

Counseling Independent Curriculum for Middle School Sundanese Language Teachers in Bandung City

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ABSTRACT

Participants in the Implementation of the Service Program are junior high school teachers in the Bandung City Education Office Area. The number of participants who attended online was approximately 100 people while those offline were 10 people. Counseling is related to six things: (1) Independent Curriculum; (2) Sundanese Local Content Subjects; (3) Sundanese Language Learning Foundation; (4) Learning Outcomes of Sundanese Language Subjects; (5) Flow of Learning Objectives; (6) Teaching Module. The steps for implementing the service consist of (1) the preparation stage which includes initial observations, (2) the implementation stage which includes the entire series of extension activities and (3) the evaluation stage, relating to the participants, time and service material (including the overall counseling implementation report). The results of the service program in the form of counseling are based on the results of the pretest and posttest carried out for PKM participants.

Keywords: *Independent Curriculum, Learning Outcomes, Sundanese Language Teacher*

INTRODUCTION

Education in Indonesia is based on Law no. 20 of 2003 concerning National Education System Although has arranged through the law, however its implementation there is changes, among other things, structure curriculum, system learning, and systems assessment Indeed one characteristic typical curriculum is Keep going exists change Of course course, change That No without reason, but Because adapt self with changing times and conditions environment These changes in time, among other things, are due to demands competence 21st century and Revolution Industry 4.0 as well condition environment like the Covid-19 pandemic. The Independent Curriculum appears as effort overcome crisis learning post the Covid-19 pandemic (Nugraha, 2022, p 250).

Language teaching has three main objectives, one of which is : related with participant educate Hopefully, participants educate can have (1) skills in using language, (2) extensive knowledge of language, and (3) good personality and attitude towards language and literature. This goal will be achieved if the conditions are met. The conditions that must be met are: (1) there is great interest from students in achieving language learning goals, (2) there is hope to achieve language learning goals, (3) language teaching goals must be realistic so that they can be reached by students, (4) the syllabus must be in accordance with language learning objectives, (5) the teaching organization and learning situation must be conducive, (6) time must be used effectively and efficiently, (7) learning materials must help students, (8) qualified teachers, and (9) professional performance of language teachers.

With regard to teachers having to be *qualified and performant*, professional teachers have not yet been fully achieved. Therefore, continuous efforts are needed to improve knowledge, skills and positive attitudes towards the curriculum and language and literature learning outcomes, one of which is Sundanese language learning. One of the efforts is to provide counseling regarding the independent learning curriculum and achievements the learning Therefore, through the community service project program, this outreach activity was carried out.

Basically, regarding the use of the curriculum, the Minister of Education and Culture of

the Republic of Indonesia, Nadiem Anwar Makarim (in Hadiansah, 2022) stated that educational units can choose three curricula, namely 1) the full 2013 curriculum, 2) the emergency curriculum, and 3) the independent curriculum. Following up matter The Minister of Education and Culture also emphasized this return that unit education can implement curriculum independent in a way gradually in accordance with readiness of each unit education. Since year 2021/2022 teachings, curriculum independent Already implemented in nearly 2,500 schools participating in the Schools Program Driving Force (PSP) and 901 Vocational School Centers of Excellence (SMK-PK) as part from learning with paradigm new (Hadiansah, 2022). Curriculum independent produce student moral noble, independent, reasoned critical, creative, mutual cooperation, as well as have a sense of diversity (Sumarsih, et al., 2022, p 8248)

Curriculum independent also used in learning Sundanese. Actually, if studied from facet excellence, curriculum independent own three superiority, namely 1) more simple, 2) more independence, and 3) more relevant and interactive (Mendikbudristek, 2022). Although curriculum independent own excellence, but at the moment This Still many teachers in schools have not understand right about curriculum independence, one of them namely junior high school Sundanese language teachers in the city of Bandung. Therefore _ That is, so that there are more Sundanese middle school teachers in the city of Bandung understand and know about curriculum independence, let it happen counseling curriculum freedom and achievement learning special Sundanese language for junior high school Sundanese language teachers in Bandung City. Teachers must own will For do change (Rahayu, et al., 2022, p 6313).

So from that's the goal from implementation devotion This that is For give information through counseling related with curriculum freedom and achievement learning in eye lesson Sundanese. The things that are informed related with material essential and non-essential eye lesson in Sundanese _ curriculum independence, judgment in curriculum independence, and discussion curriculum independent in a way general.

METHOD

Method of dedication in this article use *Active and Participatory Learning* in which methods This is in the implementation covers counseling Independent Curriculum and Achievements Learning to Sundanese language teachers in the Bandung City Education Area.

Target Activity

Target activity devotion are Sundanese language teachers in the Bandung City Education Service Area. As for the targets is a minimum of 100 people who follow counseling Independent Curriculum and Achievements Learning / service this.

Activity This held in Bandung City, to be precise, at the 3rd Floor Library of the UPI FPBS Building. This location chosen Because participant are junior high school teachers in the Bandung City Education Department area. Audience target from devotion This are eye teachers lesson Sundanese language and literature for junior high schools in the Bandung City area.

Amount participants present _ less online _ more than 100 people, meanwhile participant offline consists from 10 Sundanese language teachers representing from administrators of the Bandung City Sundanese MGMP, these ten people namely :

- 1) Desi Triyani, M.Pd. _ (SMPN 39 Bandung)
- 2) Nurani Sepriani, S.Pd. _ (SMPN 34 Bandung)
- 3) Eli Grandson Yulia Edah, S.Pd (SMPN 33 Bandung)
- 4) Ferry Timorochmadi, S.Pd. _ (SMPN 11 Bandung)
- 5) Dewi Kuriasih, S.Pd. _ (SMPN 40 Bandung)
- 6) Nenih, S.Pd. _ (SMPN 6 Bandung)

- 7) Sri Teti Herawati, M.Pd (SMPN 60 Bandung)
- 8) Nur Kurniasih, S.Pd (SMPN 53 Bandung)
- 9) Arif Abdul Rochman, S.Pd. (SMPN 16 Bandung)
- 10) Ai Rohati, S.Pd. (SMPN 19 Bandung)

Steps _ Activity

1. Stage Preparation

At stage This done a number of activity such as, observation initial, purposeful For know situation circumstances the object to be researched Observation beginning carried out by the team member, with plan a number of things, like election target dedication, location, and coordination of UPI and SMP which are members of the Bandung City Education Service. From p that, the target will be made subject devotion specifically for junior high school teachers registered with the Bandung City Education Office. Election subject This based on one task For learn curriculum independence, achievement learning up to its evaluation and implementation Naturally promotions carried out No only done in a way stated directly _ verbally to _ visiting guests, but also implemented _ online via social media _ How (1) curriculum independent learning, (2) achievement learning Sundanese in junior high school, (3) learning model curriculum independent learning, as well as (4) evaluation models learning curriculum independent Study presented in discussions and simulations during service this.

Devotion This held through two events, namely offline and online, for offline planning devotion This carried out on UPI, and online ones use application *zoom meetings* Service team direct contact underwriter answered (chairman of Bandung City Middle School MGMP) later responsible answer arrange participant devotion, to be devoted This walk with smoothly, both online and offline). The team was very helpful very with many information obtained _ from underwriter Bandung City Middle School MGMP answered, no only contact the participants who will be follow activities, incl coordination with schools place of the participants service / work / serve as a junior high school teacher in Bandung City.

2. Stage Implementation

Activity This held on Monday, September 26 2022. Activities starts at 13.00 WIB and ends at 16.00 Activity This opened in a way directly by the deputy dean II of FPBS UPI, Dr. H. Dingding Haerudin, M.Pd. _ Furthermore, the moderator was led by the Head of the UPI FPBS Sundanese Language and Culture Education Masters Study Program, namely Prof. Dr. Hj Nunuy Nurjanah, M.Pd. _ On activities This there is four resource persons, namely Prof. Dr. H. Yayat Sudaryat, M.Hum., who delivered material about text non-literary essentials in KM; furthermore there is Prof. Dr. Dedi Koswara, M.Hum., who delivered about material essential literary texts on KM; Then there is Dr. H. Usep Kuswari, M.Pd., who explained about assessment and evaluation on KM; as well as final there is Dr. Deni Hadiansah, S.Pd., M.Pd., who explained about curriculum independence and its relations with learning Mulok Sundanese Activity PkM This started with pretest and ending with posttest Before activity closed, available discussion guided between participants and resource persons, with limitation question Activity closed by the moderator at 16.00 WIB.

3. Stage Evaluation

Stage evaluation covers activities carried out online and offline. There are several thing that becomes focus relevant evaluation _ with participant dedication, time dedication, material dedication and mentoring 1) Participants devotion it is estimated that it will The minimum attendance was 310 participants, but those who attended only less than 110 people more 2) Devotion time carried out in the morning day until Afternoon day, but in fact held from 13.00 to _ at 16.00 WIB. 3) Service material is available a number of material that is not Can delivered, however material in a way general can read by teachers. 4) Charging questionnaire

implemented at the beginning and end activities 5) In session accompaniment although Already held *briefing* moreover first, but in implementation customized with situation and conditions of the participants.

Activity other in stage evaluation is making report progress, articles journal continued devotion _ carried out and revised by the chairman team dedication, until completion _ report end done, all stages and outcomes devotion has finished done.

RESULTS AND DISCUSSION

1. Independent Learning Curriculum

Curriculum terms independent started with it was launched policy *Merdeka Belajar Episode 15: Merdeka Curriculum and Merdeka Teaching Platform* by Nadiem Anwar Makarim, Minister of Education, Culture, Research and Technology (Kemendikbudristek) on Friday, 11 February 2022, at 10.00 WIB (Hadiansah, 2022). Furthermore, apart from KM there are the MBKM concept consists of of two concepts namely "Freedom to Learn " and " Free Campus ". Freedom to learn is freedom thought and freedom innovation (Ainia, 2020), meanwhile campus independent is continuation of the independence program Study For education high Transformation education through policy independent Study is one _ step For realizing superior Indonesian human resources that have Profile Pancasila Students (Ministry of Education and Culture in Hadiansah, 2022).

In line with *World Economic Forum* (in Vhalery, et al., 2022) students must has 16 skills in the 21st century Broadly speaking, 16 skills This divided become three that is literacy, competence, and quality character Additionally, for _ face change social culture, the world of work, the world of business, and progress such technology _ rapidly, students and participants educate must prepared For can follow change this Because _ that, every agency education must prepare literacy and orientation guided in field education (Lase, 2019), esp in development ability or Skills aligned students _ with demands of the times (Nuryani et al, 2019; Herlambang, 2018; 2020; Hendriani, et al, 2020; Irianto, et al, 2021). Preparation schools and colleges tall can done with method designing and implementing innovative learning processes for students and participants _ educate can reach achievements learning covers aspect cognitive, affective, and psychomotor optimally and always relevant through Independent Curriculum and MBKM.

Curriculum independent in learning Sundanese actually _ There is connection with 2013 curriculum revised 2017. Just that there is simplification in matter the material he teaches Following This there is base related position mulok Language region (Sundanese) with curriculum independent.

- 1) Law no. 20 of 2003 concerning National Education System.
- 2) Constitution Number 23 of 2014 concerning Regional Government (mentioned that determination curriculum mulok education medium and high education special become authority government province).
- 3) Regulation Government (PP) Number 4 of 2022 Concerning Amendment to PP Number 57 of 2021 concerning National Education Standards.
- 4) Permendikbudristek No. 5 of 2022 concerning Standard Competence Graduate.
- 5) Permendikbudristek No. 7 of 2022 concerning Content Standards.
- 6) Permendikbudristek No. 16 of 2022 concerning Process Standards.
- 7) Permendikbudristek No. 21 of 2022 concerning Standard Assessment.
- 8) Decree of the Head of BSKAP No. 033/H/KR/2022 Concerning Achievements Learning at PAUD, Dikdas, and Dikmen.
- 9) Minister of Education and Culture Decree No. 262/M/2022 about Changes to the Ministry of Education and Culture No. 56/M/2022 concerning Guidelines Application Curriculum in the Context of Recovery Learning.

- 10) Decree of the Head of BSKAP No. 008/H/KR/2022 About Achievements Learning at PAUD, Dikdas, and Dikmen in Independent Curriculum
- 11) Decree of the Head of BSKAP No. 009/H/KR/2022 About Dimensions, Elements, and Subelements Profile Pancasila Students in the Independent Curriculum.
- 12) West Java Head of Education Decree No. 32817/PK.05.02/ Secret July 14, 2022 about Achievements Learning Mulok Sundanese PAUD, Dikdas, and Dikmen.
- 13) Kadisdikbud Decree No. 423.5/04678 about Guidelines Curriculum Mulok Javanese level Primary and Secondary Education in Central Java Province.
- 14) Decree of the Head of Youth and Sports Education Department Bali Province No. B.31.434/37404/UPTD.BPTKK/DIKPORA concerning Curriculum Guide Mulok Balinese level Basic Education and Education Guidelines and Guidelines.
- 15) Learning and Assessment Guide.
- 16) Development Guide Project Strengthening Profile Pancasila students.
- 17) Development Guide Curriculum Operational Education Unit.

2. Content Subjects in Sundanese

a. Objectives of Sundanese Language Subjects

Subjects _ Sundanese is _ eye lesson load local in Java West, which aims For help participant educate in build And develop :

- 1) morals glorious with use Language Sunda in a way right and polite ;
- 2) attitude value Language Sunda as Language Mother and/ or Language area ;
- 3) ability speak Sundanese with correct and polite through various text multimodal (oral-written, audio, visual, or audio visual) For various objective (genre) And context ;
- 4) ability integrated literacy _ ability Sundanese language correct and polite _ as well as ability think (reason) critically and creative in Study And live ;
- 5) concern to preservation and growth deep Sundanese culture contribute as inhabitant Sundanese people, Indonesia and the world democratic, just and peaceful with behave *reparation love, make amends hone, And reparation foster care* ; And
- 6) trust self For expression in Sundanese as _ individual Which capable, independent, work together cooperation, responsible answer, And polite.

With Thus, subjects Language Sunda taught For increase at least three things, namely :

- a) proficiency life student in manage self And environment ;
- b) awareness And concern student to environment nature, social, culture, And wisdom local Sunda; as well as
- c) education order character become man multitalented (*Masagi*).

b. Burden Study

Based on the Decree of the Minister of Education, Culture, Research and Technology No. 371/M/2021 concerning School Programs Driving Force and Decree of the Minister of Education, Culture, Research and Technology No. 165/M/2021 concerning School Programs Intermediate Vocational Center of Excellence, can explained that in phase A (generally Class I and II SD/MI) and Phase B (generally Class III and IV SD/MI), learning mulok Sundanese can _ allocated maximum 2 JP per week or 72 JP per year In phase C (class V SD/MI), learning mulok Sundanese can _ allocated still maximum 2 JP per week or 72 JP per year, while in phase C (Class VI SD/MI) you can allocated maximum 2 JP per week or 64 JP per year as eye lesson choice Next, in phase D (Class VII and VIII SMP/MTs), learning mulok Sundanese can

_ allocated still maximum 2 JP per week or 72 JP per year, while in phase D (Class IX SMP/MTs) you can allocated maximum 2 JP per week or 64 JP per year as eye lesson choice In phase E (generally Class X SMA/SMK/MA/MAK), learning mulok Sundanese can _ allocated still maximum 2 JP per week or 72 JP per year As for phase F (Class XII SMA/SMK/MA/MAK), learning mulok Sundanese can _ allocated maximum 2 JP per week or 64 JP (SMA/MA) per year and 36 JP (SMK/MAK) as eye lesson choice.

c. Diversity Locality And Language Introduction Learning

Reality show that besides Sundanese, in West Java there are also languages other areas where it is used No based on area administration government For example, as arranged in West Java Province Regional Regulation Number 14 of 2014 concerning Maintenance of Regional Language, Literature and Literacy in question with Regional languages in West Java are Sundanese, Cirebon, and languages Malay - Betawi. For participating regions _ his education language Mother No Sundanese, must there is adjustment competence base based on circumstances language as well as culture local.

Categorization local in determination material learning can differentiated on three category like following.

- 1) Category A applies to areas where there are people use Sundanese lulugu, namely _ current language _ considered standard and official according to size common in West Java. As examples included _ category This is Bandung and surrounding areas with ignore a number of vocabulary that authority indeed only little.
- 2) Category B applies to areas where there are people use Sundanese wewengkon, namely _ language arrived _ moment This considered as variety existing language _ difference with Language lulugu, will but still considered as Sundanese Difference the is at the level phonetics and semantics, in addition difference onomasiological (the same concept in different vocabulary) and differences semasiological (different concepts _ with same vocabulary), e.g category This is Sundanese in Kuningan and Karawang.
- 3) Category C applies to areas where there are people thick use Sundanese wewengkon _ or Language area special like Cirebon language (Sundanese dialect Cirebon or Javanese Cirebon dialect) and language Malay Betawi dialect For example, in some districts Indramayu, Cirebon Regency, and Cirebon City, apart from taught Sundanese as _ load local obligatory, also permitted For teach Cirebon language as load local choice Especially in the area This, for Phase A (Class I-II SD/MI) and Phase B (Class III SD/MI), allocation time For lesson Sundanese can _ used For lesson variety Language area local Same situation _ may also apply for parts of Bekasi City and Regency and Depok City whose residents use Language Malay Betawi dialect, though until moment This Not yet can taught in schools.

d. Subject Teacher Mulok Sundanese

Sundanese Language Teacher in implementation learning refers to arrangement linearity of certified teachers educators, provisions as following.

- 1) Subjects _ load local Sundanese as eye lesson option on elementary school, yes taught by: (1) the class teacher who has competence Local Content ; (2) Local Content teachers available at the elementary school concerned ; (3) Local Content teachers at the nearest elementary or middle school who are assigned and recognized burden work ; or (4) study program students Local Content (based on the Governor's Decree) is entered in the Independent Campus program (Decree of the Minister of Education, Culture, Research and Technology Number Number 371/M/2021 concerning School Programs Movers).
- 2) Authority teach for content teachers local Sundanese to all level referring to the Regulation of the Minister of Education and Culture Number 46 of 2016 concerning Structuring Certified Teacher Linearity Educator as changed with Regulation of the Minister of Education and Culture Number 16 of 2019 concerning Change on Regulation of the

Minister of Education and Culture Number 46 of 2016 concerning Structuring Certified Teacher Linearity Educator.

3. Base Sundanese Language Learning

There is three base learning Sundanese, namely (1) foundation linguistics, (2) foundation cultural, and (3) foundation pedagogy Third base That nature rational and mutual related One each other.

First, the foundation linguistics Sundanese Sundanese is one of them ability basic and natural, in fact biology is very closely related to humans Second, foundation cultural related with scope culture in learning Sundanese Sundanese is Language Mother for part big the people of West Java, at the same time become Language area As Language mother, still Sundanese _ used by the Sundanese people and is necessary maintained as recommended by UNESCO in 1999 about Preservation of Mother Languages in the World. By constitutional maintenance Language stated in the 1945 Constitution, Article 32 paragraph 2, Regional Regulation No. 14 of 2014 (Amendment to Regional Regulation No. 5 of 2003), as well as Regulation Governor Number 173 of 2021 concerning Implementation of West Java Masagi Character Education in Education Units.

Third, foundation pedagogy related with subjects and learning processes Sundanese Subjects _ Sundanese is _ eye lesson load standing local _ yourself Decree policy This in line with the Decree of the Minister of Education, Culture, Research and Technology No. 371/M/2021 concerning School Programs Driving Force and Decree of the Minister of Education, Culture, Research and Technology No. 165/M/2021 concerning School Programs Intermediate Vocational Center of Excellence that unit education and/ or government area can develop eye lesson special load local Language standing area _ Alone as part from extracurricular programs with burden Study maximum 72 JP per year or 2 JP per week with consider needs and characteristics unit education and/ or area, needs participant education, and the world of work.

4. Achievements Sundanese Language Learning

Learning targets changed from Core Competencies and Basic Competencies (KIKD) become Achievements Learning (CP). CP is competence necessary learning _ achieved participant educate on each stage development For every eye lessons in units education (age early, education basics, and education intermediate). CP also as gathering competence and scope compiled material _ in a way comprehensive in form narrative The preparation of CP is based on 4 things, namely (1) phase education, (2) components Skills speak, (3) verb operational (KKO), as well as (4) material principal.

Educational phase related with level education and class There are seven phase education, namely (1) Foundation Phase (PAUD), (2) Phase A (Class I-II SD/MI), (3) Phase B (Class III-IV SD/MI), (4) Phase C (Class V -VI SD/MI), (5) Phase D (Class VII-IX SMP/MT), (6) Phase E (Class X SMA/SMK/MA), and (7) Phase F (Class XI-XII SMA/ SMK/MA).

Component Skills language covers Skills receptive (listening, reading, and viewing) as well as Skills productive (speaking, writing, and presenting). Skills language can done through activity literary, fine appreciation nor expression.

5. Sundanese Language Learning Flow and Objectives (ATP).

Learning Flow and Objectives (ATP) must be formulated themselves by the teacher based on element in Achievements Learning (CP). CP elements in determine objective learning refers to Skills language, namely (1) Listening, (2) Reading and Viewing, (3) Speaking and Representing, and (4) Writing Learning Objectives is description competencies achieved _ participant educate in One or more activity learning Learning Flow and Objectives (ATP) are

series purpose, organized systematic as well as logical based on order learning from beginning until end.

6. Sundanese Language Subject Teaching Module

Teaching modules are one of them from three teaching tools, two other teaching tools are Learning Objectives and Learning Objective Flow (ATP). Teaching Module for National Subjects Already provided by the government However, for Mulok Mapel must arranged separately by teachers in the area Teaching modules provided government can matched with **RPP Plus**, because own more components _ complete compared to with RPP. Developed teaching modules in a way independent, you can matched with RPP during arranged with components that are at least the same with RPP components.

CONCLUSSION

Results Achieved from PkM Counseling Independent Curriculum and Achievements Sundanese Language Learning

Results achieved from activity This based on the results of the pretest and posttest carried out to participant PkM Based on the pretest results, mostly participants (junior high school Sundanese language teachers) have understanding in number 8 towards education and curriculum independent It means can concluded that understanding of junior high school teachers in the Bandung City Education Department area before held counseling There is in sufficient level _ good.

Based on results posttest, there are enhancement Sundanese language teachers' understanding of terms related with education and curriculum independent It means can concluded that understanding of Sundanese middle school teachers in Bandung City after follow counseling experience enhancement from 8 to 9, from the original Enough Good become well, even can said to be very good.

Supporting Factors and Activity Obstacles PkM Counseling Independent Curriculum and Achievements Sundanese Language Learning

By general, activities PkM This supported by existence team swift and great devotion, besides _ That activity This can accomplished with Good blessing participation all parties and involvement all consisting parties _ from element lecturers, students, and most importantly that is involvement of the participants extension workers who are junior high school Sundanese language teachers in the Bandung City Education Office area.

Perceived obstacles when activity PkM actually No There is Because all party compact support implementation activity this However, there is One things that can said not enough maximum, that is limitations time devotion so that cause need held return devotion volume Next is the discussion special related curriculum independent Sundanese.

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