Analysis of The Need for Development of A Multigrade Management Model In The Era of Independent Learning in Souths Sulawesi Elementary School

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Abstract. This study aims to (1) find out the picture of the application of multigrade management in the era of independent learning of elementary school students and (2) know the need to develop a multigrade management model in the era of independent students in elementary schools. This research uses R&D development research methods designed with the Borg Gall model, which is modified into three research and development steps. The stages of research developed are (1) preliminary study stages according to needs and content, namely: (1) Observation of the learning process in class carried out so far; (2) analysis of the need for the development of a multigrade management model in the era of independent elementary school learning, obtained data on fifty elementary school teachers in Gowa District, Takalar. The results showed that (1) The picture of multigrade management carried out by teachers in the independent learning era was not good; (2) An overview of the need to develop a multigrade management model in the era of independent learning for elementary school teachers is needed. The results of this study show that teachers need to understand the management of multigrade classes using the Merdeka Belajar curriculum, which is oriented to the characteristics and abilities of students according to their talents and interests.

Keywords: Management Model, Multigrade Classroom, Merdeka Belajar

1   Introduction

The concept of independent learning education focuses on developing students' cognitive abilities. That is, students will be challenged to be able to think critically with good analysis. This ability is what students need to make wise decisions in solving problems. In Industry 5.0, the basis is data technology – information that everyone can access. Merdeka Belajar differs significantly from the existing curriculum and is used by formal education in Indonesia. This new educational concept considers the cognitive abilities and individual uniqueness of students. Classroom management is part of the teaching skills that teachers must master. Classroom management leads to the role of the teacher to organize learning collectively or classically by managing differences in

individual strengths and integrating all learning activities. Classroom management is an effort that teachers make to help create optimal learning conditions. The challenges of the 21st century have changed many fundamental behaviors of learners, including shifts in the role of teachers. [1][2] That contemporary educational theory explains the importance of constructivism, which translates into problem- and project-based learning requirements, as well as other teaching approaches, which try to overcome the traditional paradigm of the learner as a passive recipient of information, this study provides a reference that learning needs to be done constructivist so that students are not passive in learning and it is the task of teachers in management learning to create conditions aforementioned.

Multigrade learning practices still deviate from the ideal picture of multigrade learning. Learning takes place only in turns, so a lot of time is wasted, the use of learning resources has not been maximized, and teacher supervision of student learning is still lacking, sometimes resulting in boring learning. Although teaching some classes is not a condition worthy of being blamed for students' low abilities, researchers were intrigued by the study. The research problems raised are: (1) What is the picture of multigrade management carried out by teachers in the era of independent learning in elementary schools?; (2) What is the picture of the need to develop a multigrade management model in the era of independent learning for elementary school teachers in South Sulawesi? The objectives of the study are: (1) to get an overview of the results of multigrade management carried out by teachers in independent learning in elementary schools; (2) understand the need to develop a limited face-to-face multifaceted classroom management model in the era of independent learning for elementary school teachers.

The phenomenon in the field shows that many teachers do not understand classroom management in the dual era of learning. This is because teachers do not understand the use of various models, methods, and strategies as well as what approaches are used in conducting multigrade learning; Many teachers still use learning with conventional methods without considering the abilities of students, especially the talents, interests, and skills possessed by these students. If this is left unchecked, it will result in the learning process not characterizing limited and independent face-to-face learning. Principals, teachers, parents, and students themselves feel that online learning is ineffective because it is caused by various factors, including poor networks, costs, and knowledge gained, which are also not optimal. Teachers also feel that the application used, no matter how sophisticated, is not like when they meet face to face with their students. For this reason, in facing this change and entering limited face-to-face and independent learning, it is hoped that there are guidelines and guidelines for classroom management or a little face-to-face management that can be used by teachers so that the learning process remains limited to face-to-face fun even though the learning process is carried out online and can be felt by both students and teachers even though it is minimal. [3] The management of limited face-to-face learning needs to characterize comprehensive online teaching both at school and at home.

Several previous studies have found themes: 1) Multigrade, 2) management models, and 3) self-contained curricula. Some of the research that has been conducted is different from the author's research, where this study offers a multigrade management

development model in the Merdeka Belajar era based on an analysis of the needs of elementary school teachers. With the development of a multigrade management model for teachers, city district offices can be carried out together with supervisors and principals by conducting training on the growth of multigrade management models that have been made according to their needs and guidelines. Classroom management is an integral part of the learning process activities, namely activities to develop teacher performance, namely forming a conducive school environment to realize its vision as "*Character Building*" process. [4]. The results of the study provide information that good classroom management is one of them using e-learning learning so that students are interested in the e-learning system.

Therefore, to overcome these problems, solutions are needed that can help teachers manage limited face-to-face classes in the era of independent learning so that students are born with talents, interests, and potentials that develop according to their expectations. Developing classroom management is a rearrangement of classroom conditions that are less conducive. Efforts that can be made are to vary learning strategies, methods, and media to attract students' attention and return to a conducive learning climate. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 7 of 2022 concerning Content Standards in Early Childhood Education, Primary Education, and Secondary Education states that the Development of Content Standards refers to graduate competency standards at the Basic Education level education units which are focused on: (1) preparing students to become members of society who believe and fear God Almighty and have noble morals; (2) character cultivation with Pancasila values; and (3) the growth of literacy and numeracy competence of students to attend further education. This regulation is the basis for the proposal to develop a limited face-to-face class management model in the era of independent learning to grow the character profile of Pancasila students in elementary schools. [5]. The results illustrate that in managing face-to-face learning classes in the era of independent learning, teachers must understand online learning and collaborate with other teachers.

The concept of independent learning education focuses on developing students' cognitive abilities. That is, students will be challenged to be able to think critically with good analysis. This ability is what students need to make wise decisions in solving problems. In Industry 4.0, the base is *data technology,* In other words, information that is accessible to everyone. [6], [7] In the Merdeka curriculum, there is a diagnostic assessment that aims to diagnose students' basic abilities and find out the initial condition of students. Diagnostic assessment is divided into non-cognitive diagnostic assessment and cognitive diagnosis assessment.[8]. The current world education trend is technology-based student teaching and learning. However, the developers updated the concept of learning, leading to online learning. Environmental resources are very important and influential in determining success factors.[9]. In managing multigrade classes in the Merdeka era, learning also needs to be done online. [10]. The results of this study explain the need for preventive strategies in restoring the learning process by conducting good classroom management in limited face-to-face activities in the independence era. [11]. The results of the study illustrate that with the good personality possessed by the teacher, students will enjoy learning and will be a reference for

researchers in making learning strategies that must be used by teachers in the era of independent learning in elementary school students. Classroom management refers to the provision of facilities for various student learning activities in the learning, emotional and intellectual processes that take place in the classroom.[12]. Multigrade Learning is a form of teaching that requires teachers to carry out the teaching process in one room or two rooms at once with different levels of equipment.

2   Method

2.1   Types of Research

This research is an R&D research designed to produce products. The resulting product is the development of a multigrade management model in the era of the independent learning curriculum in elementary schools. R&D research is carried out in three stages, and the stages are the initial stages, namely: (1) Study and analysis of the learning process and steps taken by teachers so far; (2) analysis of lesson plans and learning tools for the independent curriculum; (3) Analyze the steps of multigrade management and the process of implementing character education with a Pancasila profile through the Merdeka Belajar curriculum. This information was collected from fifty primary school teachers in Takalar District, Gowa, using questionnaires and observation instruments.

2.2   Data Collection Technique

Data collection techniques that will be used according to the orientation of the data source, namely:
1.   Observation. Observation activities include teacher teaching activities, models used, facilities and infrastructure, media, methods, strategies, approaches, and results achieved by students, as well as factors that support and hinder the course of the learning process and the application of the Pancasila character profile.
2.   Interview. Individual, open, and guided interviews, interviews conducted by supervisors, principals, teachers, and school committees.
3.   Documentation in the form of learning implementation plans (RPP), Syllabus, and student achievements achieved. Researchers also use cameras to take pictures of learning and other activities conducted inside and outside the classroom.

2.3   Data Analysis Technique

The main research instrument is the researcher, following the methods of Cohen et al. (2005) and Creswell (2014). On-site data collection is achieved through the use of questionnaires and observation themes. In addition, documentation studies are carried out on lesson plans and anecdotal notes of class teachers.

3   Results and Discussion

Based on the findings of research data along with actual conditions in the field obtained based on questionnaires with research subjects in elementary school teachers totaling 50 people, the results can be seen in the following description:

3.1   Overview of Multigrade Management in the Era of the Independent Learning Curriculum

Multigrade management in the era of the Merdeka Belajar Curriculum has several unique characteristics that reflect the spirit of education reform in Indonesia. The Merdeka Belajar curriculum was introduced to provide freedom and flexibility to teachers in designing learning that suits student needs.

Table 1. Overview of Teacher Classroom Management in the Era of Independent Learning

Indicators	Middle	Group
Make the classroom atmosphere more lively	2.35	Often
The learning process is carried out simultaneously	2.13	Less often
Teachers make use of existing classrooms by creating learning resource corners.	2.19	Often
Enable students with sound competitive principles	2.17	Less often
Doing the teaching process with the right PKR approach is fun.	2.15	Less often
There is special attention for slow and fast children.	2.14	Often
Average number n = 50	2.18	Less often

Based on the above figure on the indicator, makes the classroom atmosphere more lively. Teachers use existing classrooms by creating frequent learning resource corners and categories. While on indicators, the learning process is carried out synchronously, allowing students with healthy competitive principles. Teaching with the right PKR approach is fun in that category, and less often there is special attention to the slow and fast child categories. Based on these results, the average teacher opinion was 50 people with a score of 2.18 or less often category. However, teachers have the freedom to tailor the curriculum to the needs and interests of students. Use a variety of learning methods and approaches, such as project-based, group discussion, and problem-based learning. Utilization of technology as a learning aid, including the use of educational software, online platforms, and digital resources. Teachers can integrate technology to increase student engagement and facilitate access to information. [13]

They monitor each student's progress taking into account each student's level of understanding and development. Continuous formative assessment to support adaptive learning. [14], [15]. Collaboration between multigrade teachers to design synergistic curriculum and learning. Exchange of experiences and ideas between teachers to improve the quality of education. Focus on students' needs and interests in designing learning experiences. Teachers help students develop independence in learning. Open and continuous communication between teachers and parents to support students' academic and non-academic development. [16]. Parents are invited to engage in educational activities such as parent meetings and joint projects. Effective use of time in planning and executing learning, student involvement in extracurricular activities and experience-based projects. The need to value the continuous training of teachers confronts pedagogical practice. Teaching practice has a mediating role in curriculum development.[17], [18]

Table 2. The Need for Multigrade Management Model Development

Indicators	Middle	Group
Development of a multigrade management model PKR 221 model: Two Classes, two subjects in one room	3.78	Desperate need
Development of a multigrade management model PKR 222 model: Two Classes, two subjects in two rooms	2.76	necessary
Development of a multigrade management model PKR 333 model: Three Classes, three subjects in 3 rooms	2.94	necessary
Multigrade Learning Model Development Steps	3.65	Desperate need
Development of multigrade learning in introductory activities	3.23	Desperate need
Development of multigrade learning in core activities	3.56	Desperate need
Development of multiple learning in concluding activities	3.42	Desperate need
That is to understand the approaches, methods, and learning techniques that have the potential to activate students in the entire learning process cycle in multigrade learning.	3.30	Desperate need
Average number n = 50	3.33	Desperate need

Based on the table above, it can be said that in the indicators: Development of a multigrade management model of the PKR 221 model: Two Classes, two subjects in one room; Development of Multigrade Learning Model steps; Development of multigrade learning in preliminary activities; Development of multigrade learning in core activities; Development of multiple learning in closing activities; and An understanding of learning approaches, methods, and techniques that have the potential

to activate students in the entire learning process cycle in multiple grade learning, categories are needed. While on the indicators: Development of a multi-class management model PKR 222 model: Two Classes, two subjects in two rooms; Development of a multigrade management model PKR 333 model: Three Classes, three subjects in 3 rooms, category needs. Based on these results, the average opinion of 50 teachers about the need to develop a multigrade management model was an average of 3.33 or the needs category. Therefore, a deep understanding of learning freedom by teachers needs to understand the concept of learning freedom in depth, including aspects such as authentic project-based learning evaluation and 21st century skills development. The development of the emergency curriculum into a new curriculum, namely the Merdeka curriculum, is expected to be able to bring change. [19]–[21].

Teachers must be able to develop teaching strategies that encourage active student participation, including discussion methods, projects, creative assignments, and collaboration among students. Development of authentic assessments that reflect students' true abilities and understanding, and teachers must be able to design assignments and projects relevant to the real world. The need for technology integration in learning is crucial. Teachers need to have skills in using educational software, online learning platforms, and other digital resources to support Freedom of Learning.[19], [22]. Because every student has a different learning style, teachers need to adopt a differentiation approach to meet the needs of diverse students in the dual grade. Involving parents in the educational process becomes more important. Teachers need to have good communication skills and be able to involve parents in supporting their children's learning at home. In a multigrade context, teachers must have effective classroom management skills to ensure all students get attention. The emergence of multiple classrooms, one-stop schools, additional authorities, and some breakthrough government program strategies to address this have not really impacted the problem. [23], [24]. The ability to respond to changes and update teaching approaches according to student needs is an indispensable skill for teachers. [5]. The results of the study refer to the need to develop a limited face-to-face classroom management model so that teachers can interpret technology in the unlimited learning process. [25]. The results illustrate the need for teachers to understand the characteristics so that they can carry out good classroom management.

4   Conclusion

Multigrade management in the era of the Freedom to Learn Curriculum emphasizes adaptability, innovation, and responsiveness to student needs. Teachers are expected to be creative learning leaders and able to create a learning environment that motivates students to develop their potential optimally. Multigrade management requires a different approach than single-grade learning, but this learning still refers to students' individual learning needs. The capacity of teachers to teach in multigrade learning is still minimal, with a score of 2.18 or less frequent categories and only refers to textbooks. The need to develop a multigrade management model is, on average, 3.33, or the category is very necessary. These results explain the importance of the multigrade

management model because it is a conceptual framework that describes systematic procedures for organizing specific learning experiences and serves as a guide for learning designers and teachers in planning teaching and learning activities. The development of this multi-grade management model helps teachers with skills and strategies to organize the curriculum effectively, provide *differentiated learning,* and use media and strategies to improve teaching in more than one different classroom in one classroom. Teachers act as facilitators who encourage active student participation, and learning focuses on developing 21st-century skills, such as critical thinking, communication, collaboration, and creation skills.

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