Increasing Teacher Capacity Using a Project-Based Learning Model in the Implementation of the Independent Curriculum Through Teacher Working Groups at SD Negeri Tukharjo Samigaluh, Kulon Progo Regency, Academic Year 2022-2023

Redemtus Hertanto [a], *

ª SD Negeri Tukharjo Samigaluh Kabupaten Kulon Progo

*Corresponding author: hertantoredemtus@gmail.com

ABSTRACT: This research aims to improve teachers' abilities in using the project-based learning model in implementing the independent curriculum at SD Negeri Tukharjo Kapenewon Samigaluh, Kulon Progo Regency. This research is school action research using a project-based learning model carried out in two cycles where each cycle consists of 2 meetings. The research procedures used include planning, implementing actions, reflecting and following up. Data collection techniques through observation and documentation. Data collection used instruments in the form of participant observation sheets related to the ability to use project-based learning models as well as the ability to implement school teacher working groups for resource persons. The research results in cycle I for the 1st meeting were categorized as very satisfactory.

Keywords: activities, project-based learning, school, curriculum

INTRODUCTION

Education is an important thing that cannot be separated from human life, whether in the life of an individual, family, community or nation and state [1]. One of the most important components in education is the curriculum [2]. Apart from being one of the most important components in education, the curriculum is also a guide that can facilitate the achievement of goals in the learning process [3]. The curriculum continues to develop and change along with the times to maintain the relevance and effectiveness of education in facing social, economic and technological changes. Therefore, curriculum changes and developments are an integral part of educational efforts to remain relevant and effective in facing the challenges and opportunities that continue to develop in this modern era [4]. So that a curriculum that is in line with modernization becomes the most important factor in the success of an education. So that the curriculum in Indonesia continues to experience changes and developments along with the times, from 1947 until 2019, the Minister of Education in Indonesia replaced the curriculum from the 2013 curriculum (K-13) with the independent curriculum to prepare a generation that is ready to face future challenges.

The independent curriculum is a curriculum concept that emphasizes independence, flexibility and freedom for schools, teachers and students in designing and managing independent learning. So the concept of an independent curriculum aims to create a learning environment that is more dynamic, relevant and responsive to the needs of students and community developments which is expected to improve the quality of education and prepare a generation that is better prepared to face future challenges [5]. The independent curriculum

makes project-based learning the main character and makes students have the ability and readiness to study at the next level [6].

The phenomenon at Tukharjo Samigaluh Public Elementary School, Kulon Progo Regency, the process of learning activities based on observation results looks very conventional, less enthusiastic and less active, so that the learning results are still not optimal and they are still focused on the teacher. So the observation results mean the average score is 2.74 with a percentage reaching 54.70% and getting a score of 1 in the unsatisfactory category. This is not in accordance with the implementation of the independent curriculum which makes project-based learning (PjBL) a characteristic of the independent curriculum. So PjBL is the right learning model to implement the independent curriculum because in the learning process according to the PjBL syntax it can hone students' abilities in analyzing problems and finding appropriate solutions which can create a varied and enjoyable learning atmosphere for students [7].

Based on the problems above, to improve teachers' ability to implement project-based learning models, research action is needed entitled increasing teachers' abilities to use project-based learning models in the implementation of the independent curriculum through school teacher working groups at SD Negeri Tukharjo Samigaluh, Kulon Progo Regency, academic year 2022-2023. The aim of this research is to improve teachers' abilities in using the PjBL learning model, increase teacher activity in using the PjBL learning model, increase the ability of school principals in managing teacher work groups using the project-based learning model.
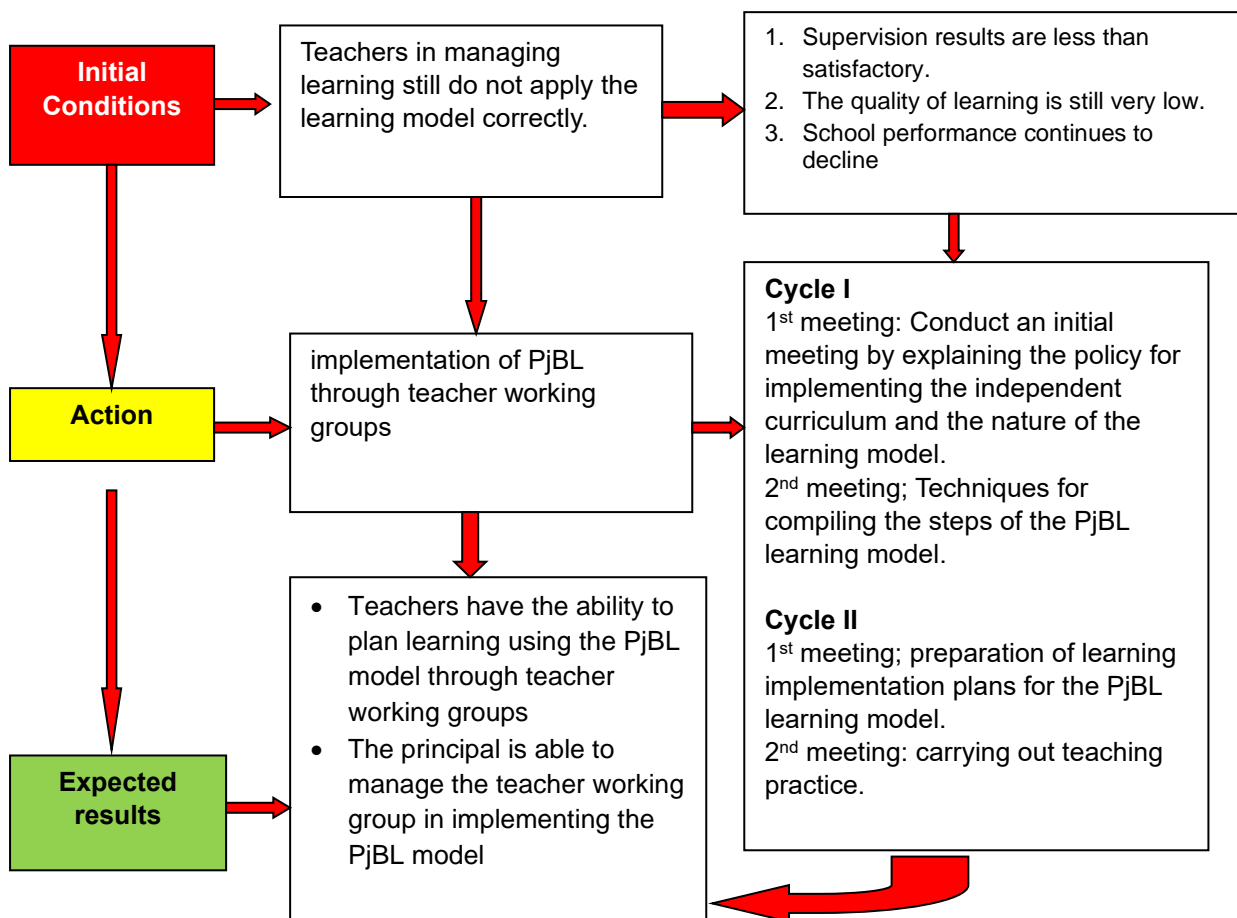
RESEARCH METHODS

FIGURE 3. Research Design

The type of research used is school action research with a qualitative descriptive research approach and research procedures carried out in three cycles using the Spiral model which includes planning, implementation, observation and reflection. Research data collection techniques use observation techniques, field notes and documentation studies

Based on the formula above, the minimum percentage value required so that the results of observing the activities of resource persons and participants can be used in accordance with the level of success criteria is 85.00%. The research procedure was carried out using cyclical school action research carried out in three cycles. The research procedures chosen use the Spiral model which includes planning, implementation, observation and reflection. Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data. Data collection techniques in research use observation techniques, field notes, documentation studies.

RESULTS AND DISCUSSION

The results of observations carried out before the research by collecting data related to the application of learning models, through supervision of the implementation of learning at SD Negeri Tukharjo Samigaluh, Kulon Progo Regency, show that the teacher's ability to carry out teaching and learning activities is still unsatisfactory, which can be seen from the observation results of the total scores. The average was 2.74 with a percentage reaching 54.70% and received a score of 1 in the unsatisfactory category. So, to improve teachers' abilities, it is necessary to carry out school action research. The results of the research that has been carried out are described in the following discussion:

1. **Management of school teacher work groups in cycles I and II uses a project-based learning model**

   The results of the school action research that has been carried out, obtained from observations from cycles I and II related to the management of school teacher working group activities, can be seen in Table 1.

TABLE 1. Observation Results of Resource Persons' Ability to Manage Teacher Working Groups

No.	Activity	Average Gain Score for Cycle I		Average Gain Score for Cycle II	
		1st meeting	2nd meeting	1st meeting	2nd meeting
1	**Preliminary activities**				
	a. Define a project	3.00	3.63	3.75	3.88
	b. Form groups	3.38	3.50	3.50	3.88
2.	**Core activities**				
	a. Provide project instructions	2.63	3.13	3.50	3.88
	b. Planning a project	2.75	3.13	3.13	3.25
	c. Prepare project schedule	2.88	3.63	3.63	3.88
	d. Monitoring projects	3.00	3.38	3.38	3.75
	e. Introduce concept terms	2.25	3.50	3.63	3.63
	f. Testing results	2.50	3.00	3.25	3.63
	g. Evaluate the results of project creation	2.38	3.38	3.38	3.75
3.	**Closing activities**				
	a. Accompanying participant reflection activities	3.75	3.63	3.88	3.88
	b. Giving assignments	3.25	3.38	4.00	4.00
	Total average score	2.89	3.39	3.55	3.76

No.	Activity	Average Gain Score for Cycle I		Average Gain Score for Cycle II	
		1st meeting	2nd meeting	1st meeting	2nd meeting
	Percentage	72.16	84.66	88.64	94.03
	Mark	2	3	4	4
	Category	Good enough	Satisfying	Very satisfactory	Very satisfactory

Based on Table 1, it shows that the results of the research evaluation of the implementation of teacher working group activities in managing an activity have increased every cycle. In cycle I, at the 1st meeting, the average score based on percentage was 72.16%, while at the 2nd meeting it reached 84.66%, which showed an increase of 12.50%. Furthermore, in cycle II for the 1st meeting the average score based on percentage was 88.64%. Meanwhile, at the 2nd meeting, based on the percentage, the average score was 94.03%, which also showed an increase of 5.39%. These results generally state that the management of teacher working group activities has improved and has had a positive impact on teacher abilities in general.

2. The teacher's ability to apply the project-based learning model

The results of research observations on the implementation of the project-based learning model at SD Negeri Tukharjo Samigaluh, Kulon Progo Regency, Academic Year 2022/2023 can be seen in Figure 2.
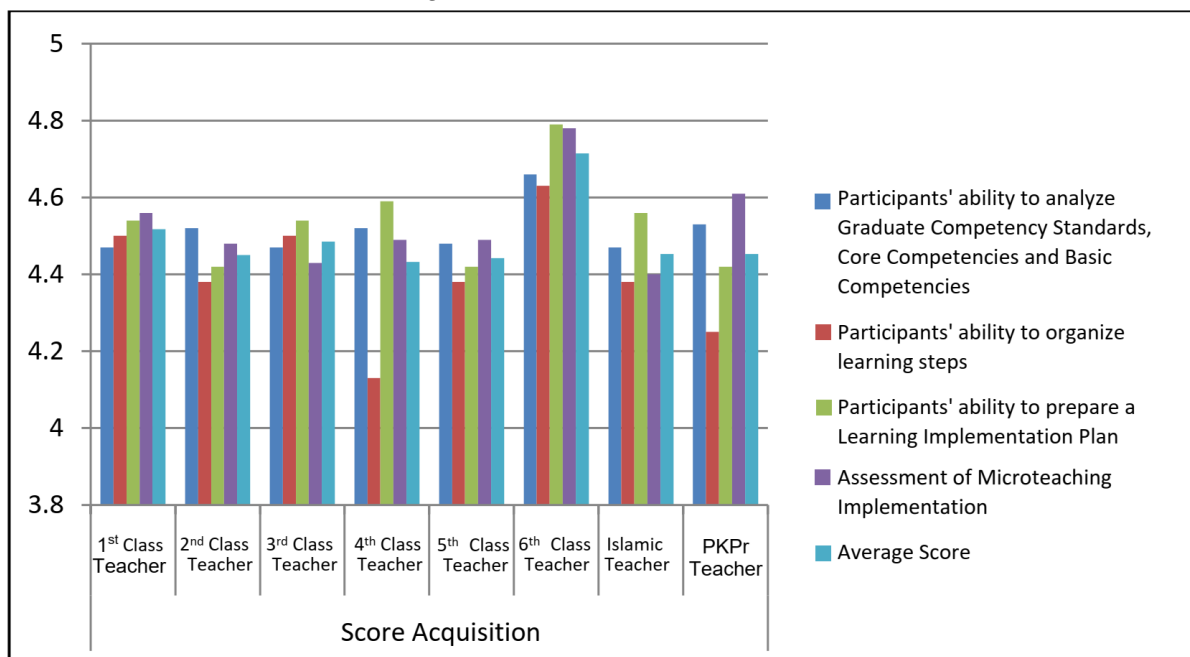

FIGURE 2. Teachers' abilities in implementing the project-based learning model

Based on Figure 2, it shows the results of research observations regarding the implementation of the project-based learning model at Tukharjo State Elementary School for the 2022/2023 academic year. These results show that there is an increase in each cycle which can be seen from the results of observations in cycle I and cycle II. The average score based on the ability of teacher working group participants in analyzing graduate competency standards, core competencies and basic competencies is 4.52, the ability of teacher working group participants in compiling learning steps is 4.39, the teacher's ability to prepare learning plans is 4.54 and the assessment of the

implementation of microteaching learning was 4.53. Meanwhile, the overall application of the project-based learning model obtained an average score of 4.49 with a percentage of 89.87% in the very satisfactory category. So, from the general observation results of the implementation of the project-based learning model at Tukharjo State Elementary School through the activities of the teacher working group, there is a significant increase in teacher ability.

3. **Participants' activities in participating in teacher working group activities**

The results of observations regarding participant activities while participating in teacher working group activities in cycles I and II can be seen in Table 2.

TABLE 2. Participants' activities in participating in teacher working group activities

No.	Participant Activities	Average Score for Cycle I		Average Score for Cycle II		Σ Average Score
		1st meeting	2nd meeting	1st meeting	2nd meeting	
1.	**Preliminary activities**	**3.38**	**3.69**	**3.82**	**4.00**	**3.72**
	a. Pay attention and respond to what the resource person (researcher) says	**2.75**	**3.38**	**3.63**	**4**	**3.44**
	b. Gather according to their respective groups	**4**	**4**	**4**	**4**	**4.00**
2.	**Core activities**	**2.68**	**3.30**	**3.50**	**3.65**	**3.28**
	a. Pay attention to the instructions given. If it is not clear, participants can ask and describe the problem and determine the solution to be used.	**2.63**	**3.25**	**3.63**	**3.75**	**3.32**
	b. Designing a project based on problems that have been presented by resource persons (researchers).	**2.25**	**3.38**	**3.75**	**3.88**	**3.32**
	c. Guided by the resource person (Researcher) to carry out these activities perfectly	**3**	**3**	**3.25**	**3.75**	**3.25**
	d. Assessed based on the competencies that have been achieved	**3**	**3.38**	**3.38**	**3.38**	**3.29**
	e. Express what has been learned while carrying out project tasks	**2.5**	**3.5**	**3.5**	**3.5**	**3.25**
3.	Closing activities	**3.25**	**3.38**	**3.63**	**3.88**	**3.54**
	Carrying out assignments given by resource persons	**3.25**	**3.38**	**3.63**	**3.88**	**3.54**
	Total Average Score	**2.93**	**3.39**	**3.59**	**3.77**	**3.42**

No.	Participant Activities	Average Score for Cycle I		Average Score for Cycle II		Σ Average Score
		1st meeting	2nd meeting	1st meeting	2nd meeting	
	Percentage	73.25	84.81	89.69	94.13	85.47
	Mark	2	3	4	4	4
	Category	Good enough	Satisfying	Very satisfactory	Very satisfactory	Very satisfactory

The results of the research in cycles I and II are based on the table above, the average score for cycle I was 79.03%, while the average score for cycle II was 91.91%, which shows an increase of 12.88%, so from the results Research shows that teacher working group activities have a positive impact on participant activity, which shows a very significant increase in participant activity.

CONCLUSION

Based on the results of the research discussion, it can be concluded that pre-research observation results show that the teacher's ability to carry out teaching and learning activities is still unsatisfactory. Based on the results of the research evaluation of the implementation of school teacher working group activities by participants, the researcher's ability to manage school teacher working group activities has increased each cycle. This can be seen from the observation results of the first cycle of the 1st meeting with the very satisfactory category. The results of research cycles I and II were based on participant activities. If seen from the results from cycle I to cycle II, there was an increase of 12.88%. These results indicate that school teacher working group activities have a positive impact on participant activities.

REFERENCES

[1] D. Pristiwanti, B. Badariah, S. Hidayat, and R. S. Dewi, "Pengertian Pendidikan", *JPDK*, vol. 4, no. 6, pp. 7911–7915, Dec. 2022.

[2] N. Huda, "Manajemen Pengembangan Kurikulum," *Al-Tanzim J. Manaj. Pendidik. Islam*, vol. 1, no. 2, pp. 52–75, 2017, doi: 10.33650/al-tanzim.v1i2.113.

[3] K. N. Fajri, "Proses Pengembangan Kurikulum," *Islamika*, vol. 1, no. 2, pp. 35–48, 2019, doi: 10.36088/islamika.v1i2.193.

[4] Muhammedi, "Perubahan kurikulum di indonesia : studi kritis tentang upaya menemukan kurikulum pendidikan islam yang ideal," *Raudhah*, vol. IV, no. 1, pp. 49–70, 2016.

[5] F. Septiana, C. Anam, A. R. Abdullah, F. Rosi, T. Haryanto, A. R. Abdullah, A. Farih, E. Zulisa, N. Abidin, M. Sari, C. E. Setyawan, "Merdeka Belajar dan Kampus Merdeka", Literasi Nusantara Abadi, Malang, 2022.

[6] A. M. Sari, D. Suryana, A. Bentri, and R. Ridwan, "Efektifitas Model Project Based Learning (PjBL) dalam Implementasi Kurikulum Merdeka di Taman Kanak-Kanak," *J. Basicedu*, vol. 7, no. 1, pp. 432–440, 2023, doi: 10.31004/basicedu.v7i1.4390.

[7] S. Nugrohadi and M. T. Anwar, "Pelatihan Assembler Edu untuk Meningkatkan Keterampilan Guru Merancang Project-based Learning Sesuai Kurikulum Merdeka Belajar," *Media Penelit. Pendidik. J. Penelit. dalam Bid. Pendidik. dan Pengajaran*, vol. 16, no. 1, pp. 77–80, 2022, [Online]. Available: https://journal.upgris.ac.id/index.php/mediapenelitianpendidikan/article/view/11953