



Implementation of GLP (Great Life Project) in Textbooks for Class VII Junior High School Curriculum for Independent Learning (Teacher Strategy for Implementing Project-Based Learning)

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Abstract:

Implementation of GLP (Great Life Project) in Class VII Middle School Textbooks, Merdeka Belajar Curriculum (Teacher Strategy for Implementing Project Based Learning). In an era of education that continues to develop, the Merdeka Belajar Curriculum offers an innovative approach to improving the quality of learning in schools. One prominent initiative is the implementation of the Great Life Project (GLP), which integrates project-based learning to prepare students with skills that are relevant in real life. This article aims to investigate how GLP is implemented in textbooks for grade VII junior high school students, especially in the context of the teaching strategies used by teachers. This article investigates the implementation of the GLP (Great Life Project) in the context of textbooks for grade VII junior high schools which are adapted to the Merdeka Belajar Curriculum. The main focus is the strategies used by teachers in implementing project-based learning. This approach emphasizes learning experiences that are interesting, practical, and relevant to students' real lives, thereby increasing student involvement in the active use of Indonesian. This research contains a discussion of 1) the concept of Project Base Learning-based textbooks and 2) Implementation of GLP (Great Life Project) in Class VII Middle School Textbook Systematics. The practical implication of this research is the importance of paying attention to the changing curriculum context and students' needs in designing effective and engaging learning strategies.

Keywords: Independent Learning Curriculum, Great Life Project, Project Base Learning

1. INTRODUCTION

Curriculum changes are a process of catching up with learning lags caused by the Covid-19 pandemic. This independent curriculum was created with the aim of

recovering from lagging behind in learning. The Merdeka Curriculum was developed as a more flexible curriculum framework, while focusing on essential material and developing the character and competencies of students. More flexible, meaningful to strengthen essential material in developing students' character and competencies. Strengthening competencies leads to: (1) project-based learning to develop *soft skills* and character according to the Pancasila student profile, (2) focus on essential material so that there is sufficient time for in- depth learning for basic competencies such as literacy and numeracy, (3) flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to the local context and content.

The curriculum structure is determined by the education unit to develop additional programs and activities according to the vision, mission and available resources. This curriculum gives schools the freedom to design relevant and contextual learning processes and materials.

The meaning of independence in the world of education is the independence of students in the process of discovering concepts, freedom to determine for themselves the best way in the learning process. According to Anjelina [1], this independent learning policy provides freedom for students, teachers and schools in creating innovative education. This means that teachers and students collaborate to create a fun process for a purpose.

Based on this, learning in the concept of independent learning uses project-based learning, essential and differentiated learning. In the Independent Curriculum, schools are given the freedom and independence of learning projects that are relevant and close to the school environment [2]. Essential learning means learning that focuses on essential material. Essential material is defined as basic, important, basic material that needs to be understood or mastered by students [3]. Differentiated learning is learning that is modified and developed through a learning system that can stimulate and accommodate integration between spiritual development, logic, ethical values, aesthetics, and can develop holistic, systematic, linear, convergent capabilities, to meet current and future demands [4].

As a result of the observations, there were several teaching materials, references and project implementation guides that were not systematic, thus affecting students' work steps in achieving learning goals. Therefore, research was carried out to determine teaching materials or implementation guides that would become a reference for teachers and students in learning.

One of the textbooks analyzed is Indonesian Middle School class VII. Compiled by Rakhma Subarna, Sofie Dewayani, and C. Erni Setyowati, published by the Ministry of Education, Culture, Research and Technology. Research and Development Agency and Center for Curriculum and Books in 2021. The aim of compiling this book [Subarna, 2021] is to support the implementation of the curriculum as a learning material for teachers and student.

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2. METHOD

The method that will be used in this research is the descriptive method. The form of research that will be used in this research is qualitative, namely a form of research carried out by analyzing data obtained from research results. The data collection technique in this research is a documentary study technique.

3. RESULT AND DISCUSSION

In this book review reflects real life situations, encourages students to be active in learning, promotes deep understanding, and develops relevant practical skills and

Differentiated learning is learning that is modified and developed through a learning system that can stimulate and accommodate integration between spiritual development, logic, ethical values, aesthetics, and can develop Indonesian language learning is learning taught in schools from elementary school to college which includes language components, understanding and use. Indonesian language learning is directed at improving students' ability to communicate in Indonesian.

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Well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people. This formulation shows that Indonesian language subjects are held to improve students' ability to socialize with others using various means of communication, both written and oral. In addition, the implementation of Indonesian language subjects is also intended so that students' literary appreciation of Indonesian literary products grows well.

Learning is a complex system. According to Richards [5], there are four main factors in learning, namely school, teacher, learning process, and students. According to Sanjaya [6], important factors that influence the learning system include teachers, students, facilities and infrastructure, and the environment.

Project Base Learning -Based Textbook Concept

Textbooks should be seen as a resource in achieving the learning objectives that have been set. Textbooks should be prepared with text that is varied and interesting to children [Kaya,2014:41].

The Indonesian language books contained in the teacher and student handbooks consist of the following.

No	Stage Activity	Activity Description
1	Learning Objectives	Explain the learning objectives and main material to be studied
2	Get Ready Study	Explain the stages of discussion of themes and material to be studied
3	Keywords	Explain the meaning of the words contained in each chapter
4	Peel Theory	Explains language knowledge and skills Indonesia is good and right
5	Reading	Explain reading and viewing activities carefully
6	Listen	Explain, listen carefully activitieswith
7	Discuss	Explain the activities of talking and exchanging opinions with friends
8	Write	Explain reading and viewing activities carefully
9	Observe	Explain the activities of observing pictures
10	Creativity	Explain the stages of working on a project to produce a product/work
11	Word Explore	Explains the activity of searching for meanings in the Big Indonesian Dictionary
12	KBBI	The Big Indonesian Dictionary is a reference used to trace the meaning of words in this book
13	Thesaurus	Explains the references used to trace the use of various words, terms and their equivalents in books.
14	Journal Read	Demonstrate reading activities ofbooks and other sources, then record them in a journal.
15	Reflection	Explains activities to recall learning material and reflect on learning it.

The learning process uses a scientific and contextualapproach which emphasizes the scientific approach *which* includes; observing, asking, gathering information, and

communicating. The era of globalization makes it very important for students develop and master scientific literacy with the skills they have so that they can understand the problems they will face in society. Therefore, in every change to the Indonesian language curriculum, you are required to master material related to substance, linguistics aspects and practice in the field. This can be studied through the following elements.

No	Element	Description
1	Listen Students	Listening Students are able to analyze and interpret information in the form of ideas, thoughts, feelings, views, directions or appropriate messages from various types of audiovisual and aural texts (non-fiction and fiction) in the form of monologues, dialogues and speeches. students are able to explore and evaluate various information from actual topics heard.
2	Reading and Viewing	Students understand information in the form of ideas, thoughts, views, directions or messages from various types of texts, for example descriptive texts, narratives, poetry, explanations and expositions from visual and audiovisual texts to find explicit and implied meanings. Students interpret information to express sympathy, concern, empathy or opinions for and against visual and audiovisual texts. Students use other sources of information to assess the accuracy and quality of data and compare information in the text. Students are able to explore and evaluate various actual topic and watch.
3	Talking and Presenting	Students are able to convey ideas, thoughts, views, directions or messages for the purpose of submitting suggestions, solving problems and providing solutions orally in the form of logical, critical and creative monologues and dialogues. Students are able to use and interpret new vocabulary which has denotative, connotative and figurative meanings to speak and present their ideas. Students are able to use expressions in accordance with politeness norms in communicating. Students are able to discuss actively, contribute, effectively and politely. Students are able to express and present expressions of sympathy, empathy, care, feelings, and appreciation in the form of informative and fictional

		texts through multimodal texts. Students are able to express and present various actual topics critically.
4	Write	Students are able to write ideas, thoughts, views, directions or write for Message various goals logically, critically and creatively. Students also write research results using a simple methodology by ethically citing reference sources. Ethically convey expressions of care, and pro/con opinions in giving written awards in multimodal text. Students are able to use and develop new vocabulary that has denotative, connotative and figurative meanings for writing. Students convey writing based on facts, experiences and imagination beautifully and interestingly in the form of prose and poetry with creative use of vocabulary.

Implementation of GLP (Great Life Project) in Class VII Middle School Textbook Systematics

Indonesian language subjects form receptive language skills (listening, reading and viewing) and productive language skills (speaking and presenting, and writing). This language competency is based on three things that are interconnected and support each other to develop students' competencies, namely language (developing linguistic competence), literature (the ability to understand, appreciate, respond, analyze and create literary works); and thinking (critical, creative and imaginative). Development of language competence, literature and thinking.

No	Chapter Theme	Material
1	Explore Archipelago	A. Understanding Text Content ○ Description Reading Text ○ Drawing Conclusions B. Understanding Language Elements in Description ○ Text Characteristics of Description Text ○ Purpose of Description Text ○ Concrete Words + Detailed Sentences C. Analyzing Comparative Oral

		○ Information oral ○ Compare two text description D. Editing Description Text Using ○ Capital letters ○ Use of commans ○ Use of prepositions E. Presenting Simple Description Text
2	Wondering in World Imagination	A. Get to know the types and elements of folk poetry. ○ Types of folk poetry ○ Aims of Folk Poetry ○ Content and Elements of Folk Poetr B. Identifying Elements in Narrative Text ○ Deep groove fantasy stories ○ Characterization in Stories fantasy ○ Deep sarcasm fantasy stories ○ Compare an Characterization in Stories ○ Assasing plot in fantasy stories ○ Direct and Indirect Speech in Fantasy Text C. Get creative with narrative text
3	The Thing That Good For You Body	A. Identifying the Characteristics of Procedure ○ Texts Understanding the Content of Procedure Texts ○ Identify action of Graphic Procedure ○ Texts and Analyzing the Quality of Information Presentation in Infographics B. Identifying the Purpose of Various Concluding Procedure Fill in the Procedure Text Recognizing the Purpose of Procedure Text C. Recognizing Linguistic Elements of Procedure Texts Dismissal Sentences in Procedure Texts Invitation and Prohibition Sentences in Procedure Texts Invention Sentences in Procedure Texts Types of Sentences in Procedure Text Procedure Text Structure Adverbs in Procedure Text Procedure Texts in Fiction D. Presenting The Text Procedur Through Various

		Media Designing Procedure text simple Serve procedure text visual
4	Real Action Para protector Earth	Analyzing text news Understanding News Content with Prediction Strategies Looking for new vocabulary to understand the news. Recognize the characteristics of various comparative information media and Print and Digital News Analyzing Audiovisual News C. Identifying News Elements News Text Elements Example of Identifying News Element D. Examining Linguistic Elements in Observing News Texts Element Language in Explanatory news E. Examining Fake News Analyze News Source Sign-voting signs news Write news
5	Open Gate World	A. Dissecting Books illustrated ○ Observe image for predict story ○ Understanding Story Atmosphere and Character Emotions in Picture Books ○ Analyzing Visual Presentations in Picture Books B. Getting to Know the Parts Book parts ○ Parts – book section ○ Compare an section fiction and non-fiction C. Summarizing the Book ○ Summarizing Based on the Main Ideas ○ Create a Mind Map to Summarize D. Presenting Responses to the Book ○ Pay close attention response to the book ○ Example Table respond book E. Recognizing Sentence Types and Response Text Structures ○ Various Response Texts ○ Response Text Structure

		○ Writing Response Text
6	Pass it Through Letter	a. Know Personal Letters and Official Letters ○ Analyze content and purpose in the letter personal ○ Content and purpose in the letter official ○ Vocabulary in letters official ○ Comparison personal letter and official letters B. Communicate via letters politely ○ Get to Know Greeting Words ○ Use of Pronouns in Letters ○ Get to know standard and nonstandard words C. Analyzing Information in the Talk Room ○ Compare and Information in the Talking Room ○ Identify ation of Facts and Opinions in the Talking Roomd D. Communicate Through Letters ○ Writing a letter official ○ Writing a letter personal

Through the flow of project-based materials you can form students who have high literacy skills and have Pancasila character. 1) Indonesian language subjects include receptive abilities (listening, reading and viewing) and productive abilities (speaking and presenting, writing). 2) Indonesian language subjects use a genre-based approach through the use of various text types and multimodal texts (oral, written, visual, audio, audiovisual). The learning model uses genre pedagogy, namely: explanation to build the context (*explaining, building the context*), modeling, guidance (*joint construction*), and independence (*independent construction*); as well as activities that encourage students to think critically, creatively and imaginatively in the learning process. 3) Indonesian language subjects are taught to improve: a. students' life skills in managing themselves and the environment; b. students' awareness and concern for the natural, social and cultural environment.

Systematika	Activity Stages	Description Learning
Question Theme	Lighter	Elaborating on some

		questions related to the theme or activity material
Objective Material	Learning Keywords	Describe learning outcomes Mention keywords Related to the material
Material Penugasan	Get Ready to Learn Material Concepts A. Material/Concept Activity 1 Read Activity 2 Peel the theory Activity 3 World Explore	Describe the Activities that students will take to understand the material Sentences in each stage of interactivebased learning. Educate participant seventh grade, congratulations on starting your studies in junior high school Describe the experience Have you ever visited a tourist attraction? Comparing a reality in the student environment Compare your answers in the table with your friends' answers
Material Penugasan	B. Linguistic Elements Peel theory Activity 4 Read Activity 5 Discuss Creativity Activity 6 Discuss observing activities	Investigate the language variations of various texts. Observe and describe pictures Provide an assessment of an object
Material Penugasan	C. Analyzing Oral Information Activity 7 Reading Activity 8 Observe	
Material Penugasan	D. Editing Activity 9 Peel theory Activity 10 Write Activity 11	Recognize punctuation marks in a variety of texts

	Listen Journal Read Reflection	
Material Penugasan	E. Presenting \Various Texts Activity 12 Write Activity 13 Listen Read Journal	Expose object Produce Work Conclude Material

4. CONCLUSION

In project-based learning, teachers always monitor students' activities in working on projects so that all group members participate in working on projects designed by each group. Class VII Middle School Books provide flexibility for educational units and teachers to develop their potential and freedom for students to learn according to their needs, with their abilities and development. To support the implementation of the curriculum, it is necessary to provide textbooks that are in accordance with the curriculum.

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