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Integration Of Independent Curriculum Competencies In Craft Learning Content In Junior High School

Rizki Alfiatuzzakiyah[1], Widiyanti[2], Didik Nurhadi[3], Achmad Romadin[4]
[1,2,3]Pendidikan Kejuruan, Universitas Negeri Malang, Indonesia
[4]Pendidikan Teknik Mesin, Universitas Negeri Makassar, Indonesia

[1]rizkialfi.zakiyah@gmail.com

Abstract

The Independent Curriculum is a curriculum that emphasizes the development of holistic competencies, creativity, and entrepreneurship of students to face the challenges of complex times more effectively. In secondary education, the application of the independent curriculum is able to have a significant impact on learning objectives, including the Workshop subject on the topic of Processing. The research method used is Qualitative by applying interview data collection, observation and field documentation studies, analyzing research data using triangulation techniques of research methods and data sources. The results showed that the implementation of Merdeka Curriculum at Nurul Huda Porong Sidoarjo Junior High School was carried out in stages from class VII, with teachers who had received training to develop their own learning tools. The learning process for food processing workshops is interactive and fun, despite the lack of equipment and practice rooms. The integration of Merdeka Curriculum in Food Processing Workshop in junior high schools produces students who are competent and knowledgeable in the culinary world. For SMP Nurul Huda Porong is advised to improve facilities, teacher training, resources, and industry cooperation, as well as focus on curriculum evaluation

Keywords: *Junior High School, Independent Curriculum, Competency Integration.*

Introduction

The independent curriculum is a curriculum change from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to try to recover learning from the existing problems (Cholilah et al., 2023; Sumarsih et al., 2022). The education curriculum in Indonesia changes from time to time based on the needs of the times (Billett, 2011; Sapitri, 2022). The teaching and learning process in learning requires the role of a curriculum that functions as a reference or road map in achieving educational goals (Tjiptady et al., 2020). According to Permendikbud No. 65 of 2020, the curriculum is a very important factor in an education unit that affects student learning outcomes (Cruz, 2013). The independent curriculum, especially what was once known as the prototype curriculum, was modified to make a more flexible curriculum, while still emphasizing material, character development and student skills (Yoto et al., 2024). The independent curriculum trains students in having psychomotor skills, academic values, active discussion, independence in the learning process (Daga, 2021; Gumilar et al., 2023).

Based on the results of observations at Nurul Huda Porong Sidoarjo Junior High School, which is one of the private schools and the 2022/2023 school year Nurul Huda Junior High School has implemented the independent curriculum in grade 7. The independent curriculum carries the concept of student independence (Wijayanti & Ekantini, 2023). Understanding the meaning of an independent curriculum or independent learning and the role of the teacher can help teachers and students think more freely, be more creative and innovative, along enjoy the

learning process (Febri et al., 2023). The advantages contained in the independent curriculum are simpler, freer or independent because education units have the right to develop a learning curriculum that can be seen from the characteristics of the needs of students and the education unit area (Nadhiroh & Anshori, 2023; Zainuri & Zulfi, 2023). In research (Kristiani & Andrianti, 2013; Muharrom et al., 2023) revealed that freedom of learning can be interpreted as freedom in learning. Free means providing fun and fun learning that is not always teaching and learning carried out in the classroom.

Teaching modules, project modules and textbooks are learning tools or teaching tools in an independent curriculum (Devi et al., 2024; Jannah, 2023). Each teaching tool has a flow and learning outcomes that make it easier for teachers to deliver material in the learning process. The independent curriculum uses new terms for its learning tools, including Capaian Pembelajaran (CP), Alur Tujuan Pembelajaran (ATP), Modul Ajar (Junaedi & Asbari, 2024; Santoso et al., 2024).

Quoted from the website Kementerian Pendidikan dan Kebudayaan (Kemdikbud), craft can be defined as applied science from various sciences that are applied to solve problems in everyday life (Kemendikbud, 2021). Therefore, craft subjects at the Junior High School level are expected to foster creativity, innovation, inspiration, initiative and student independence. Craft is a subject with the aim of guiding students to foster innovation and creativity that can later create jobs and support readiness in the world of work. Ki Hajar Dewantara voiced the concept of subjects with the development of creativity, taste, and karsa through the creation of craft works that can affect individuals and the environment. The scope of craft subjects for junior high school consists of four aspects, namely Crafts, Engineering, Cultivation, and Processing. Processing activities process or change the form of raw materials into processed products. The process can involve physical, chemical, and microbiological processes with material handling and preservation. Educational benefits from the processing aspect, students can gain insight into the importance of handling, preparing and preserving food ingredients so that they do not spoil quickly and increase the diversity of insights about food.

Method

This research uses a qualitative approach with a case study research type. This research focuses on the implementation of an independent curriculum in the processing aspect of craft subjects. The qualitative research approach is carried out on research subjects who will find an event and the researcher acts as an instrument in the research, the results of the approach will be presented descriptively by the researcher (Romadin, 2023; Ulfatin, 2015). Describing events in the field, the behavior of people and certain activities is the purpose of this research.

The informants of this research include: the principal and vice principal of curriculum, teachers and students as clarification of research data. Data collection techniques in this study used observation at school, structured and unstructured interviews, and documentation of research files and photos. Furthermore, data validity checking was carried out using source and method triangulation techniques. The source method triangulation technique is to compare 3 interview results from informant 1 to another to review the validity of the data. Then, the data is checked again using method triangulation. Furthermore, the research implementation procedure is described in Figure 1.

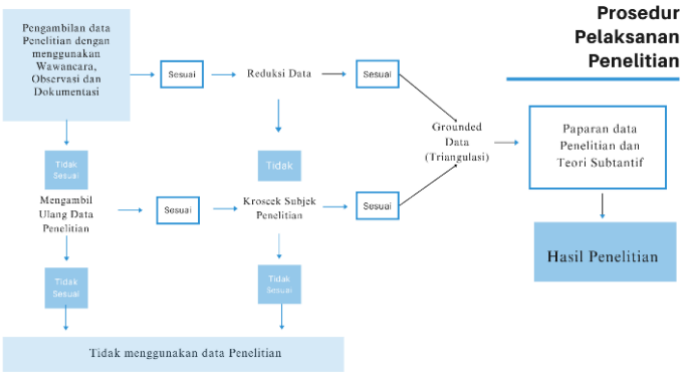

Figure 1. Research Implementation Procedure

Results

Lesson Planning

Based on the research results, the importance of lesson planning preparation with teachers who participated in the independent curriculum training is to ensure a deep understanding of the content of the curriculum and develop effective learning tools. The independent curriculum is designed to give teachers the freedom to develop creative and innovative learning methods, as well as encourage student activeness during the teaching and learning process. In this context, teachers must be able to design learning tools that are not only in line with the curriculum standards, but also interesting and relevant to students.

One of the advantages of the independent curriculum is the flexibility given to teachers in developing learning tools. Teachers can create learning media that are interesting and rich in learning resources and knowledge, which aims to increase students' interest and motivation to learn. Varied learning media, such as video tutorials and cookbooks, can be used to provide a better understanding of learning materials, especially in the processing aspect of craft subjects.

However, the challenge faced by teachers in implementing the independent curriculum is the difficulty in finding the right learning tools for processing workshop subjects. Due to the limited availability of learning tools, teachers often have to develop their own learning tools or copy from other subjects. This requires creativity and innovation from teachers to ensure that the material presented remains relevant and interesting for students.

Preparation before starting the learning process involves preparing comprehensive and practical learning tools. The independent curriculum tools are considered more practical and straightforward compared to the previous curriculum, allowing teachers to focus more on developing creative learning methods. With more practical tools, teachers can more easily customize learning materials and methods according to students' needs and interests.

Overall, the independent curriculum provides many benefits for teachers and students, but it also requires more commitment and effort from teachers in developing appropriate learning tools. With good preparation and the use of interesting learning media, teachers can create a conducive and enjoyable learning environment for students, thus increasing learning effectiveness and student interest.

Learning Implementation

The learning process in the processing aspect of the workshop class is carried out based on the teaching tools that have been made previously. This learning activity begins with the teacher coordinating the class to ensure the atmosphere remains conducive. The teacher explains the material to the students clearly and interactively, inviting them to actively participate in the teaching and learning process. One of the methods used is to ask students questions to provoke

discussion and motivate them to be more enthusiastic in learning. At the beginning of practical learning, the teacher gives instructions about the ingredients to be processed and invites students to discuss to find ideas for food to be made. After the discussion, students will make presentations in front of the class to convey the food ideas they will make. Figure 2 shows that students are conducting discussions and product presentations.

Figure 2. Implementation of Learning Craft Subjects

In the process of learning workshop aspects of processing, when the practice is carried out, the teacher divides the students into groups randomly. This practice is carried out in front of classroom VII because the school does not have a special practice room for cooking. Nevertheless, students remain enthusiastic and bring their own tools and materials from home. The obstacle faced is the lack of learning tools and facilities which causes the learning process to not run optimally. However, this did not dampen students' enthusiasm in participating in practical activities. Figure 3. shows students practicing making food products.

Figure 3. Students Practicing Crafts

During the practical activities, students learn to process food ingredients, and in the example given, they made chocolate banana dadar gulung with cheese topping. The choice of traditional food aims to preserve regional specialties and broaden students' knowledge of Indonesia's culinary diversity. Workshop learning with a focus on traditional food also provides added value for students to appreciate the existing culinary cultural heritage.

The interactive and hands-on workshop learning process provides a more real learning experience for students. The teacher acts as a facilitator who guides and provides direction

during practical activities. Students are encouraged to be creative and think critically in processing food ingredients into interesting and delicious food. In addition, presentation activities in front of the class train students' communication skills and self-confidence.

Figure 4. Results of Craft Practices in the Processing Aspect of Class VII Students

Although there are constraints in terms of facilities, students' enthusiasm and creativity in participating in workshop learning remains high. The practical results shown in Figure 4 show that students are able to produce good and creative work. Workshop learning not only teaches practical skills but also builds cooperation, creativity, and appreciation for local culture. With such a learning approach, it is expected that students can develop their potential optimally.

Form of learning assessment

At SMP Nurul Huda Porong, in class VII, the assessment process of the workshop subject is conducted at the end of the lesson. The teacher will review the material that has been delivered during the learning session to ensure students understand the topic taught. After the review, the teacher invites students to actively participate by asking them about the material that has been learned. Students are given the opportunity to give their opinions on the material that has been taught, which not only helps the teacher in assessing students' understanding, but also encourages students to think critically and reflectively about the learning that they have participated in.

Assessment in workshop subjects uses a summative approach which includes midterm and final semester exams. These exams are designed to measure the extent to which students have understood and can apply the knowledge they have learned during the semester. This approach provides an overall picture of students' academic progress and assists in identifying areas that may require further improvement or reinforcement. In addition, this summative assessment also provides an opportunity for students to demonstrate their skills and knowledge in a more formal and structured format.

In addition to written exams, the assessment also includes an evaluation of the products produced by students during workshop learning. These products can be hands-on outcomes such as food or handicrafts that students have made as part of the workshop assignment. This product assessment is important as it allows teachers to see firsthand the results of students' practical skills, their creativity, and their ability to put theory into practice. Product evaluation provides an additional dimension in assessing students' abilities, based not only on theoretical knowledge but also practical skills and creativity.

Integration of Independent Curriculum Competencies in Craft Subjects

The curriculum integration in creative product and entrepreneurship subjects is described in table 1.

Table 1. Integration of Independent Curriculum Competencies in Craft Subjects

No.	Subject	Competency Achievement	Implementation
1.	Islamic Religious Education and Ethics	Understand the wisdom of determining halal and haram food and drinks based on the Qur'an and Al-Hadith.	Students provide examples of halal and haram foods during learning and are able to examine the ingredients of the food they make.
2.	Indonesian	Understand how to present observation data.	Students provide examples of presenting data on food ingredients and can explain the benefits of the food content that has been made.
3.	Science	Collect data and classify of objects, plants, and animals in the surrounding environment. in the surrounding environment.	Students are able to classify which plants can be used for food and which cannot be used for food.
4.	English	Conveying facts with varied expressions about routine activities in the form of recount text through writing and speaking activities.	Students are able to present and present product results using English.
5.	Physical Education and Sports	Have healthy living behaviors.	Students are able to assess the nutrition of food or products that have been made.
6	Craft (Processing)	Recognize various types of food ingredients from fruits and vegetables into fresh drinks, health drinks, ready meals and non-food products that can be utilized in the local area. Identify materials and techniques used in processing food from fruits and vegetables into fresh drinks, health drinks, ready-to-eat foods and non-food products in the local area and other regions.	Students create marketable food products in the local area.

Through practical and collaborative projects, students are given the opportunity to develop critical thinking and effective communication skills while exploring their creativity in designing new recipes or exciting food presentations. In addition, the integration of entrepreneurial aspects allows students to understand business concepts in the food industry, including budget planning, product marketing, and an understanding of sustainability in the food supply chain. Therefore, the integration of independent curriculum in food processing craft subjects in junior

high schools not only provides students with useful practical skills, but also shapes them into creative, business-minded, and environmentally conscious individuals.

Figure 5. Integration of Competencies in Craft Subjects in the Independent Curriculum

Discussion

Lesson Planning

The research highlights the significance of thorough lesson planning with teachers who have undergone independent curriculum training to ensure a deep understanding of the curriculum content and the development of effective learning tools. The independent curriculum offers teachers flexibility to create innovative and engaging teaching methods, enhancing student participation. Teachers must design tools that align with curriculum standards and captivate student interest. Despite the advantage of flexibility, teachers face challenges in finding appropriate tools for certain subjects, necessitating creativity and innovation. Comprehensive preparation with practical tools allows for tailored teaching methods, ultimately fostering an engaging and effective learning environment that benefits both teachers and students.

The learning media used to support the learning process is by watching video tutorials and reading cookbooks. Based on research (Damayanti et al., 2023; Witarsa, 2023) revealing the components in learning, determining the direction of activities (objectives), material content, how to deliver activities and assessment (evaluation) is a learning planning activity.

Learning Implementation

The learning process in the processing aspect workshop class at Nurul Huda Porong Junior High School is carried out based on the prepared teaching tools, starting with class coordination by the teacher to ensure a conducive atmosphere. The teacher explains the material interactively, invites students to actively participate, and gives questions to provoke discussion and motivation. At the beginning of practical learning, the teacher gives instructions on the ingredients to be processed and invites students to discuss and present their food ideas. The practice is carried out in front of the classroom due to limited facilities, but students are still enthusiastic about bringing tools and materials from home. During the practice, students learn to process food ingredients, such as making chocolate banana dadar rolls with cheese topping, which aims to preserve regional specialties. This interactive and hands-on workshop learning provides real-life experience, training creativity, cooperation, and appreciation of local culture.

Despite facility constraints, students' enthusiasm and creativity remain high, as seen from the good and creative practice results, so it is hoped that students can develop their potential optimally.

According to (Wijaya, 2024) workshop subjects have the principle of student creativity that uses basic technology to produce high skill competencies. Workshop subjects have the meaning of developing creativity in students and developing entrepreneurial traits (Ariska & Khairi, 2023). The existence of workshop subjects is expected that after graduating students can use the skills they have learned at school for their personal independence (Amin, 2023; Sunaryo, 2023).

Form of learning assessment

At SMP Nurul Huda Porong, the assessment of the seventh grade workshop subject is conducted at the end of the lesson by reviewing the material and encouraging students' active participation to ensure their understanding. The assessment uses a summative approach, including midterm and final exams, to measure students' understanding and application of knowledge during the semester. In addition to written exams, assessment also includes evaluation of student-produced products, such as food or handicrafts, which allows teachers to assess students' practical skills and creativity in putting theory into practice. Product evaluation provides an additional dimension in assessment, thus covering theoretical knowledge as well as practical skills and creativity.

Learning activities apply assessments in accordance with the independent curriculum where the initial assessment of learning and the learning process is carried out to determine the level of students' knowledge of the material and the assessment at the end of learning to determine the achievement of learning objectives (Suryanto, 2022). According to (Hasanah & Kristiawan, 2019; Salmayzuri, Ruslan Pristiwaluyo, 2015; Subali, 2014) the benchmark for the implementation of assessments is not only from the assignment of material, the existence of assessments can determine the quality and can improve the quality of education.

Obstacles and solutions to the implementation of the independent curriculum in the processing aspect of craft subjects

The obstacle is that the learning resources, namely the craft book, are still very difficult to find, so there is a lack of references for teaching. Preparation before the learning process is to prepare learning tools. Practical activities in the learning process of processing aspects of carft materials experience obstacles with the lack of equipment and facilities for cooking. The solution to these problems is that schools must continue to improve facilities and infrastructure at school to improve the quality of learning.

Research from (Almarisi, 2023; Sahid & Rachlan, 2019; Surabaya et al., 2020) stated that the lack of facilities in the learning process is one of the factors inhibiting the implementation of education in an institution. According to (Karyono, 2023; Tanal, 2022; Yansah et al., 2023) In his research, efforts to improve the quality of learning can be done to attract students interest in learning by planning or improving learning facilities and modifying learning in an interesting way. Integration of Independent Curriculum Competencies in Craft.

The study of the integration of independent curriculum in food processing craft subjects at the junior high school level highlights a holistic approach to learning that emphasizes the development of student competencies in the field of practical skills and understanding of creative concepts. (Arumugam, 2023; Arwa & Ali, 2023; Marais, 2023). In this context, the independent curriculum allows the incorporation of various aspects of practical skills such as cooking techniques, sanitation, food presentation, and food ingredient management with elements of creativity, entrepreneurship, and sustainability (Inganah et al., 2023; Khaizer & Rizal,

2023). Students are not only taught how to cook and serve healthy and delicious food, but are also encouraged to understand nutritional values, choose ingredients intelligently, and appreciate the diversity of culinary cultures.

Conclusion

Based on the data exposure and research findings, the research results can be concluded that: The implementation of the independent curriculum was carried out in stages as it began to be implemented in grade 7. The teachers have received training on the independent curriculum and they develop their own learning tools according to the material being taught. Craft subjects in the processing aspect at Nurul Huda Porong Sidoarjo Junior High School conduct classroom learning according to the learning tools that have been prepared and the learning material is delivered in an interactive, fun way so that students are interested and motivated during the learning process. The results showed that in the learning process the teacher used learning media in the form of video tutorials to show or provide an understanding of the processing aspect of craft material to students, not infrequently also cookbooks are used for learning media. The learning process when practicing experiences obstacles with the lack of equipment and space. Teachers and schools must be able to provide facilities or facilities and infrastructure to support learning activities. The integration of independent curriculum in food processing craft subjects in junior high schools combines practical skills, creativity, and an understanding of sustainability to shape students into competent and insightful individuals in the culinary world.

Based on the conclusion of the study, it is suggested that Nurul Huda Porong Junior High School improves facilities and infrastructure, such as providing adequate practice rooms and equipment. Teacher training needs to be conducted on an ongoing basis to ensure the use of effective learning methods. The school should also expand learning resources by sourcing additional materials and establishing cooperation with local industries for practical experience. In addition, regular curriculum evaluation and an emphasis on developing creativity and sustainability in workshop learning are essential to improve the effectiveness of the teaching and learning process and student outcomes.

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