing students' understanding of Pancasila and Civic Education subject matter.

This study chose Kurt Lewin's CAR model. The procedure for implementing the Kurt Lewin CAR model can be seen in Figure 2.



Source: Firdaus et al. (2022)

Figure 2. Kurt Lewin Model Classroom Action Research Procedure

Figure 2 shows that in Kurt Lewin's CAR model, there are four steps: planning, acting, observing, and reflecting (McNiff & Whitehead, 2006; Stringer et al., 2010; Kemmis et al., 2014). The duration of implementation ranges from ≥ 1 month. The success and completeness of student learning outcomes in this study were set at a minimum value of 80; this aims to increase student learning outcomes. Specific criteria for obtaining a score refer to the range of values 80-100 (very good), 66-79 (good), 56-65 (enough), 40-55 (poor), and <30 (very poor) (Arikunto, S., 2018). At the same time, the minimum mastery value is 80 students and an average percentage of 80%.

RESULTS AND DISCUSSION

The research was conducted in 3 meetings consisting of Cycle I, II, and III. The action of the EBA learning model was applied up to cycle III, because during cycles I and II, the learning outcomes were not as expected, which was still less than 80. The study's results during the pre-cycle, cycles I to III, were described as follows.

Pra-cycle

Student learning outcomes before applying the EBA learning model are presented in Table 1.

Table 1. Frequency of Student Learning Outcomes in Pre-cycle

Value	Frequency	Percentage	Category
80-100	6	25%	Very good
66-79	12	50%	Good
56-65	6	25%	Enough
40-55	0	0%	Poor
< 30	0	0%	Very poor
Sum	24	100%	

Data on pre-cycle based on Table 1 shows that six students (25%) obtained very good learning outcomes, 12 students (50%) were in a good category, and six students (25%) were in the sufficient category. At the same time, the percentage of student learning completeness can be seen in Table 2.

Table 2. Analysis of Student Learning Outcomes in Pre-Cycle

Student Learning Completeness	The Number of Students	Percentage
Completed	6	25%
Not completed	18	75%
Sum	24	100%

The analysis of student learning completeness shown in Table 2 concluded that out of 24 students, six students achieve the target (25%) and 18 students had not achieved the target (75%), while the average classical score was 72.88. At that time, learning had not yet reached a score of 80. This was due to the EBA learning model not yet being implemented. Therefore, the researcher carried out the CAR stages according to the Kurt Lewin model in cycle I.

Cycle I

In cycle I, the prepared planning was a learning device in the form of a teaching module. The action taken was to apply the EBA learning model to improve student Pancasila and Civic Education outcomes. When the action takes place in the learning process activities, the researcher observed the students and the researcher is observed by the class teacher. Then a reflection is carried out, which aims to evaluate the success or failure of the EBA learning model in improving student learning outcomes. The learning outcomes are presented in Table 3.

Table 3. Frequency of Student Learning Outcomes in Cycle I

Value	Frequency	Percentage	Category
80-100	8	33%	Very good
66-79	16	67%	Good
56-65	0	0%	Enough
40-55	0	0%	Poor
< 30	0	0%	Very poor
Sum	24	100%	

Data in cycle I based on Table 3 shows that eight students (33%) obtained student learning outcomes in the very good category and 16 students (67%) in the good category. At the same time, the percentage of student learning completeness can be seen in Table 4.

Table 4. Analysis of Student Learning Outcomes in Cycle I

Student Learning Completeness	The Number of Students	Percentage
Completed	8	33%
Not completed	16	67%
Sum	24	100%

The analysis of student learning completeness shown in Table 4 concluded that out of 24 students, eight students (33%) completed their learning and 16 students (67%) did had not completed their learning yet, while the average classical score was 77.54. At that time, learning had increased but had not reached the minimum learning completeness target. The results of student observations show that learning has not been seen as active as a whole; only students with higher grade are still active during learning. At the same time, researchers' observations show that the EBA learning model is implemented very well. As a result of not achieving the learning objectives, it is necessary to re-do improvements in cycle II.

Cycle II

In cycle II, the planning that was improved was learning tools in the form of teaching modules and learning videos. The action taken was to develop an EBA learning model to enhance students' *PPKn* learning outcomes. When the action occurs in the learning activities, the researcher observes the students, and the teacher observes the researcher. Then, reflection is conducted again. The learning outcomes are presented in Table 5.

Table 5. Frequency of Student Learning Outcomes in Cycle II

Value	Frequency	Percentage	Category
80-100	13	54%	Very good
66-79	11	46%	Good
56-65	0	0%	Enough
40-55	0	0%	Poor
< 30	0	0%	Very poor
Sum	24	100%	

Data in cycle II based on Table 5 shows that 13 students (54%) obtained student learning outcomes in the very good category and 11 students (46%) in the good category. At the same time, the percentage of student learning completeness can be seen in Table 6.

Table 6. Analysis of Student Learning Outcomes in Cycle II

Student Learning Completeness	The Number of Students	Percentage
Completed	13	54%
Not completed	11	46%
Sum	24	100%

The analysis of student learning completeness shown in Table 6 concluded that out of 24 students, 13 students completed their learning (54%) and 11 students had not completed their learning (46%), while the average classical score was 81.46. Learning in cycle II has increased according to the target, which is already at the minimum learning mastery limit. However, it is necessary to grow again in cycle III.

Cycle III

In cycle III, improvements were made to the learning planning by adding various learning tools such as teaching modules, learning videos, and comics. This step was taken to develop the EBA learning model to improve students' Pancasila and Civic Education outcomes by motivating students in the form of rewards. The actions taken during the learning process were observation and reflection. The learning outcomes are presented in Table 7.

Table 7. Frequency of Student Learning Outcomes in Cycles III

Value	Frequency	Percentage	Category
80-100	21	87,5%	Very good
66-79	3	12,5%	Good
56-65	0	0%	Enough
40-55	0	0%	Poor
< 30	0	0%	Very poor
Sum	24	100%	

Data in cycle III based on Table 7 shows that 21 students (87.5%) obtained learning outcomes in the very good category and three students (12.5%) in the good category. At the same time, the percentage of student learning completeness can be seen in Table 8.

Table 8. Analysis of Student Learning Outcomes in Cycle III

Student Learning Completeness	The Number of Students	Percentage
Completed	21	87,5%
Not completed	3	12,5%
Sum	24	100%

The results of the analysis of student learning completeness, shown in Table 8, concluded that out of a total of 24 students, 21 students completed the learning (87.5%) and three students had not completed the learning (12.5%), while the average value classically was 86, 71. The learning process in cycle III had increased. When the observations were made, the students were very enthusiastic about learning. Moreover, there was a reward. It turns out that in the learning process, motivation or rewards are needed by students to achieve goals, namely maximum learning outcomes.

Student learning outcomes in *PPKn* on the subject matter about ethnic, social, and cultural diversity in Indonesia, which are bound by unity based on the results of pre-cycle, cycle I, cycle II, and cycle III, have increased. The improvement can be seen in Figure 3.

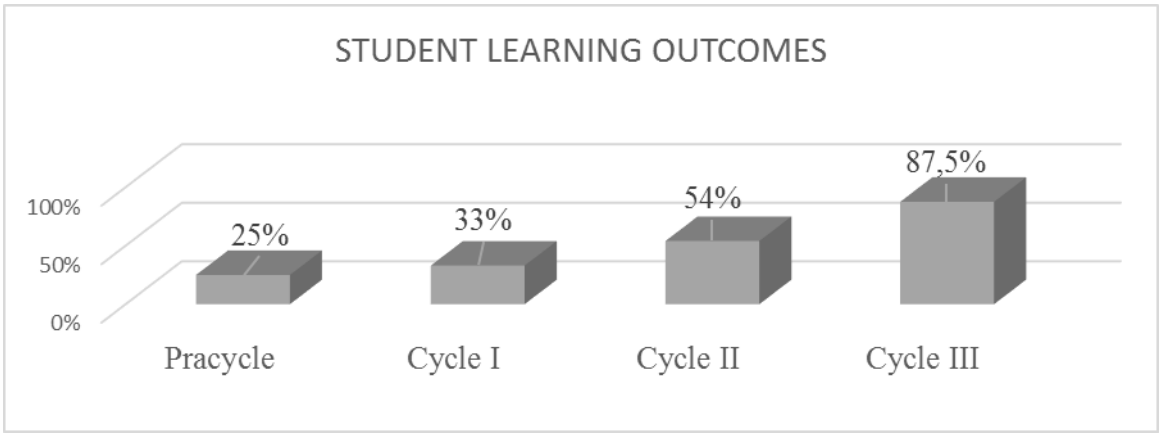


Figure 3. Classical Average Student Learning Outcomes

The student learning outcomes shown in Figure 3 shows an increase. During the pre-cycle, learning outcomes were valued at 25% (6 students had completed and 18 had not completed). Then in the first cycle, there was an increase with a value of 33% (8 students completed and 16 did not complete). Cycle II experienced a rise again with a score of 54% (13 students completed the target and 11 did not complete the target). Cycle III experienced an increase again with a score of 87.5% (21 students completed the target and three did not complete the target).

Internal and external factors influence the learning process. Internal factors include attitude, outlook on life, feelings of pleasure and displeasure, habits, and experiences in students. External factors are stimuli from outside the student through their senses, especially hearing and sight (Purba & Sukmayadi, 2021). The learning process, according to Kolb, occurs when students take concrete experience steps, reflective observation, abstract conceptualization, and active experiments iteratively (Radović et al., 2021; Biabani & Izadpanah, 2019; Parahakaran, 2017; Falloon, 2019; Martono, 2020). The proof has been done by Khoirunnisa et al. (2021) who found that combining abstract learning materials with interactive visuals and activities that involve student participation can create very positive feedback from students.

Vygotsky's theory suggests that formal education plays an essential role in internalizing cultural values, so students' experience of meeting cultural values in everyday life will make them grow into children with good thoughts and mentality in adulthood (Azizan, Surya, Johannes, & Lubis, 2022). This is evident from research by Gay (2002) that students' academic achievement will increase if taught through culture or local wisdom and their own experiences.

Local wisdom reflects human intelligence in certain tribes, which comes from the experience of the community (Rasyid et al., 2023). Therefore, Gay suggested focusing on teaching local wisdom responses (Solano-Flores, 2019). Geneva Gay defines Indigenous responsive teaching as cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them (Abacioglu et al., 2020; Asil, 2017). Maintaining local culture or wisdom in the learning process improves the quality of cultured life (Chandra, Putera, Kharisma, & Fauziah, 2023). As has been applied by an elementary school students in Padangsidimpuan, Indonesia in cultivating Poda Na Lima, it has proven to be a valuable experience for them when they can maintain cleanliness in their surroundings. In their research, Priatmojo, Maulana, Yurniwati, & Sari (2023) also confirmed an increase in students' waste management and environmental hygiene. With a learning project to strengthen the Pancasila student profile, teachers can make this learning an alternative that can be applied to learning in schools to increase students' environmental awareness. The Pancasila Student Profile encompasses several dimensions. The first dimension is the belief in God Almighty reflected in commitment to maintain cleanliness. Then, the dimension of mutual cooperation also encourages students to take part in environmental cleanliness by working with other people. The critical thinking dimension also urges students to think and act when encounter the litter and waste, prioritizing the surrounding community’s wellbeing. Cultivating these values can bring cultural shift offering students experiential learning which is meaningful. Therefore, the Merdeka Curriculum is believed to be a curriculum that liberates all parties.

One of the learning principles in the Merdeka Curriculum is that learning is designed and implemented to build students' capacity to become lifelong learners. This is as stated by Andrade (2020) and Ahmetović et al. (2020) that teachers must prepare students for lifelong learning. The Merdeka Curriculum suggests a constructivist learning paradigm as a reference for learning. Therefore, the principle of managing learning requires the teacher to act as a facilitator in the learning process. Implementing the Merdeka Curriculum puts forward a new paradigm in learning, not in the sense of presenting entirely new learning concepts and principles, but rather in efforts to ensure the creation of student-centered learning practices.

CONCLUSION

The learning outcomes of Grade IV students at an Elementary School in Padangsidimpuan, Indonesia in the *PPKn* subject on the subject matter of ethnic, social, and cultural diversity in Indonesia has consider improved after the implementation of the EBA learning model. Improved student learning outcomes are seen from the data obtained in each cycle. Learning outcomes in pre-cycle are at an average value of 72.88 or 25% (6 students have completed the target and 18 have not completed the target). Then in cycle I, there was an increase of 77.54 or 33% (8 students completed the target and 16 did not complete the target). Cycle II experienced an increase of 81.46 or 54% (13 students completed the target and 11 did not complete the target). Cycle III experienced another increase, namely 86.71 or 87.5% (21 students had completed the target and three had not completed the target). Novelties in this study include: (1) teachers can explore innovative instructional designs that leverage students' experiences in their daily lives. This could include the use of technology, games, simulations, or other learning methods not yet commonly used in elementary schools; (2) integrate lessons from different subjects in the learning experience, so students can see connections between different concepts and skills.

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