

Training on the Implementation of Project Based Learning (PBL) Based on Literacy at the Elementary School Level

Saidatun Nafisah¹⁾, Iwan Budiarmo^{2,a)}

¹Faculty of English Education, Universitas Indraprasta PGRI, Jakarta, Indonesia

²Faculty of Engineering and Computer Science, Universitas Indraprasta PGRI, Jakarta, Indonesia

a) Corresponding Author: budiarmo.iwan@gmail.com

Abstract

The Kurikulum Merdeka is a curriculum concept launched by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2021. Using this curriculum, schools can determine the right types and methods of learning for their students, as well as develop curricula that are more relevant to local and global needs. Overall, the PBL (Project Based Learning) method is very much in line with the concept of this curriculum because it provides the freedom, flexibility, and relevance needed in more effective and meaningful learning for students. PBL can also help teachers develop a more dynamic and flexible curriculum, as well as provide opportunities for students to be actively involved in the learning process. Improving literacy and numeracy is one of the main focuses in this curriculum. Literacy and numeracy are considered basic skills that every student must master, as these skills are important in living daily life, learning in the future, as well as participating in an increasingly complex society. It is because this curriculum is relatively new and not all schools can implement PBL, teachers need models of how to practice it. Thus, the researchers provide training on the application of PBL to elementary school teachers in cluster 04 Ciputat. In accordance with the researcher's field of expertise, the training on the application of PBL takes the realm of literacy.

Keywords: Project Based Learning, Literacy, Elementary School Level, Kurikulum Merdeka

INTRODUCTION

The activity entitled Training on the Application of Project Based Learning Based (PBL) on Literacy at the Elementary School Level in Cluster 04 Ciputat is a community service program (*Program Pengabdian Kepada Masyarakat* or PKM) carried out by the team of Indraprasta PGRI Jakarta. Cluster 04 Ciputat is an association of public elementary school teachers in the Ciputat area. In a school cluster, there is one Core Elementary School (SD) and the other as an impact elementary school. According to (Sesotijowati, 2015) An elementary school cluster is a collection of several schools (3-8 schools). Teachers, principals, and school supervisors can carry out activities together. The activities are usually adjusted to the needs or problems experienced during carrying out duties as a teacher. In a cluster, there are Teacher Work Centers (*Pusat Kerja Guru* or PKG), School Principals Working Groups (*Kelompok Kerja Kepala Sekolah* or KKKS), and Teacher Working Groups (*Kelompok Kerja Guru* or KKG). Schools and teachers are required to always be creative and

4401

innovative so that the knowledge and skills of students can develop optimally. The reality, according to (Yualita et al., 2020) state that not all teachers are prepared to improve student's literacy skill. Literacy skills (Abdillah, 2023) cited from education development center (EDC) literacy is more than just the ability to read and write. Literacy is the ability of individuals to use their potential and abilities in life. Teachers must also have qualified competencies as stated in (Undang-Undang Republik Indonesia, 2005) about Teachers and Lecturers and in more detail explained through (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2007) on Academic Qualification Standards and Teacher Competencies. Therefore, the existence of the school cluster is expected to be a place to improve teacher competence and skills, both inside and outside the classroom. (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Pasal 20 ayat b) states that in order to carry out their professional duties, teachers are obliged to improve and develop academic qualifications and competencies in line with the development of science, technology, and art.

A complete understanding of the concepts contained in curriculum is a necessity for all teachers. Teachers need information and skills through comprehensive training in order to minimize the occurrence of misconceptions. (Sulistyo, 2023) mentioned that the quality of teachers in Indonesia can be improved through comprehensive training. Thus, the education system prepared by the central government can be implemented properly. Training can be carried out in a school cluster environment to improve teachers' soft skills. (Citrakleha, 2023) soft skill is an ability provides many benefits to students, improving the quality of teaching and supporting students to develop positively. The benefit of organizing training at the cluster level, schools and teachers can participate and collaborate.

By having soft skills, it is hoped that teachers in Cluster 04 will be better prepared in the application of literacy-based PBL methods in learning in their respective schools and can provide better quality learning to students. Kurikulum Merdeka is a curriculum concept proclaimed by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia in 2021. Using this curriculum, (*Kurikulum Merdeka Kemendikbud*, 2021) providing flexibility in quality education and learning means that education units can determine the right type and method of learning for their students, as well as develop curricula that are more relevant to local and global needs. Merdeka belajar has many programs and supporting elements to achieve ideal and maximum results as expected Kemendikbudristek as the initiator of this curriculum. In addition to policy makers and leaders in schools, teachers are the main actors in sustainability implementation Kurikulum Merdeka in accordance with the expected conditions (Nurzila, 2022).

In Kurikulum Merdeka, improving literacy and numeracy skills is one of the main focuses. Literacy and numeracy are considered basic skills that every student must master, as they are important in living daily life, learning in the future, as well as participating in an increasingly complex society. Strengthening literacy and numeracy, especially at the basic education level, is one of the concerns in curriculum design that focuses on competencies. In line with the concepts of literacy and numeracy used in policy *Asesmen Kompetensi Nasional* (AKM). Literacy is defined as the ability of learners to understand, use, evaluate, reflect on various types of texts to solve problems and develop individual capacity as citizens of Indonesia and citizens of the world, in order to contribute productively in society. Meanwhile, numeracy is defined as the ability of students to think using

concepts, procedures, facts, and mathematical tools to solve everyday problems in various types of contexts that are relevant to individuals as citizens of Indonesia and the world.

PBL according to (pblworks.org, 2023) is a teaching method in which students learn by actively engaging in real-world and personally meaningful project or project-based learning. Overall, the method is very much in line with the concept Kurikulum Merdeka because it provides the freedom, flexibility, and relevance needed in more effective and meaningful learning for students. PBL can also help teachers develop a more dynamic and flexible curriculum, as well as provide opportunities for students to be actively involved in the learning process. Kurikulum Merdeka is relatively new, not all schools have been able to implement it and many teachers are confused in its implementation. Misconceptions about implementation Kurikulum Merdeka are found, including schools in the Cluster 4 Ciputat. Teacher misconceptions in distinguishing project-based learning models from student profile projects Pancasila or P5 (Fitria & Latif, 2022). The research explains that the misconceptions are not due to lack of competence, but because teachers are still learning new things and have not mastered the guidelines comprehensively.

From the existing problems, PKM wants to provide a program in the form of training on the application of PBL to elementary school teachers in cluster 04 Ciputat. In accordance with the expertise of the PKM team, the training on the application of PBL takes the realm of literacy. By partnering with Cluster 04 Ciputat, the range of participants becomes wider and does not only focus on teachers from one school. Thus, the application of literacy-based PBL can be practiced in several schools at once. The title of this program is Training on the Application of Project Based Learning Based on Literacy at the Elementary School Level in the Ciputat 04 Cluster Environment.

METHOD

PKM's partner is Cluster 04 Ciputat. This cluster is an association of schools and teachers at the elementary school level in the Ciputat area, South Tangerang City. The location of this school cluster is approximately 20 km south of the Indraprasta PGRI University.

This program was held offline (by luring) at the secretariat location of Cluster 04 Ciputat. There were three stages of activities, namely the preparation stage, the implementation stage, and the evaluation stage. In the preparation stage, the PKM team conducted an initial survey and observation for the needs of analyzing the situation and problems of partners. In the second stage or implementation stage, the PKM team provided training and practiced on the implementation of literacy-based PBL. This stage was divided into three parts. First, the PKM team provided various information related to PBL and literacy. Furthermore, the PKM team demonstrated an example of literacy-based PBL application. After that, participants were asked to practice designing literacy-based PBL and present it. In the last stage or evaluation stage, the PKM team evaluated and reflected on the training that had been carried out.

The stages or methods of implementing PKM can be understood through the following picture.

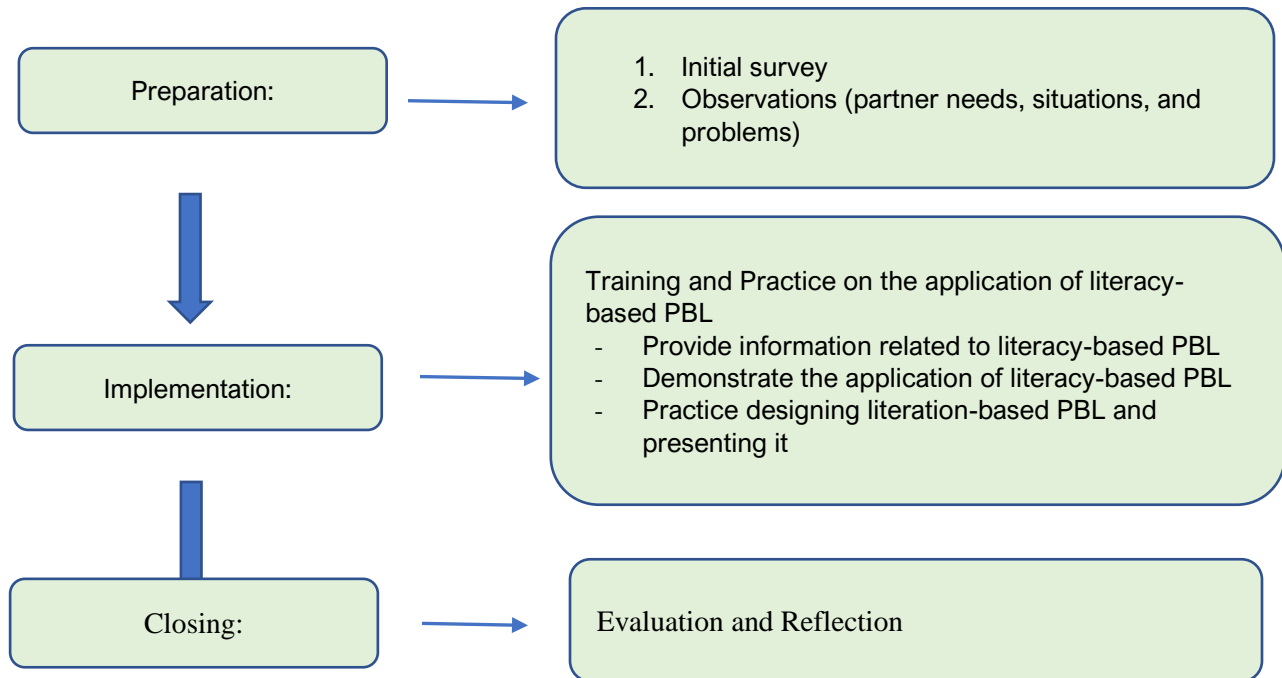


Figure 1. Stages of PKM Implementation

RESULTS

In the implementation of this PKM, the form of partner participation is to attend training on the implementation of literacy-based PBL in accordance with the agreed time. Partners, namely Cluster 04 Ciputat, conducted socialization to elementary school teachers in the Ciputat area. Another form of participation of partners was to provide a place for the implementation of training activities. The activity agenda began with a survey to partners. This survey was conducted to determine the profile and problems of partners. The first survey was conducted online by asking various things about partner profiles and problems faced by partners. The second survey was conducted face-to-face at SD Negeri Serua 04 on June 6, 2023, which is one of the elementary schools in the Ciputat Cluster 04 group. The second survey was conducted to discuss technical issues of implementing activities.

Based on the survey results, implementers and partners agreed on an activity that helps improve teacher competence. The activities designed consist of PTK training (classroom action research) and PBL application training (*project based learning*) for teachers in Cluster 04 Ciputat. Because there were two different topics, the activity was carried out by two community service teams from Universitas Indraprasta PGRI. The first team consisting of three lecturers provided training on PTK. The second team consisting of two lecturers provided training on application *project based learning*.

This activity was held on Wednesday, June 21, 2023 face-to-face in the meeting room of SD Negeri Serua 01, Ciputat, South Tangerang. This location is different from the previous survey collation, namely SD Negeri 04 Serua, Ciputat. Due to considerations of road access and room capacity, the partner decided to choose SDN Serua 01 Ciputat, South Tangerang City as the location for community service activities. SD Negeri Serua 01 is also a school included in the Ciputat 04 Cluster

group. The participants of the activity were teachers of State Elementary Schools in cluster 04 Ciputat. Because at the same time there was an agenda for receiving report cards in several schools, only some teachers attended. A total of 38 people attended this activity, including the principal and teachers who were delegates from each school.

DISCUSSION

The PKM activity was opened by the host and continued with remarks from the head of the cluster and the principal of SD N 01 Serua Ciputat. After that, the event was filled with singing the song Indonesia Raya, opening prayer and continued with a training session. The first training session was conducted by the first team consisting of Dr. Haryanto, Dr. Tjipto D., dan Prasetyo, Ph.D. The second training session was conducted by a second team consisting of Dr. Iwan Budiarmo, M.Pd. and Saidatun Nafisah, M.Hum.

Training sessions are held sequentially with a duration of about one and a half hours each. After the presentation of the material, the activity continued with a discussion or question and answer session of about thirty minutes. The event ended with a closing prayer. This training begins with questions about understanding *project-based learning* based on literacy. At this stage, participants were directed to gain an understanding of the two things above by inquiry. Participants tried to interpret PBL and literacy according to their respective views, then matched with existing theories. Thus, participants gained a perception of an even deeper understanding of the meaning of PBL and its characteristics.

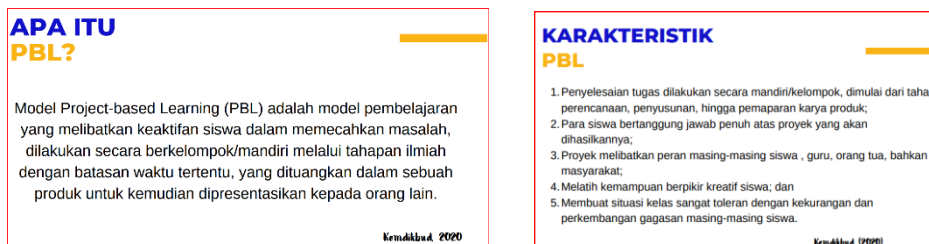


Figure 2. PBL Materials

The discussion was continued with the presentation of material on basic literacy, namely literacy, numeracy, science, digital, financial, cultural & civic. After that, material was presented on the steps to design literacy-based PBL for elementary schools.



Figure 3. Literacy Materials

The speakers gave examples of its application in the form of student learning projects using the PBL method. The speaker gave an example by playing a video so that participants could see and listen directly. The video shown was an example of a "home diorama" project done by grade 1 elementary school students. The speaker delivered the material deductively, which did not explain the theory first, but gave participants the opportunity to understand the concepts shown in the video. For example, after viewing a video, participants were asked to identify different types of literacy and types of subjects integrated in a learning project that students were working on. Thus, participants can better internalize the material.

CONCLUSSION AND SUGGESTION

During the activity, the participants were very enthusiastic in discussing. Many questions were raised. From this activity, participants claimed to gain new knowledge and skills. Participants were motivated to try to design literacy-based learning projects for their classes. By policy Kurikulum Merdeka which is implemented in the Indonesian education system, it is necessary to have coaching, training, and mentoring for teachers and education units. If not, there will be many misconceptions and stutters in its implementation in the field. Some studies show results that there are still many misconceptions and errors in implementation Kurikulum Merdeka. Lecturers with their tridharma obligations need to help teachers and schools to overcome this.

In this activity, teachers are equipped with soft skills about designing project-based learning which is one of the learning methods used in Kurikulum Merdeka. Participants are trained to be able to design, integrate various types of basic literacy, and also various subjects in a learning project. With many misconceptions about the Kurikulum Merdeka, this kind of training was very helpful for teachers to get a better understanding of the curriculum and its implementation. Kurikulum Merdeka is a new curriculum applied in Indonesian education. The Education Unit is at the stage of adaptation and transition process from the previous curriculum. To be able to implement the curriculum appropriately and away from misconceptions, education units and teachers need training and mentoring. They need examples and models so that they can eventually apply and develop them in the classroom. After receiving this training, it is hoped that teachers can collaborate with each other and design literacy-based project-based learning programs creatively in their schools.

This kind of training activity can provide positive things for education units and teachers to gain soft skills and new knowledge. Mentoring programs need to be carried out in a sustainable program

so that the practice of implementing the Kurikulum Merdeka can run optimally. Training on the Kurikulum Merdeka with other themes are also highly recommended.

ACKNOWLEDGMENTS

The author on this occasion would like to thank 1) the parties who provided support, namely the Head of SDN 1 and SDN 2 Serua Ciputat Tangerang, 2) the Head of LPPM Universitas Indraprasta and the Coordinator of the Community Encoding Unit Indraprasta PGRI university, 3) people who have played a role and helped the running of community service activities from the beginning to the end.

REFERENCES

- Abdillah, F. (2023). *Memahami Pengertian Literasi, Tujuan, Jenis dan Contohnya*. <https://www.ruangguru.com/blog/pengertian-literasi>.
- Citralakha, K. A. (2023). *Hard Skill dan Soft Skill yang Harus Dimiliki Guru*. <https://guruinovatif.id/artikel/hard-skill-dan-soft-skill-yang-harus-dimiliki-guru/>
- Fitria, Y., & Latif, A. (2022). Miskonsepsi Guru Terhadap Implementasi Proyek Penguatan Profil Pelajar Pancasila di Sekolah Dasar . *Prosiding Seminar Nasional Sultan Agung Ke-4, ISBN 9786236264072*, 139–150.
- Kurikulum Merdeka Kemendikbud*. (2021). <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>.
- Nurzila. (2022). Dalam Menerapkan Kurikulum Merdeka Belajar Perlu Strategi Tepat Guna. *Jurnal Literasiologi*, 8(4), 89–98.
- pblworks.org. (2023). *What is PBL?* <https://www.pblworks.org/what-is-pbl>.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia, Pub. L. No. Nomor 16, Tentang Strandar Kualifikasi Akademik dan Kompetensi Guru (2007).
- Sesotijowati, P. (2015). *Pengelolaan Gugus Sekolah Dasar Sebagai Strategi untuk Meningkatkan Mutu Sekolah*. Sekolah Pascasarjana Program Studi Administrasi Pendidikan Universitas Muhammadiyah.
- Sulistyo, P. D. (2023). *Dorong Kompetensi dan Profesionalisme, Metode Pelatihan Guru Perlu Diperbaiki*. <https://www.kompas.id/baca/utama/2019/02/07/dorong-kompetensi-dan-profesionalisme-metode-pelatihan-guru-perlu-diperbaiki>.
- Undang-Undang Republik Indonesia, Pub. L. No. Nomor 14, Tentang Guru dan Dosen (2005).
- Yualita, P., Sajodin, & Latifah, Z. (2020). Assistance in Making Cartoon Animation Media for Teachers to Stimulate Student's Literacy Skill. *Abdimas Umtas: Jurnal Pengabdian Kepada Masyarakat LPPM - Universitas Muhammadiyah Surakarta*, 5(1), 1–8.

APPENDIX



Figure 4. Survey Time



Figure 5. PKM team and participants



Figure 6. Activities in the class room