

Improving The Competence Of North Sumatra French Teachers Through Assistance In Preparing Merdeka Curriculum Learning Tools

Tengku Ratna Soraya^{1,b)}, Junita Friska²⁾, Rahmad Husein³⁾, Rizki Fadila Nasution^{4,a)}

¹French Language Education Study Program, Medan State University

²French Language Education Study Program, Medan State University

³English Language Education Study Program, Medan State University

⁴Information Technology Study Program, STMIK Pelita Nusantara

^{a)}Corresponding author: rizkifadila231@gmail.com

^{b)}ratnasoraya@unimed.ac.id

ABSTRACT

This community service activity aims to provide solutions to the problems faced by partners, namely the lack of understanding of the implementation of the Merdeka curriculum, especially in designing and compiling Merdeka Curriculum teaching tools in high schools and vocational schools that implement French as an optional language taught. Therefore, the community service team provided assistance in understanding the Merdeka curriculum. The activity was carried out in three stages, namely first 'training / exposure to the concept of Merdeka curriculum for French-speaking high schools and vocational schools which includes exposure to the design of play activities with reference to learning outcomes; Exposure to the development of learning pathways and objectives in French-speaking high school and vocational units based on unit characteristics, children's needs and interests, environmental conditions, and their relationship with learning outcomes, so that the learning pathways and objectives between each unit can be different; Exposure to developing student worksheets according to the learning needs of students. Second, assistance in making learning concept maps for French-speaking high schools and vocational schools, and third, practice in implementing teaching tools in front of peers. The output of this activity is an increased understanding of the concepts and ways of implementing the Merdeka Curriculum for French-speaking high schools and vocational schools. The teachers were very enthusiastic in participating in the training, they responded that with this training they could implement the Merdeka curriculum in their respective schools.

ARTICLE INFO

Article History:

Submitted/Received 27 Aug 2024

First Revised 6 Oct 2024

Accepted 7 Oct 2024

First Available online 21 Oct 2024

Publication Date 21 Oct 2024

Keyword :

Learning tools

Merdeka curriculum

French teacher

INTRODUCTION

With regard to the management of learning in an independent curriculum, that teachers are required to be creative in presenting material so that the impact of lost learning can be minimized. Free learning is a revolution in the educational curriculum in Indonesia that is to quality education (Yamin & Syahrir, 2020). The independent learning curriculum, initially developed by PT Cikal, has now been adopted and supported by the Minister of Education, and has been thoroughly socialized to all educational units. This independent curriculum aims to update the learning process obstructed by the pandemic, and its implementation has been done in all educational units. The concept of independence in the curriculum provides flexibility in the development of education. Teachers are given the freedom to incorporate local wisdom and have freedom of thought. The purpose is that the young generation may think freely and not be obsessed with narrow thinking.

Freedom of learning is carried out to liberate the mind and give economic opportunities to children as national successors when entering the world of work. In addition, teachers are also given the freedom to determine the best method according to the level of competence and interests of the children. Besides, educational institutions are also free to innovate and try new things. (Hattarina et al., 2022). However, there are still some challenges in the implementation of independent learning. The government gives freedom in terms of the curriculum used by each school. However, schools must face this policy by implementing it properly following the objectives they want to. There are still obstacles to giving sufficient autonomy to teachers and pupils in determining the direction of learning-teaching policies because binding regulations still govern them.

Teacher should have four competencies: personal competence, pedagogical, social, and professional competence. (Permendikbud, 2014). Pedagogical competence is very important to a teacher because it relates to a teacher's ability to understand, design teaching devices, and implement learning according to the design of learning devices to update their potential. The preparation of the instruments is intended to make everything that has been planned together possible. In addition, teaching tools are used to guide teachers in implementing learning to support the successful implementation of learning, direct teachers to prepare the necessary tools and materials, direct the teacher to build attitudes, knowledge, and skills that the child is expected to have, as well as support the success of learning implementation. In the field town, there are eight high schools and small schools spread out in several districts and colleges that implement French as the language of choice that students learn. Through this time, the teaching-learning process is still using the 2013 curriculum and sometimes it is done accidentally without preparation, due to the limitations of knowledge about learning devices. A teacher should have good pedagogical skills. One of them is the understanding of the teaching tools, especially those related to the Merdeka curriculum for the French MGMP of the North Sumatra Field.

The results of interviews with some of the teachers stated that although the K13 learning device has been in use for a long time, teachers generally still lack an understanding of how to organize and implement it in class, let alone with the change of K13 to a new curriculum called the 'Merdeka Curriculum', making the teacher more confused and anxious to deal with it.

As for the problems faced by the partners, the understanding and preparation of the independent curriculum tools for french-speaking high schools and smes as well as their implementation in the implementation of teaching-learning processes. Therefore, the sme executive team carries out training and support to improve the understanding of the teaching tools related to merdeka curricula for french-speaking high schools and sme which includes the strengthening of play activities meaningful as the learning process, the educational unit operational curriculum, the student profile of pancasila, learning achievement, and learning objectives based on the sc of the curricular standards and educational assessment agency.

Teachers of French-speaking SMA/MA and SMK are required to understand the Operational Curriculum for Education Units, Characteristics of the Independent Curriculum for French-speaking SMA and SMK (Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022). Understanding the Pancasila Learner Profile (Mawardi, 2022), Learning Outcomes, Learning Objectives, and ATP based on the Decree of the Education Curriculum and Assessment Standards Agency No. 33 of 2022, so that they can make Learning Concept Maps, (Fijiwati, 2016; Setiawan, 2020) and Teaching Modules with a variety of meaningful play activities (Kustiawan, 2016).

In addition, they must also prepare teaching tools, such as the Daily Learning Implementation Plan (RPPH), Weekly Learning Implementation Plan (RPPM), Semester Program (Prosem), and Annual Program (Protah), (Latifah, 2016). In addition, French-speaking high school and vocational teachers are also required to be able to use relevant learning models to build meaningful, contextualized play-learning experiences that are in line with children's interests and needs.

The lack of understanding of teachers about the preparation of teaching tools is due to the lack of training and assistance on this matter, so partners need assistance from Higher Education (Unismuh Makassar) to improve the understanding of MGMP French teachers about understanding and applying learning tools to be used in the teaching and learning process in their respective schools.

METHODE OF IMPLEMENTATION

The PKM implementation uses a guidance or training method with an educational approach involving education experts who understand the independent learning policy and the preparation of learning tools. This training is carried out based on the needs of teachers who want direct guidance and assistance in the process of their activities.

To overcome the problems of French teachers who are confused by the independent learning policy PKM resource persons will share knowledge through questions and answers, and discussions. Then, assistance in preparing learning tools based on the Merdeka Curriculum. The teachers are accompanied by the team and guided by the PKM team. For this reason, teachers can practice learning tools directly. This PKM activity began in January 2024 when the PKM team collaborated with partners to implement the Merdeka Curriculum which focused on preparing learning tools. The PKM team plays a role as a companion, while the partners as participants.



FIGURE 1. PKM activity

The process or stages of PKM activities begin with preparation, implementation, and reflection and evaluation. The first stage is the preparation of mentoring and training of learning tools, including the preparation of mentoring participants consisting of 22 French teachers who are members of the North Sumatra French Language MGMP.

The preparation of facilitators and instructors consisting of 3 lecturers and 5 French language students was also carried out. Furthermore, the implementation stage of the assistance activities for preparing Learning Tools based on the Merdeka Curriculum directly (face-to-face) is explained as follows: 1) The first stage was a discussion with the PKM team for the implementation of training and mentoring activities. At this stage, the team set the time and location for the implementation of activities based on an agreement.

Second stage Completeness of administration such as invitations, permission letters, and assignment letters for lecturers, teachers, and students.

The third stage is the implementation of a pre-test related to the ability and understanding of teachers in preparing learning tools based on Merdeka Belajar. After that, the resource person will deliver material or share knowledge about Merdeka Belajar policy, followed by training and assistance in preparing learning tools based on Merdeka Curriculum. In this activity, teachers are given the training to compile learning tools based on the Merdeka Curriculum, and they will be guided by the PKM team directly to practice preparing lesson plans based on the Merdeka Curriculum.

The fourth stage is the evaluation and review of the task of preparing lesson plans based on the Merdeka Curriculum. The PKM team and resource persons will recheck the teachers' understanding and ability to prepare lesson plans by giving a post-test so that they will see an increase in their ability or competence. The last stage is reflection and evaluation. The reflection and evaluation stage of the implementation of the assistance activities for preparing Learning Planning based on the Merdeka Curriculum for French teachers who are members of the North Sumatra French Language MGMP. In addition, the last stage is making a report on the results of the activity and collecting reports on the results of the activity in the form of teaching tools.

RESULTS AND DISCUSSION

Community Service activities from the Faculty of Language and Arts lecturer team at the State University of Medan were carried out on Saturday, April 27, 2024, at the Caribia Boutique Hotel, Medan. The purpose of PKM activities is to provide information, socialization, training, and assistance related to the needs of teachers in preparing French learning tools based on the Merdeka Curriculum. For this reason, the PKM team assisted with the theme "Assistance in Preparing Independent Curriculum Learning Tools for MGMP French North Sumatra". This theme is based on the current needs of teachers who are experiencing anxiety and difficulties in implementing the Merdeka Curriculum. Although several schools have been selected as Mover Schools for the implementation of the Merdeka Curriculum, there are still many schools that have not been selected and have not received socialization and assistance in implementing the Merdeka Curriculum.

Some of the problems in implementing the Merdeka Curriculum are that there are still many teachers who have not been able to understand and adopt the concept of Merdeka Belajar in French language learning; teachers still have difficulties in learning tools; there are still many teachers who do not have references in learning tools; and there are still many teachers who cannot compile learning tools based on student characteristics and needs.

To reduce these problems, mentoring activities for teachers must be carried out. Mentoring activities aim to assist teachers in preparing lesson plans according to the characteristics and needs of students. Therefore, the PKM team of the Faculty of Language and Arts, State University of Medan held mentoring activities for teachers so that they could adapt to implementing the Merdeka Curriculum. PKM activities are carried out in the Harbor Room, Caribbean Boutique Hotel with the address on Jl. Timor No Blok J No.I-IV Blok J, Gg. Buntu, Kec. Medan Tim., Medan City, North Sumatra. The participants of this activity were French language teachers who were members of the North Sumatra French Language MGMP, totaling 22 teachers.

Stage I: PKM Team Welcome

This community service activity began with remarks by representatives from the North Sumatra French Language MGMP, the Secretary of LPPM Unimed, and the head of the community service. With this lesson planning training, it can help teachers understand and develop lesson plans based on the Merdeka Curriculum. The Chairperson of the North Sumatra French Language MGMP hopes that the PKM program can be carried out sustainably.



FIGURE 2. Remarks from the Chairperson of the North Sumatra Branch of the Indonesian Association of French Language Teachers

Phase II: Socialization and Training on Learning Planning Based on Merdeka Curriculum

The main event of this PKM activity is socialization and training delivered by one of the community service team members as an Education Expert. This material contains the preparation of learning tools based on the Merdeka Curriculum for French language teachers who are members of the North Sumatra French Language MGMP.



FIGURE 3. The speaker is delivering the material.

The Participants in participating in community service activities were very enthusiastic in listening to the material presented by the speaker. The enthusiasm of the participants was not only shown in the form of documentation but also through the participants' responses.



FIGURE 4. The documentation of the participants' enthusiasm in participating in this service activity

The response of community service participants was carried out by giving a questionnaire after the service activity was completed. The returned questionnaires were 22 and continued processing and analysis. The results of the teachers' responses show that they have understood how to develop French learning tools based on the Merdeka Curriculum. The average value of their understanding achievement level is 79.42%. It shows that the teachers' achievement of the independent curriculum is at a good level.

The highest level of achievement was the understanding of the concept of Merdeka curriculum for French in SMA / SMK (88.76%), then an explanation of the differences between K13 and Merdeka Curriculum for French (85.40) and an explanation of making learning concept maps (85.61). Thus, the material for Community Service activities is very useful. This is following the participants' responses regarding the usefulness of the material for learning activities.

CONCLUSION

This PKM activity aims to train teachers in the North Sumatra French Language MGMP in preparing learning tools based on the Merdeka Curriculum. After the implementation of PKM activities, the North Sumatra MGMP French teachers can understand the Merdeka Curriculum and can prepare learning tools for French lessons following Merdeka Belajar learning outcomes. For this reason, this activity is very useful for teachers in understanding and preparing learning tools based on the Merdeka Curriculum. The teachers who participated in this PKM activity also looked very excited and enthusiastic. They even expected this activity to be carried out continuously.

REFERENCES

- Arifian, D. F. 2019. *Menalar Problem Pendidikan dan Bahasa*. Yogyakarta: PT Kanisius.
- Abidin, Y. 2014. *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*. Bandung: PT Refika Aditama.
- Ahuja P. & Ahuja G. C. 2010. *Membaca secara Efektif dan Efisien*. Bandung: PT Kiblat Buku Utama.
- Anderson, L. W. & Krathwohl D. R. 2010. *Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
- Afandi & Sajidan. 2017. *Stimulasi Keterampilan Tingkat Tinggi*. Surakarta: UNS Press.
- Arends, R.I. 2012. *Learning to Teach*. New York: McGraw-Hill Companies, Inc.
- Ariyana, Y. dkk. 2018. *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi*. Jakarta: Ditjen Guru dan Tenaga Kependidikan Kemendikbud.
- Baro'ah, S. (2020). Kebijakan Merdeka Belajar sebagai Strategi Peningkatan Mutu Pendidikan. *Jurnal Tawadhu*, 4(1), 1063–1074

- Barung, K. 2015. "Kajian Permulaan Potensi Bahasa dan Sastra untuk Pendidikan Karakter". Proseding Makalah Seminar Dosen PBSI. Ruteng: Prodi PBSI STKIP St. Paulus.
- Bandura, A. 1977. *Social Learning Theory*. New York: General Learning Press.
- Bandura, A. 1977. *Self Efficacy: Toward A Unifying Theory Of Behavioral Change*
- Budianto, N., Muhsin, M., Faruq, M. D. J., & Hakim, F. (2023). Kurikulum Merdeka untuk Pemulihan Krisis Pembelajaran. *As-Sunniyyah*, 2(2), 26–46. <https://doi.org/10.30984/jii.v13i2.967>
- Erlina, N. (2021). Kesiapan Calon Guru IPA dalam Pengembangan Rencana Pembelajaran Berbasis Education for Sustainable Development. *Jurnal Pendidikan Dan Pembelajaran Sains (JPPS)*, 4(2), 142–151.
- Heryahya, A., Herawati, E. S. B., Susandi, A. D., & Zulaiha, F. (2022). Analisis Kesiapan Guru Sekolah Dasar dalam Implementasi Kurikulum Merdeka. *Journal of Education and Instruction (JOEAI)*, 5(2), 548–562. <https://doi.org/10.31539/joeai.v5i2.48Ibrahim>, B., Suroyo, S., Asril, A., Pernantah, P. S., & Isjoni, M. Y. R. (2021). Pelatihan Perangkat Pembelajaran Abad 21 Berbasis Merdeka Belajar Pada Guru IPS. *Journal of Community Engagement Research for Sustainability*, 1(2), 67–73. <https://doi.org/10.31258/cers.1.2.67-73>
- Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(2), 3011–3024. <https://doi.org/10.31004/edukatif.v4i2.2589>
- Juita, D., & Yusmaridi, M. (2021). The Concept of "Merdeka Belajar" in The Perspective of Humanistic Learning Theory. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 9(1), 20–31. <https://doi.org/10.24036/spektrumpls.v9i1.111912>
- Kementerian Republik Indonesia. (2022). *Panduan Implementasi Kurikulum Merdeka Pada Madrasah*. Direktorat KSKK Madrasah Kementreian Agama RI.
- Prianti, D. A. M. M. O., Suarni, N. K., & Adnyana, I. K. S. (2022). Analisis Kurikulum Merdeka dan Platform Merdeka Belajar untuk Mewujudkan Pendidikan yang Berkualitas. *Jurnal Penjaminan Mutu*, 8(2), 238–245. <http://ojs.uhnsugriwa.ac.id/index.php/JPM>
- Putrianingsih, S., Muchasan, A., & Syarif, M. (2021). Peran Perencanaan Pembelajaran Terhadap Kualitas Pengajaran. *Inovatif: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan*, 7(1), 205–231.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>
- Rifqi Zamzami, M. (2023). Paulo Freire's View on Freedom to Learn Policy. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(1). <https://doi.org/10.37680/scaffolding.v5i1.2260>
- Sari, S. Y., Sundari, P. D., Jhora, F. U., & Hidayati, H. (2020). Studi Hasil Bimbingan Teknis Pengembangan Perangkat Pembelajaran Berbasis Keterampilan Abad-21 dalam Rangka Penerapan Program Merdeka Belajar. *JURNAL EKSAKTA PENDIDIKAN (JEP)*, 4(2), 189. <https://doi.org/10.24036/jep/vol4-iss2/527>
- Septianti, N., & Afiani, R. (2020). Pentingnya Memahami Karakteristik Siswa Sekolah Dasar di SDN Cikokol 2. *Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 7–17. <https://ejournal.stitpn.ac.id/index.php/assabiqun>
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8248–8258. <https://doi.org/10.31004/basicedu.v6i5.3216>
- Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, 8(1), 185. <https://doi.org/10.30998/rdje.v8i1.11718>

- Wahyuni, S. (2022). Kurikulum Merdeka untuk Meningkatkan Kualitas Pembelajaran. *Jurnal Pendidikan Dan Konseling*, 4(6), 13404–13408.
- Widiyono, A., & Millati, I. (2021). Peran Teknologi Pendidikan dalam Perspektif Merdeka Belajar di Era 4.0. In *JET: Journal of Education and Teaching* (Vol. 2, Issue 1).
- Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1), 126–137.
<http://ejournal.mandalanursa.org/index.php/JIME/index>