Effectiveness of the 'BANGKIT' Program to Support the Implementation of 'Merdeka' Curriculum in Primary Schools in a Wetland Environment

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Abstract

This research is motivated by the flexibility provided by the independent curriculum to educational units to develop school programs that suit local geographic, social and cultural characteristics. Higher education institutions as school partners need to conduct research and develop school programs that are relevant to the wetland environment. This research aims to determine the level of effectiveness of the "BANGKIT" school program which is an acronym for Moral, Religious, Numeracy & Literacy, Environmental Care Movement, Collaboration, Information & Technology which is a reference for developing elementary school level school programs in the wetland environment of South Kalimantan. This research used the Research and Development method, the research subjects were 191 elementary school students in South Kalimantan, Indonesia. The research results show that the "BANGKIT" program has proven to be significantly effective in increasing students' moral, religious, numeracy, literacy, ecological, collaboration and technology mastery competencies in wetland environments. The results of this research are supported by the results of the mean difference test using the paired sample t-test method with the help of SPSS software which shows a significance value that is smaller than 0.05 (0.05>0.000), the t-test value is greater than the t-table (2.337> 0.67667), and the posttest mean score was higher than the pretest (137.15>135.05). The level of increase if calculated using the N-Gain method shows a result of 0.312, which means there is an increase in the moderate category.

Keywords: school program, "BANGKIT", merdeka curriculum, primary school, wetland

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Introduction

The Ministry of Education, Culture, Research and Technology has prepared a curriculum that will be implemented in school institutions, namely the 'independent' curriculum, this curriculum gives school institutions the freedom to apply the curriculum based on their environment and priorities. The 'independent' curriculum is a curriculum that places more emphasis on project-based learning (Adisya Yusup, 2021). The design of this 'independent' curriculum has been studied based on the harmony between curriculum policies at the national level which are more abstract and curriculum development in educational units up to the curriculum actually studied by students (Valverde, 2022).

Furthermore, based on a preliminary study conducted from January to March 2023, the practice of implementing the 'independent' curriculum in the city of Banjarmasin is still very worrying. The city of Banjarmasin currently has 320 schools consisting of 259 public/private elementary schools, 35 public middle schools and 27 private middle schools. If we group them further, of the 320 schools, only 59 schools have become driving schools, and currently only 45 schools are implementing the 'independent' curriculum. Based on data that has been collected from various local online mass media in Banjarmasin City from January to March 2023, it was found that various obstacles encountered by teachers and school principals which became a source of fear in registering to implement the 'independent' curriculum were the problem of lack of facilities. and supporting infrastructure and the difficulty of developing an operational curriculum according to the characteristics of schools in the city of Banjarmasin.

Referring to the importance of preparing KOSP according to the characteristics of the city of Banjarmasin, the following are several solutions proposed to become the grand design of school programs that can support the operational curriculum of elementary school level education units. Based on the Guidelines for Preparing the Operational Curriculum (Kemdikbud, 2022), the program designed must aim to strengthen the project to strengthen the profile of Pancasila students. The substance of the Pancasila student profile includes: 1) Faithful, devoted to God Almighty and has noble character; 2) Independent; 3) Working together; 4) Global diversity; 5) Critical reasoning; 6) Creative. Furthermore, the principles used in program development include: a) Holistic, b) Contextual, c) Student-Centered, d) Exploratory. Based on the substance and principles of developing operational curriculum programs on the 'independent' curriculum, this research proposes the 'BANGKIT' program which is an acronym for Moral, Religious, Numeracy and Literacy, Environmental Care Movement, Collaboration, Information and Technology.

Based on the background above, the aim of this research is to determine the level of effectiveness of the 'BANGKIT' program which can be used as a grand design for the preparation of co-curricular and extra-curricular programs for the operational curriculum of educational units in welcoming the implementation of the 'independent' curriculum simultaneously before and after the implementation of the school program.

Literature Review

The 'independent' Learning curriculum is a policy designed by the government to make a big leap in the quality of education in order to produce students and graduates who excel in facing complex future challenges. The essence of 'independent' learning is 'independent' thinking for educators and students. 'free' learning encourages the formation of an 'independent' spirit character where educators and students can freely and happily explore knowledge, attitudes and skills from the environment. (Daga, 2021) In the 'free' learning curriculum frees teachers to be able to create educational learning and fun. Current pedagogical competence also requires teachers to be able to model and implement the learning process. Teachers are also given the mandate to act as a driving force to plan, implement, evaluate and follow up on the evaluation. (Sutrisno, 2022) The concept of active, innovative and comfortable learning must be able to realize students according to the needs of the times, especially in the current era. (Ariga, 2022) 'free' learning is the right step to achieve ideal education that suits the conditions currently with the aim of preparing a generation that is tough, intelligent, creative, and has character in accordance with the values of the Indonesian nation. Second, the idea of 'freedom' to learn has relevance to Ki Hadjar Dewantara's thoughts on education, considering aspects of the balance of creativity, taste and initiative.

'Freedom' to learn gives students and teachers the freedom to develop their talents and skills because so far education has placed more emphasis on the knowledge aspect. Third, 'independent' learning is one of the strategies in developing character education. With 'freedom' to learn, students are expected to practice more in implementing the character values of the Indonesian nation in their daily lives and the surrounding environment. Achieving ideal education and in accordance with the values of the Indonesian nation is a shared responsibility and awareness. (Ainia, 2020) The concept of the 'independent' learning policy is that teachers as educators are able to create a comfortable learning atmosphere and are able to generate enthusiasm for learning so that students do not feel burdened by the material presented by the teacher. (Yusuf & Arfiansyah, 2021)

In this 'independent' Learning Curriculum, the Pancasila Student Profile acts as a reference that guides all policies and reforms in the Indonesian education system, including learning and assessment. (Assessment and Learning Center, Research and Development Agency and Bookkeeping, Ministry of Education, Culture, Research, 2021) . Therefore, in the 'independent' Learning Curriculum, the Pancasila Student Profile is a guide for educators and students so that all learning, programs and activities in educational units have the ultimate aim of the Pancasila Student Profile, namely that every Indonesian student must have appropriate competencies and character. with Pancasila values. Teachers have the freedom to choose elements of the curriculum to be developed in the learning process according to students' needs. Teachers in determining the elements in a curriculum must be able to create learning that challenges students to have critical thinking in solving various existing problems, and be able to foster creative creativity and have good character in establishing communication and collaboration with others. others.

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Research Method

The research approach uses research methods in the form of research and development (R & D) or what is known as research and development in the field of education with the model proposed by Borg & Gall (Borg & Gall, 2003). The flow of this research is described starting from; analysis of geographical, social and cultural characteristics and problems in Banjarmasin City Elementary Schools; needs analysis and designing hypothetical solutions for school programs; preparing a prototype of an innovative operational curriculum program for elementary school level based on local wisdom to welcome the implementation of an 'independent' curriculum in the environment; content validation by experts; analysis: invalid (revised), Valid: trial (interviews, use of models and use of books by school principals, teachers and students; effectiveness test; innovative elementary school operational curriculum program based on local wisdom; data analysis; discussion; conclusion.

The data obtained in this development research consists of qualitative data and quantitative data. Qualitative data in the form of; (1) characteristics of the 'RISE' program; (2) indicators for 7 (seven) school programs; (3) student responses to 7 (seven) school programs. Quantitative data in the form of; (1) the level of validity, practicality and effectiveness of the school program being developed; (2) questionnaire scores on the implementation of 7 (seven) school programs. Research data analysis uses sequential data analysis techniques, namely: (1) Qualitative data analysis, (2) Quantitative data analysis, and (3) Combined quantitative and qualitative analysis. Analysis of qualitative data obtained before, during and after the implementation of the 7 (seven) school programs developed using interpretive descriptive analysis. The quantitative data was analyzed using inferential statistics (One sample t-Test and Hotelling's T squared).

Result and Discussion

Based on the results of the paired sample t-test, the t test result was 2.337 and the significance value was 0.000. The test results show a significant difference considering that the t-test results are greater than the t-table value (2.337> 0.67667) and the significance is smaller than the test probability number (0.05 <0.000). Furthermore, to determine improvement, it is necessary to compare the average student scores. The following is a descriptive statistical table of pretest and posttest scores.

Table 1. Pretest and postest statistic

	N	Minimum	Maximum	Mean	Std. Deviation
pre_ops	113	96	166	135.05	16.948
post_ops	113	97	169	137.15	16.955
Valid N (listwise)	52				

Based on the table above, it can be identified that the average student score shows that the posttest score is greater than the pretest score (137.15>135.05). Based on the test results, it was concluded that the 'BANGKIT' program was proven to significantly increase moral,

religious, numeracy and literacy competencies, the environmental care movement, and science and technology. Furthermore, if the level of increase in student competency is calculated using the N-Gain method, the level of increase in student competency can be identified as follows.Based on the N-Gain calculation, the result is 0.05. The results of these calculations show that the level of change that occurred is in the low category (0.30<G<0.70).

The results of field operational trials were carried out at Sungai Miai 4 Elementary School and Pasar Lama 1 Elementary School. The trial subjects at Sungai Miai 04 Elementary School were 56 students and Pasar Lama 1 Elementary School were 57 students. Field operational trials were carried out for 3 weeks. The aim of the field operational trial is to implement the revised product in the previous trial and to determine the effectiveness of the 'BANGKIT' program. Data from field operational trials includes the results of effectiveness test questionnaires. Analysis of the 'BANGKIT' program effectiveness questionnaire data was carried out to determine the effectiveness of the 'BANGKIT' program developed in improving student competency. One indicator of competency mastery is that the scores obtained by students are significantly better than before the 'BANGKIT' program existed.

It was identified that the average student score showed that the posttest score was greater than the pretest score (137.15>135.05). Based on the test results, it was concluded that the 'BANGKIT' program was proven to significantly increase moral, religious, numeracy and literacy competencies, the environmental care movement, and science and technology.

Based on the operational curriculum preparation guidelines (Kemdikbud, 2022), the aim of the planned program is to strengthen efforts to build a strong Pancasila student profile. The profile of a Pancasila student includes the following: 1) Faith and noble character in God Almighty; 2) Independent; 3) Encourage cooperation; 4) Appreciate global diversity; 5) Have critical thinking skills; 6) Creative. Furthermore, in developing this program, the following principles were used: a) Holistic approach, b) Relevant to the context, c) Focused on students, d) Supports exploration. By referring to the core and principles of developing operational curriculum programs in the 'independent' curriculum, this research introduces the 'BANGKIT' program which is an abbreviation for Moral, Religious, Numeracy and Literacy, Environmental Care Movement, Collaboration, Information and Technology.

First, literacy. Literacy is the ability to identify, understand, interpret, create, communicate, calculate and use written materials related to various contexts (UNESCO, in IFLA 2011: 5). Meanwhile, Newfoundland Labrador Education (2013: 3), states that literacy is: 1) the process of receiving and interpreting information, 2) the ability to identify, understand, interpret, communicate, calculate and create text, images and sounds, and 3) the ability an individual to be strong, critical, and creative. Furthermore, the Cambridge Assessment (2013) states that literacy consists of two types, namely functional literacy and critical literacy. Literacy has a function as stated by Fountas & Pinnell (Steme, P., 2010: 11), namely as: 1) Development of understanding. Comprehension is something important, as the central core of broader and more complex abilities for a reading review.

Second, numeracy. Numeracy is defined as the ability to use mathematical knowledge and understanding effectively in facing the challenges of everyday life Steen, Turner and

Burkhard (Sari, 2015, p.714). Then numeracy is also interpreted as the ability to apply, formulate and interpret mathematics in various contexts (Fiad, Suharto and Kurniati, 2017, p.73).

Third, technology. The influence of technology on 21st century education can be felt. Starting from the availability of various variations of learning media to new learning models that utilize technological developments. Febrian (2020:1) technology is the application of science and engineering to develop machines and procedures to expand and improve the human condition, or at least improve human efficiency in various aspects. Broadly speaking, technology is all manifestations in the material sense that arise from human creativity to create everything that is useful to maintain life. The definition of technology according to article 1 paragraph 2 of Law number 18 of 2002 concerning the National System for Research, Development and Application of Science and Technology is a method or methods as well as processes or products resulting from the use of various scientific disciplines that produce value for meeting needs, continuity and improvement of the quality of human life.

Religious. A religious culture that is conducive and effective in education, both in terms of belief values, and the existence of joint actions as a result of agreement and commitment has an influence on improving the work system of educators, the quality of education, the formation of positive attitudes and morals (Mutohar, 2019). Religious culture plays an active and direct role in the development of religious education learning. Apart from that, Ali Muhammad in his book entitled Education for National Development discusses the function of religious culture which plays an active role in terms of a sustainable approach to knowledge, ability, understanding and awareness which in essence can build this nation to be more advanced (Mutasin, 2016).

Fifth, care about the environment. Caring for the environment is an attitude and action to prevent damage to the surrounding natural environment and strive to repair existing damage. This character formation can be done through learning that has an environmental perspective. By learning about environmental care, it is hoped that students will be aware of caring for nature and the environment around them. Instilling an environmentally caring attitude in students can start from maintaining the cleanliness of the classroom and school by throwing away rubbish in its place, carrying out class pickets, caring for plants, and so on. Apart from that, one way to foster an environmentally caring character in MI/SD students is by implementing clean and healthy living behavior. This behavior plays a very important role in instilling the character value of caring for the environment (Harianti, 2017).

Sixth, collaboration. According to Ahmad (2018), Da Fonte & Barton-Arwood (2017), Davis et al. (2018), Dooley & Sexton-Finck (2017) cooperation skills are the skills of working together between two or more students to solve a problem by sharing responsibility, accountability, organization and roles to achieve a common understanding of the problem and its solution. In line with the opinion above (Tuti & Mawardi, 2019) collaboration skills are a group learning process in which each member contributes information, experience, ideas, attitudes, opinions, abilities and skills to jointly improve the understanding of all members.

Seventh, character. Character is a psychological trait, morals or manners that are characteristic of a person or group of people. Forming character is not as easy as giving advice, not as easy as giving instructions but requires patience, habituation and repetition (Subianto, 2018). The character education process is the entire educational process experienced by students as an experience of personality formation through understanding and experiencing for themselves values, moral virtues, religious ideal values, moral values (Arif, 2014).

With the existence of a school program called 'BANGKIT', an abbreviation of Moral, Religious, Numeracy and Literacy, Environmental Care Movement, Collaboration, Information and Technology, 'BANGKIT' is the main concept of the school program which is desired to become a reference for elementary schools in the city Banjarmasin in developing curricular and extracurricular activities that are in accordance with local social, economic, cultural and geographic characteristics. This was done in the context of preparing an operational curriculum as a step in implementing the 'independent' curriculum.

Conclusion

Based on the results of operational trials, the 'BANGKIT' program has been proven to be able to significantly increase competency in morality, religiosity, numeracy, literacy, environmental awareness, collaboration, information and technology, this is supported by a t-count value that is greater than the t-table (2.337> 0.67667), significance value less than 0.05 (0.05>0.000), posttest mean value higher than pretest value (137.15>135.05), and N-Gain 0.0502

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