



Development Of A Multimedia-Based Independent Curriculum At Miss Hadirul Ulum

Rizky Fika Mulia, Ma'mun Hanif
Universitas Islam Negeri K. H. Abdurrahman Wahid; rizky.fika.mulia24065@mhs.uingusdur.ac.id,
ma'mun.hanif@uingusdur.ac.id

Abstract

MISS Hadirul Ulum Tasikrejo prepared a multimedia-based independent curriculum in response to changes in the development paradigm in the 2nd century. This curriculum will cover topics such as civilization-based welfare development, development capital as civilization, development capital as civilized human resources, and citizens as actors or producers. In the 21st-century learning paradigm shift, it is important to develop critical thinking in decision-making, formulate problems rather than just solve them, and seek knowledge from various sources. The aim of creating this curriculum is to understand the basis for curriculum development at MISS Hadirul Ulum, develop a multimedia-based independent curriculum structure, and ensure the relevance of independent curriculum development at the school. In the era of the fourth industrial revolution, special curriculum development is needed to support 21st century learning, including increasing the number of qualified teachers and adequate school infrastructure. By using the independent curriculum, it is hoped that students can develop critical thinking, problem-solving, communication, collaboration, creativity and discovery skills, as well as remain connected to their cultural values

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Corresponding Author

First name Last name

Affiliation, Country; e-mail@e-mail.com

1. INTRODUCTION

Development means "process, method, act of developing"¹. In English, the term development uses the word "development" (noun) which comes from the word "develop" (verb) which means "grow larger, fuller, or more mature, organized". Curriculum is an important component in education, curriculum is defined as a program provided to students. As explained by Oemar Hamalik in the book Curriculum Development Management, the curriculum is a program offered to students. The educational program is in the form of learning activities, the aim of which is to improve student development and growth by educational goals. Curriculum development is a comprehensive process as a form of national policy in



education that is adapted to the vision, mission, and strategy of national education. The curriculum development process starts with planning, implementation, monitoring, and evaluation.¹

In the curriculum development process, three activities are always related and cannot be separated namely design, implementation, and evaluation. Curriculum development is an ongoing process between various components, namely: orientation, development, implementation, and evaluation.²

Curriculum development is a key strategic key to forming a strong and highly competitive next generation. Amid the industrial revolution 4.0 and various multimedia learning, the Merdeka Curriculum is present as an innovative solution that focuses on mastering multimedia competencies. MISS Hadirul Ulum as an educational institution has taken a bold step by integrating a multimedia approach in its curriculum design. Students are expected to gain a good foundation in understanding, adapting and optimizing technology for their learning through the multimedia-based Merdeka Curriculum, which is very appropriate to the important role of multimedia in everyday life.

MISS Hadirul Ulum does not just follow multimedia trends but is actively involved in forming the digital character of its students. Students are allowed to acquire skills relevant to future needs through the Merdeka Curriculum. The school's goal, in incorporating multimedia-based technology into lessons, is to making the classroom a dynamic and interesting place where students can learn by doing, where they can contribute to discussions and class projects, and where they can think critically and creatively about the material they are studying.

We will discuss how the multimedia-based Independent Curriculum approach at MISS Hadirul Ulum creates an inclusive and future-oriented learning ecosystem.

¹ Oemar Hamalik, *Manajemen Pengembangan Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2012), hal. 22.

² Abdul Rohman, *Pengembangan Kurikulum Teori dan Praktek*, (Semarang: CV. Karya Abadi Jaya, 2015), hlm. 88.

We will explore implementation strategies, the positive impacts that have been seen, as well as the views of teachers, students and parents regarding this curriculum development.

After that, readers will gain an in-depth understanding of the concept of the multimedia-based Merdeka Curriculum and how its implementation at the basic level such as MISS Hadirul Ulun can form a generation that is ready to face the challenges of the 4.0 era.

One of the many reasons why the curriculum must be reorganized is because multimedia is developing very rapidly. Curriculum development in response to multimedia advances must also be based on an analysis of the impact of the fourth industrial revolution on the workplace. Education must undergo transformation if it is to produce competent resources; This transformation should include, among other things, the following: “organizing the curriculum, continuing professional development of educators, improving the physical and digital learning environment, and establishing an effective system for managing educational institutions.”

The following is a glimpse of the development of the development paradigm that the author hopes can be realized in the next century: civilization-based welfare development, civilization as development capital, civilized human resources as development capital, and actors/producers. It is hoped that the multimedia-based Merdeka curriculum can help prepare students to face these changes. Several shifts in educational paradigms in the 21st century have informed the development of multimedia curricula. This includes a greater emphasis on critical thinking (decision making) rather than mechanistic thinking (routines), shifting focus from problem solving to problem formulation (questions) and from formulaic answers.

As a school system, reorganize the curriculum to better prepare students to face the challenges of the Industrial Revolution and the opportunities presented by the new century. The political, social, cultural, economic, scientific, and technological systems in Indonesia have undergone transformation, and these changes are the natural result

of these shifts

2. METHOD

Included in this category is qualitative research, which according to Sukmadinata, provides analytical reports about events that are overall instructive and useful for the research community, readers, and participants. Qualitative research using inductive data analysis, this research seeks to understand how the MISS Hadirul Ulum curriculum was developed. Multiple goals require analysis of this kind of inductive data. An ethnographic approach to studying group dynamics is used in this research.³ The field that analyzes foreign cultures is known as ethnography, according to Spradley.⁴ The research location is MISS Hadirul Ulum. Because the author works at this school, and because this school uses its instructional activities to plan curriculum development as effectively as possible, the researcher deliberately chose this place as the research setting. The essence of this research is the role of the researcher as an instrument for collecting data. Responding, adapting, emphasizing wholeness, relying on information, processing, and summarizing, and taking advantage of opportunities to look for unique or typical reactions are some of the basic characteristics of humans as instruments. When researchers collect data or comment on their experiences in an ethnographic study, they note down or write down what they hear, see, or think. The researchers in this study utilized documentation, interview transcripts, and observation results to collect data. The main people involved in this research. An overview of data relating to everything related to school curriculum development is obtained through observation. The three-step process described by Miles and Huberman (2007: 16) is known as the interactive analysis model and is used by researchers to reduce data, display data, and obtain or verify

³ Nana, Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, cetakan ketiga, Bandung: Program Pascasarjana Universitas Pendidikan dan Penerbit Remaja Rosdakarya, 2007), hal. 107.

⁴ , James, P. Spradley, *Metode Etnografi*, (Yogyakarta: PT. Tiara Wacana, 2007)

conclusions.⁵ "The degree of trust, transferability, dependence, and certainty are four characteristics that according to Moleong must be considered when examining the validity of data."⁶

3. RESULT DAN DISCUSSION

A. Philosophical Foundations for Multimedia-Based Independent Curriculum Development

Philosophy is something that must be used as a guide in preparing the curriculum. According to without an educational philosophy, there is no guidance when designing, implementing, and improving the quality of education.⁷ The importance of philosophy in the curriculum was also stated by according to him, philosophy examines knowledge of the good life which can help students understand the nature of a good life for individuals and society.

To achieve Indonesia's national education goals and help every student reach their full potential as Indonesian citizens, the Merdeka Curriculum is built on a strong philosophical framework. The guiding principles in creating the Independent Curriculum are:

- 1) Education is based on the nation's cultural heritage, with the aim of building a better future for the nation and its citizens.
- 2) Students are seen as inheritors of the nation's creative heritage.
- 3) The aim of education is to foster intellectual sharpness and academic excellence through training in scientific disciplines.

⁵ Miles, Matthew B dan A. Michael Huberman, *Analisis Data Kualitatif*, Buku sumber tentang metode metode baru lakartas, Universitas Indonesia: Press Pendidikan, 2007), hal. 16.

⁶ Moleong, Lexy, *Metode Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2007), hal. 71

⁷ Ornstein, A. C., & Hunkins, F. P, *Curriculum: Foundation, Principles and Issues*, (Boston: Pearson, 2016).

- 4) Education is designed to equip students with a variety of skills, including effective communication, positive social attitudes, compassion, and the ability to work together to create a better community and nation.

Educators can help students grow in ways that are meaningful for them and for society, the country, and humanity as a whole by developing religious, artistic, creative, communicative, value-based interests and abilities, and other intelligence-related interests and abilities.⁸

B. Sociological Foundations of Multimedia-Based Independent Curriculum Development

Both societal norms and, more importantly, how students internalize these norms shape educational programs. Values education is being reimagined in many social settings. “Tolerance, trust, mutual respect, courage, honesty, honor, kindness, justice, integrity, cooperation, national identity, religious mission, and other educational values are examples of how historical, cultural, and political circumstances contribute to the formation of norms. societal norms.” For countries that practice different religions or have different political systems, this may not work. The educational values set together with the curriculum always reflect the main characteristics of society, whether it is democratic, fundamentalist, or religious. This is the main argument put forward by this ideal.

As stated in the national education goals, the Merdeka curriculum was created to answer the need for educational reform that will better equip students to navigate the ever-changing dynamics of society, nation, and state. Advances in art, science, and technology cannot be separated from improvements to the Indonesian education system in the modern era. This shift is possible as a result of evolving needs in society, the workplace, and the scientific community, all of which have consequences in the need for ongoing curriculum revision. Education is designed

⁸ Kemendikbud RI, *Permendikbud Nomor 160 Tahun 2014 Tentang Pemberlakuan Kurikulum 2006 dan Kurikulum 2014*. (Jakarta: Kemendikbud RI, 2014).

to adapt to the needs of each era, meeting the challenges of change as they arise. In this way, the results of education can make the maximum possible contribution to the movement to create a society based on knowledge.⁹

C. Psychological Foundations for Independent Multimedia Curriculum Development

To address the challenges in implementing an educational theory known as "transformational pedagogy that emphasizes student growth within the framework of their own life experiences", the Merdeka Curriculum has been designed. It is important to view the curriculum through this lens to help students grow in line with their psychological development and provide them with pedagogical therapies that are relevant to their environment and time.

A new approach to education in Indonesia has emerged with the arrival of the modern era, which began with Revolution 4.0. This new framework, known as the Indonesian Partnership for 21st Century Skills Standards (IP-21CSS), aims to prepare students to face the challenges of the modern world. Teaching students to think critically and solve problems, as well as communicate and collaborate effectively, and be creative and innovative are the four pillars that form the basis of this framework. Along with fostering understanding and comfort with digital tools, the Merdeka curriculum works to instill moral principles and a strong work ethic in its students.¹⁰

D. Theoretical Foundations for Developing a Multimedia-Based Independent Curriculum

The theories of "standards-based education" and competency-based curriculum are the basis for developing the Merdeka curriculum. Standards for content, processes, graduate competency, educators and education personnel, facilities and

⁹ Hernawan, Asep, *Kurikulum Berdiversifikasi*, (2007), www.kurtek.go.id/edu, Diakses pada tanggal 25 Agustus 2024.

¹⁰ Budi, K, *Penerapan Kurikulum Merdeka, Sekolah Mesti Dukung Pengembangan Materi*, (Yogyakarta: Bumi Aksara, 2018), hal. 78.

infrastructure, management, financing, and assessment of education are part of a standards-based education framework that sets national standards regarding the minimum quality of citizens. Students are encouraged to improve their behavior, knowledge, skills, and abilities in various domains through a competency-based curriculum. The Merdeka Curriculum is based on two principles: first, teachers learn through processes that take place in the classroom, community, and school; and second, students learn through their own experiences, tailored to their unique backgrounds, traits, and initial abilities. Learning outcomes for each student are shaped by their own experiences in the classroom, while learning outcomes for the entire curriculum are shaped by the collective experiences of all students.¹¹

E. Development of an Independent Curriculum Based on Multimedia MISS Hadirul Ulum

MISS Hadirul Ulum Multimedia Based Independent Curriculum Development Teachers and books are not the only place to learn; Learning can also be done in the real world, on mobile devices, or even at home. The digital-based curriculum aims to change this mindset by encouraging students to ask more thoughtful questions rather than teachers peppering them with answers.

The objectives of developing the Multimedia curriculum include: improving mindset and governance; streamlining and consolidating subjects; making better use of the internet; expanding study hours; strengthening the implementation of competency-based curriculum in education; enhancing the overall development of students' knowledge, and skills, and attitudes; improving process and outcome assessment; and responsive to social change on a local, national and global scale.

A better learning process that encourages creativity is one of the goals of a multimedia-based curriculum. Students' ability to think creatively and at a higher level, known as HOTS, is fostered during the evaluation process. However, the

¹¹ M. Ansyar, *Kurikulum: Hakikat, Fondasi, Desain dan Pengembangan*. (Jakarta: Kencana 2015), hal. 127.

digital curriculum includes several new features, including updates to four standards: graduate competency standards, process, content, and assessment.

F. Structure of Independent Curriculum Development based on Multimedia MISS Hadirul Ulum

Some structural changes to the multimedia/MI-based curriculum include the addition of four hours of study time and a reduction from ten to eight topics, with six A levels and two levels. Some other main differences between the MI curriculum are:

- a) Delivery of material and assessment for each subject is delivered by the teacher by prioritizing face-to-face.
- b) Each subject supports all competencies (attitudes, skills, and knowledge).
- c) All subjects are taught with the same (scientific) approach through observing, asking, exploring, associating, and communicating.
- d) Various types of learning content are taught in relation to and integrated with each other or holistic or integrative, for classes I – VI.
- e) Shift from assessment through tests to measure knowledge competencies based on results only, towards authentic assessments measuring all attitudes, skills, and knowledge competencies based on multimedia-based processes and results.
- f) Encourage the use of multimedia-based portfolios created by students as the main assessment instrument.

G. The relevance of the Independent Curriculum to the Industrial Revolution 4.0 era at MISS Hadirul Ulum

Developing a curriculum is a process that requires basic and strategic decision-making abilities. However, there are shortcomings in MISS Hadirul Ulum in terms of strategic planning in terms of choices related to general goals and specific goals. Decisions about the inclusion of specific learning materials or curricular content, as well as general and specific topics, are not well considered. As if schools simply

follow established protocols in official policy making, poor planning and implementation of activities and learning experiences undermine efforts to achieve the school's broad and narrow goals.

For education to be successful, lessons and course materials not only provide students with information, but also give them the tools they need to create their knowledge by building on what they have learned. Unfortunately, in practice, MISS Hadirul Ulum has several challenges in meeting educational goals that are in line with curriculum demands.

Consider the community at large and the facilities and human resources available to educators. Adapting to new information and changing times, schools have failed to prioritize developing students' potential optimally. To survive in this digital era. Schools are limited to imparting education only through teacher instruction. The teachers were mostly from the past; they didn't have much knowledge about technology and didn't know how to keep up with the fast-paced world. As far as expectations are concerned, it is clear. Classroom technology, including projectors, computers, and internet networks, is inadequate to prepare students for the 4.0 and 5.0 eras

4. CONCLUSION

Based on the information provided, it seems that MISS Hadirul Ulum will benefit from implementing the multimedia-based Merdeka curriculum. However, there are several challenges that must be overcome by schools to achieve the educational goals set in this program. Therefore, the Merdeka Curriculum still requires a number of improvements, such as increasing resources for teachers and updating educational infrastructure to accommodate 21st-century learning.

This framework is part of the independent curriculum's efforts to keep up with the rapid development of information technology in the era of the fourth industrial revolution. With the 4Cs "critical thinking and problem-solving, communication and

teamwork, creativity and innovation" in their toolbox, students will be prepared to reap the benefits of the fourth industrial revolution. Demonstrate proficiency in the use of various forms of electronic communication and information. Instead, 21st-century learning offers guidance to strengthen character education through character building and the development of spiritual values, ensuring that students are not alienated from their culture.

The multimedia-based curriculum directs students' learning to be able to construct problems (questioning) and encourages them to seek information from various sources. Students are expected to be more invested in their learning as a result of changes made to the multimedia-based independent curriculum in several areas, including curriculum structure, learning processes, and assessment

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