



New Paradigm of The Merdeka Curriculum: Lesson Plan Based on The Student's Learning Needs

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Abstract. This research is motivated by the momentum of the implementation of a new curriculum for primary schools in Indonesia, the Merdeka Curriculum. The Merdeka curriculum brings changes in the standard of the educational process in primary schools. Pancasila education is a compulsory subject and learning based on the learning needs of students becomes the standard for the primary education process in the Merdeka Curriculum. This study aims to obtain information about the intervention process carried out by schools in terms of lesson plan based on the learning needs of students, especially in Pancasila Education subjects. This information is useful to help schools find potential problems in planning activities before they cause further impacts so that remedial efforts can be made. The research was carried out through a qualitative design with a case study approach. The subjects of this study were teachers and principals in the first batch of schools that implemented Merdeka Curriculum in the 2022/2023 academic year. The sample selection used purposive sampling method. Data collection techniques using interviews and documentation studies. The validity of the data was obtained through source triangulation and technique triangulation. Data analysis was carried out using the Creswell qualitative data analysis technique assisted by the NVivo program. The study results revealed that lesson plan can be grouped into three aspects: the formulation of objectives, the stages of learning activities and assessments. This study concludes the need to improve teacher skills in planning diagnostic assessments and the use of a process, product or content differentiation approach.

Keywords: New Paradigm of Merdeka Curriculum, Lesson Plan, Pancasila Education, Student Learning Needs

1 Introduction

The Merdeka Curriculum is basically a substitute name for the Prototype Curriculum which has previously been applied to 2,500 schools in Indonesia [1]. The Merdeka Curriculum is an educational curriculum centered on developing the competence and character of students in accordance with the values of Pancasila, which can be pursued by each school as well as the vision, mission and school resources. The Merdeka Curriculum is implemented in the New Paradigm of learning [2]. Learning with the new paradigm then regulates several things, such as the focus on learning on essential materials so that education is focused on necessary materials that are given in full on certain compulsory subjects according to the learning needs of students.

One of the subjects that must be held in the Merdeka Curriculum is Pancasila Education [3]. Ministry of Education and Culture [4] states that Pancasila Education subjects have a strategic role in efforts to instill and pass on characters that are in accordance with the values of Pancasila to every citizen. Pancasila education plays a role in facilitating students to think globally by acting locally based on Pancasila as a national identity and identity. Pancasila education contains the values of the Pancasila character, which are grown and developed in society, nation and state life to prepare intelligent and good citizens[5]. Pancasila education contains elements: Pancasila, the 1945 Constitution of the Republic of Indonesia, *Bhinneka Tunggal Ika*, and the Unitary State of the Republic of Indonesia. Learning Pancasila Education at the primary school level has a vital role in developing students' abilities in the implementation of knowledge, attitudes and skills towards Pancasila, the 1945 Constitution of the Republic of Indonesia, *Bhinneka Tunggal Ika*, and the Unitary State of the Republic of Indonesia in the family and immediate environment [6]. Pancasila education needs to be held in schools in learning the New Paradigm [7].

New Paradigm learning involves planning, implementation and assessment activities as contained in the standard educational process [2]. Planning in general consists of formulating learning objectives of a learning unit, formulating ways to achieve learning objectives, and ways of assessing the achievement of learning objectives [8]. The formulation of learning objectives is based on learning outcomes and is formulated by involving two main components, namely competence, which is an ability or skill that students need to demonstrate/demonstrate, and the scope of the material, which is related to the main content or concept that students need to understand. Furthermore, the formulation of ways to achieve learning objectives is realized in the steps of learning activities. Planning learning activities needs to consider students' characteristics, encourage interaction and student participation, involve problem solving in real contexts, and use ICT and the environment as learning resources. The third aspect in the new paradigm of lesson plan is the formulation of a way to assess learning achievement, namely the existence of an assessment. The assessment is carried out to measure students' process and learning outcomes. Diagnostic assessments are used to diagnose the learning needs of students such as profiles and learning interests of students that are useful for planning further learning. Formative assessments are carried out to see obstacles or potential problems experienced by students or teachers during the learning

process, and summative assessments are carried out to measure the achievement of learning objectives [9].

The New Paradigm Learning is then designed based on the principle of learning that facilitates each student to learn according to their learning needs, as the stage of development is contextually referred to as the principle of differentiation [9]; [10]; [11]. Differentiated learning is a critical teaching and learning process in the 21st century [12]. Differential learning is here to facilitate the learning needs of students in improving their creative behavior [13]. Furthermore, Santos [10] states that the differential learning approach is useful in encouraging different adaptations based on expertise, supporting regularity in behavior or self-organizing and, of course, developing the creativity component. Tomlinson [14] argues that differentiation learning accommodates all differences to get information, create ideas and express what students learn. In other words, differentiation learning is designing a diverse class by providing opportunities to grab content, process an idea and improve the results of each student, so that students can learn more effectively according to their needs. Differentiated learning is in line with the philosophy of educational thought according to Ki Hajar Dewantara, that education provides guidance to all the natural powers possessed by children so that children are able to achieve the highest safety and happiness. Therefore, the role of educators is to guide the growth or life of the natural forces that exist in children. In the learning process, students are given freedom but the teacher as an educator is tasked with providing guidance and direction so that students do not lose their way. A teacher can provide guidance so that students can find their independence in learning [15]. Independence in learning according to the learning needs of students is the essence of learning the New Paradigm in the Merdeka Curriculum.

Ideally, learning the New Paradigm of the Merdeka Curriculum is an effort to adjust the classroom learning process to meet each student's learning needs. The adjustment in question relates to interests, learning profiles and student readiness in order to achieve increased learning outcomes [16]. Learning based on the needs of students is not individualized learning, but tends to be learning that accommodates the strengths and learning readiness of students with independent learning strategies. Differentiated learning can be pursued by categorizing learning based on the needs of students in terms of three aspects as stated by Tomlinson [14] including: 1) Readiness of students, related to the capacity of students to learn new material. 2) Students' interests, related to students' tastes in learning, and 3) Student learning profiles, related to factors such as student learning styles. Differentiation learning uses multiple approaches in content, process and product. In the differentiation class, the teacher will pay attention to 3 important elements in learning differentiation in the classroom, namely (1) Content (input) which is about what students learn, (2) Process, namely how students will get information and make ideas about what they are learning, (3) product (output), how students will demonstrate what they have learned. These three elements can be modified and adapted according to student learning readiness, interests and learning profiles [17]. In learning the New Paradigm of the Merdeka Curriculum, teachers are required to understand students, and build awareness of the strengths and weaknesses of students, observe, assess readiness, interests, and learning preferences. So that when teachers can

understand the potential diversity of their students, professional, efficient, and effective learning will be realized [18].

The fact is that teachers are not used to planning lessons according to the learning needs of students. The teacher stated that this was due to the lack of clear information from the government about how to implement the Independent Curriculum so that teachers were confused in implementing the learning implementation plan [19]. Differentiated lesson plan becomes an obstacle in supporting learning according to the needs of students [20]. Marlina [21] mentions that the culture in previous learning which emphasizes the achievement of learning outcomes, makes the learning needs of students themselves such as readiness, interests, and student learning profiles are rarely considered. As for teachers in schools that have implemented the Merdeka Curriculum, differentiated learning has been heard in the socialization process, but the obstacle is how creative teachers are in developing learning according to class needs, which of course will be different if applied in other classes with different students and competency achievements. Based on interviews at Virgo Maria 1 primary school as one of the schools that has implemented the Merdeka Curriculum, it is known that the principal and especially the classroom teachers have tried to organize learning by paying attention to the learning needs of students. The school also conveyed the need for support from other stakeholders to review schools in implementing the new paradigm of the Merdeka Curriculum, so that schools realized the shortcomings or accuracy of the implementation. Research on learning based on the learning needs of students has been carried out by Herwina [17], Ismajli [22], dan Marjolein [13]. There are limitations to research on learning based on the learning needs of students. No research reviews how lesson plan is based on the learning needs of students.

These facts encourage research on the extent to which lesson plan is based on the learning needs of students as stipulated in the standard provisions of the New Paradigm of the Merdeka Curriculum, as an important study carried out. This study helps schools analyze the intervention process carried out by teachers in planning Pancasila Education learning based on the learning needs of students. The study is also useful to see potential problems during the activity before it causes further impacts, so that improvement efforts can continue to be made.

2 Method

The research was carried out through a qualitative design with a case study approach. The case study approach was chosen so that researchers can describe a case in depth in real life comprehensively [23]. This research uses an intrinsic case study type, because the research focuses on the case itself [24]. In this study, lesson plan based on the needs of students, especially in Pancasila Education subjects was explored in depth. The subjects of this study were teachers and principals at Virgo Maria 1 Primary School in the 2022/2023 academic year, as the first batch of schools to implement the Merdeka Curriculum. Sample selection using purposive sampling method. Data collection techniques using interviews and documentation studies. Interviews were conducted to obtain information regarding the preparation and efforts made by teachers and school

principals in lesson plan. Documentation studies were conducted by analyzing the teacher's lesson planning documents (RPP) to obtain information about the planned objectives, activity plans and learning assessment plans. The validity of the data was obtained through source triangulation and technique triangulation. Data analysis was carried out using qualitative data analysis techniques Creswell (2013), which includes six stages of analysis including: 1. Organizing the Data, the stage of organizing data by creating and managing files; 2. Reading and Memoing, the stage of reading the text, taking notes and forming the initial code; 3. Describing data, the stage of describing data into codes and themes (describes cases and contexts); 4. Classifying Data Into Codes and Themes, the researcher uses categorization to determine themes or patterns; 5. Interpreting the Data, the stage of interpreting the data obtained; and 6. Representing and Visualizing the Data, the stage of representing and visualizing the data. Researchers used the assistance of the NVivo program to carry out the data analysis phase in this study.

3 Result and Discussion

The results obtained through interviews with teachers and school principals, and a study of lesson plan documentation based on the needs of students at Virgo Maria 1 Primary School, it is known that lesson plan can be grouped into three aspects, namely the formulation of learning objectives, learning steps, and assessment. The research results are shown in figure 1.



Fig. 1. Lesson Plan in Merdeka Curriculum

The results of the interview and study of the Merdeka Curriculum learning plan document as shown in Figure 1 are described in the following description:

3.1 Learning Objectives

The first stage that the teacher does in planning the lesson is to formulate a plan for the learning objectives to be achieved. The learning objectives formulated by the teacher are a) Finding information about the symbols of Pancasila; b) Mention the symbols of Pancasila and the State Emblem of Garuda Pancasila; c) Understanding the relationship between the symbols of Pancasila and the precepts of Pancasila from the 1st to the 5th precepts. The teacher states that the learning objectives are derived from the Learning Outcomes that the government has determined on the content standards of the Merdeka Curriculum. Learning objectives are basically developed from learning outcomes that must be achieved according to the educational phase of students [3].

3.2 Learning Steps

The teacher states the learning steps as the core of the lesson plan document. The teacher designs the learning steps in three stages: introduction, core and closing. The planned preliminary activities include opening with greetings and reading prayers led by a student, linking the previous material with the material to be studied and the students' experiences, and providing an overview of the learning objectives, associated with daily life. The second stage is the core activity, this activity includes 1) The teacher and students read together the Pancasila text; 2) The teacher divides students into three groups, namely visual, auditory and kinesthetic groups; 3) The teacher provides material for the symbols of the Pancasila precepts and their sounds to each group (the visual group gets the material in the form of pictures, the auditory group in the form of videos, and the kinesthetic group in the form of movements and songs). 4) Students in groups study the material in their respective groups; 5) Students present and answer the teacher's questions classically about the symbols and sounds of the Pancasila precepts; 6) Students observe a video example of the application of the precepts of Pancasila; and 7) Students are given the opportunity by the teacher to convey one example each of the application of the Pancasila precepts at home or school. The next stage is closing. This stage is planned in the activity of providing reinforcement and asking students to practice reading the Pancasila text at home with their parents/family. The activity ends with independent prayer and motivation to be enthusiastic in learning. Learning activities are developed as a step to achieve learning objectives [9]. Basically, learning activities need to pay attention to the learning needs of students in terms of interest, profile or readiness to learn [14].

3.3 Assessment

The next planning carried out by the teacher is to formulate an initial learning assessment, formative assessment and summative assessment. The initial learning assessment is done by mentioning the symbols of Pancasila according to the Pancasila symbol card. The formative assessment is planned in the classroom observation activities for the participation of students in group work. And summative assessment in student presentation

assessment activities. Assessment in learning basically needs to be adjusted to the standards of the educational assessment process in the Merdeka Curriculum [25].

Lesson plan which consists of the formulation of objectives, activity steps and assessments, is basically in accordance with the standard framework of the learning process of the new paradigm of the Merdeka Curriculum where it is stated that lesson plan in general consists of the formulation of learning objectives from a learning unit, the formulation of ways to achieve learning goals, and how to assess the achievement of learning objectives [2]. In the formulation stage of learning objectives, it is known that the teacher uses two components in the formulation, namely competencies such as mentioning, finding and understanding. Furthermore, the components of the material scope such as symbols and sounds of the Pancasila precepts. Thus, the formulation of the objectives carried out is in accordance with the components of the formulation of learning objectives in the Merdeka Curriculum [9]. Improvements can be made include using operational verbs (KKO) that are easy to measure and HOTS. The KKO used can start from levels C4-C6, such as analyzing, evaluating and creating as contained in Bloom's taxonomy [26]; and [27].

At the stage of formulating the activity steps, the teacher divides students to study in different groups such as visual, auditory and kinesthetic. This activity facilitates the learning needs of students as well as their learning profile [14]. A variety of differentiation activities can be carried out to facilitate the learning needs of students. Differentiated learning is an effort made by the teacher to meet the learning needs of students. As Tomlinson stated [16], Differentiated learning is an attempt to adapt the classroom learning process to meet each student's individual learning needs. However, differentiated learning does not mean that teachers have to teach differently for each student. It also does not mean that teachers have to increase the number of questions for students who work faster than others. Differentiated learning also does not mean that teachers have to group smart students with smart ones or vice versa. In differentiation learning, teachers need to have innovations in choosing methods, models and learning strategies so that students are more motivated in participating in the learning process. which are desired [17]. In the differentiation class, teachers need to pay attention to 3 important elements in learning differentiation in the classroom, namely (1) Content (input) which is about what students learn, (2) Process, namely how students will get information and make ideas about what they are learning, (3) product (output), how students will demonstrate what they have learned. These three elements can be modified and adapted according to the level of student learning readiness, interests and learning profiles [28].

An example of an effort that can be made in the future is to design learning activities by paying attention to students' readiness in different content. Teachers can divide students into foundational and transformational groups, for students who are at the foundational stage the teacher provides a basic understanding of concepts, principles, general facts, so the nature of information, ideas that students must access must also be at the level Then for students who have transformational learning readiness, the teacher prepares teaching materials that develop ideas such as through guiding questions, research questions, challenges or quizzes that deepen the material. examples of learning in first grade in Pancasila education learning such as students who have foundational learning needs are given learning activities to observe and understand the symbols of

the Pancasila precepts and the sounds of the precepts, then for students who need transformational teaching materials they can group the images and sounds of the precepts in the make a match activity and practice explaining the meaning of the symbols and colors of the precepts.

Other activities such as considering whether students have concrete learning readiness or are already at the abstract stage. For students who have concrete learning readiness, the teacher helps stimulate with two or three dimensional media to help students such as the Pancasila precepts puzzle, the Pancasila eagle bird or images of the Pancasila precepts, then for students who are ready to learn abstractly can work on worksheets on the application of the Pancasila precepts in the family or at school. Content differentiation can also be done based on students' interests, such as when studying the material for applying the Pancasila precepts, students can tell about the application of the precepts in their daily activities. Learners who like to play look for how to apply tolerance between different friends, then if students like to be at home with their family, they can write down how to apply the precepts of Pancasila about cooperation in the family. The second differentiation is process differentiation, which means the process refers to how students will understand the information or understand the material. Such as how the teacher designs when to be given independent and group activities, then the teacher also determines how much assistance is given to students, which students need a lot of help and who students need only a little help in the form of guiding questions and then they can work independently. The teacher can also carry out a special process by making individual agendas for students, after students complete their general work they can do special assignments written by the teacher for them. Teachers can also differentiate the process by applying various learning models such as the VARK model which accommodates the process based on the various learning styles of students. Then the next step is product differentiation, related to what bills are expected from students. This product is the result of work or performance that students must show to the teacher. A product is something that can be in the form of essays/writings, test results, performances, presentations/speech, recordings, pictures/diagrams, the important emphasis is that the product reflects the understanding of students and relates to the expected learning objectives. Product assignments can be carried out in a single unit of a universe or a year. The emphasis on product differentiation challenges diversity or variety and gives students the option to express what has been learned. This product differentiation can be done with a project-based learning model, which accommodates a variety of choices for students to plan, create and present their learning products to others.

Furthermore, related to the assessment, the teacher plans an initial learning assessment, formative assessment and summative assessment. These three assessments need to be carried out in accordance with the standard provisions of the Merdeka Curriculum education process [1]. How to carry out initial learning assessments such as diagnostic assessments needs to be improved. Teachers can use the equalizer instrument [14] to determine students' readiness or readiness to learn. From the results of these instruments, the teacher then determines how differentiation can be done in the classroom to meet their learning needs. Other forms of formative assessment can be provided, such as anecdotal notes or self-assessment sheets. The summative assessment can be pursued through quizzes or worksheet assessments.

4 Conclusion

The results found indicate the need to improve teacher skills in planning diagnostic assessments and the use of various differentiated approaches to optimize lesson plan based on the learning needs of students. Diagnostic assessments by utilizing learning readiness instruments as well as differentiating approaches to content, processes, or products based on learning readiness, interests or learning profiles of students can be sought to determine the learning needs of students and facilitate their learning needs. Support from various stakeholders is also needed as an effort to help schools plan learning that facilitates meeting the learning needs of students as demanded in the new paradigm of the Merdeka Curriculum

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