

## DIFFERENTIATED LEARNING AS A SHAPE OF NEW PARADIGM LEARNING MERDEKA CURRICULUM

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### **Abstract**

This research is motivated by the implementation of a new curriculum for senior schools in Indonesia, namely the Merdeka Curriculum. The Merdeka Curriculum bring changes to educational standards in every schools. Pancasila education is compulsory, and learning with the New Paradigm is the standard process for education in Indonesia. This study aims to analyses about the intervention process carried out by schools in terms of implementing Pancasila Education subjects with the Merdeka Curriculum. This research was conducted through a qualitative design with a case study approach. The subjects of this study were teachers and students at tenth grade of senior high school 1 Jember that implemented the Merdeka Curriculum. The sample selection used the purposive sampling method. Data collection techniques using interviews, observation and documentation studies. The validity of the data was obtained through a source, technique and time triangulation. Data analysis was performed using the Creswell qualitative data analysis technique. The implementation results cover eight aspects: diagnostic assessment, differentiated learning, discussion and collaboration, character building, learning projects, learning resources based on information and communication technology, formative and summative assessments. This study concludes that the implementation of Pancasila Education Subject has followed the standard process of New Paradigm Merdeka Curriculum.

**Keywords:** *Differentiated Learning, New Paradigm Learning Merdeka Curriculum*

### **Introduction**

The implementation of education in Indonesia always has a different curriculum for a few years. Depend on the decision or provision which has been agreed by the prime minister of education. Independent learning as a new paradigm learning in this period has begun. Most of the institution or school has been implementing this new paradigm learning. The appearance of a new paradigm learning was also caused by the various changes of social, environment, culture, technology et cetera. As it has written by Istiningsih and Widiyarti (2017) in their book, Learning paradigm has shifted, due to various changes occur in the environment of human life. Such changes occur both natural changes and changes in technology. It's like a circle that is difficult to detect from which the change occurred. Is the natural changes that started this life change, or changes in human culture, or technological change. All aspects and elements of human life has changed. These changes also have an impact in the world of education. Education is said have a clear and good vision if it is able to anticipate the changes that occur.

Philosophy of "new paradigm in learning" is the view that is the basic concept of the learning that should occur in the present and in the future era. The philosophy of the new paradigm is also defined as an attitude of learning a new paradigm in thinking deeply and would like to see in terms of a broad and thorough with every relationship. Associated with the philosophy of this new paradigm in learning that comprehensively drafted a concept of learning. By the philosophy, it can be said that both teachers and students are need to understand well about the concept of new paradigm itself. Even tough, actually a new paradigm is not something new to be learnt. But still, this changing of weather in education need to be monitored, evaluated and enhanced more and more to get in the objective of the curriculum which named Merdeka Curriculum or Independent Curriculum.

The Merdeka Curriculum is implemented with the principles of New Paradigm learning. Five principles that need to be pursued in learning the New Paradigm of the Merdeka Curriculum, including a) Learning by considering the stages of development and level of

achievement of students; b) Learning is carried out to build the capacity of students to become lifelong learners; c) The learning process supports the development of competence and character of students holistically; d) Relevant learning, namely learning that is designed according to the context, environment and culture of students, and involves parents and the community as partners; and e) Sustainable future-oriented learning. Hence, this curriculum must be started too at the elementary school in which they used to learn critically and independently.

The implementation of a new paradigm learning or Merdeka Curriculum in Senior High School 1 Jember has been applied properly and orderly. Although, the students were interfered in it are the students at the tenth grade, most of the students are able to adapt with the curriculum well. Objectify the Merdeka Curriculum in this school has been started from the learning teaching model in the class, extracurricular activities which suit to the base of Pancasila Student Profile Strengthening Project (P5) and maximization provision of the learning teaching tools or equipment in every classes. Besides that, all teachers here are also joining the workshop and seminar of implementation of the Merdeka Curriculum in the schools actively and routinely so that can be a new knowledge to improve the teachers and students' quality.

Learning is a process or effort made to acquire knowledge and values that can develop life skills, both soft and hard skills. Education aims to produce humans who have better personalities by applying positive norms from practice or other forms of experience. The learning criteria include change, last all the time, and gain experience People learn when they do things differently, persist over time, and acquire and modify knowledge, skills, strategies, beliefs, attitudes, and behaviors (Schunk, 2012).

English is the most influential language in the world (Nishanthi, 2018). Established as Lingua Franca, English is the language commonly used in international transactions such as trading, business, and travel (Geckinli & Yilmaz, 2020). Moreover, English can be easily found in our daily life like in electronics, the internet, and in public places. With this growth, the need of learning English has increased significantly.

A new paradigm learning commonly known by the students' centered learning model in its implementation. Student-centered learning is not a new approach in the educational field in the world, but it relatively new in the Indonesian educational system. It is coined with the implementation of the 2013 curriculum earlier that attempts to provide students more opportunities and facilities to build their own knowledge so that they will gain a deep understanding which in turn can improve the quality of students. Through the application of student-centered learning, students are expected to participate actively, always be challenged to have critical power, be able to analyze and be able to solve their own problems (Zarouk et al., 2018).

## Method

The qualitative data were collected from observation, interviews and document review. They were in the forms of field notes, interview transcripts, and document review. This section explains the researcher collected the data and explained the tools used in data collecting methods in the research. Creswell (2014) exposed that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The researcher went directly to the field to explore data following the focus of the study. To get data that was relevant to the problems discussed in the study, the data collected must be representative. The type of this research is a case study. This method demands researchers to focus on only one subject. Things encompass the object that is not in discussion. Such as about someone, family, institution, etc.

Observation is an activity of observing of nature occurs and objects in research. In this research, the researcher used non-participant observation. This method, the data collected is behavioral data in the sense of the results of observations of the behavior of the subjects studied,

not the opinion of the subject being studied. One of the characteristics of the non-participant method is indicated by not there is interaction and communication with the subject under study. The researcher took a note about the students' activeness in participating a new paradigm learning and activities.

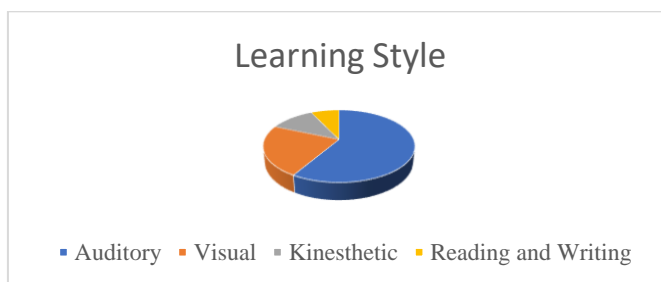
The use of interview indicates the occurrence of communication between the researcher and the subject of research. The interviews are used to support data that has been collected through observation. The researcher used the non-structural interview in the research. Non-structural interview gives freedom to researchers to determine the scope of information to be explored so that researchers have the freedom to expand or change questions that will be asked to the research subjects. The research subjects were obtained through purposive sampling. Umar, Choiri and Anwar(2019) exposed that purposive sampling means that the author chooses a class that has a purpose. Purposive sampling is a technique which is used by the researcher if the researcher has some particular considerations in sampling. For example, limited time, energy, and funds so that it is not possible to take a large and distant sample.

Document review is used to collect data from source documents and records. Documentation used with the reason that this source is always available and cheap, rich contextually, relevant and fundamental in the context. In this research, the researcher used source triangulation and technique triangulation. Source triangulation used different sources to get the same data. It used to check the information which was taken from different times, the emphasis was on the source of data not in the data collecting method or others. Technique triangulation was done by collecting the same data by using different techniques or methods of collecting data. The emphasis was on the use of different data collecting methods to indicate the same source to test data validity. The instruments were used in forms of observation sheets, interview sheets and documentation pictures, records and sources.

### **Findings and Discussions**

The implementation of Merdeka Curriculum in Senior High School 1 Jember are proven properly and smoothly. Especially for tenth grade students. The discipline of its implementation has started from the learning teaching in the class and added by the extracurricular and project to strengthen the profile of Pancasila students. The implementation result cover eight aspects: diagnostic assessment, differentiated learning, discussion and collaboration, character building, learning projects, learning resources based on information and communication technology, formative and summative assessments.

Diagnostic assessment is one of required activity in a new paradigm learning Merdeka Curriculum. Diagnostic assessment is necessary in helping teacher finding the right learning model that will be planned and done. Diagnostic assessment contains of students' questionnaire around their learning environments, learning style, learning needs and students' learning interest. It has been done by all teachers in whole new classes or in a whole tenth grade at this school as a new paradigm learning Merdeka Curriculum has been implemented since a year ago. It has been strengthened by the statement of Headmaster of the Senior High School 1 Jember that the school has been developed their learning and activities by pointing at the principal of a new paradigm learning Merdeka Curriculum. As it has been done in one of tenth grade, the data obtained form implementing the diagnostic assessment concluded that students in one class have a various learning background, family and environment conditions and various learning style.



### 1.1 Chart of Students' Learning Style at Tenth X Based on Diagnostic Assessment Result

Differentiated learning is one of the characteristics of a new paradigm learning Merdeka Curriculum in which the teachers should prepare the various ways in implementing their learning teaching. It can be varied in learning process, learning content, learning product and learning environment. Based on the researcher's observation that most of the teachers in this school has been varied their learning model. It can be proven by the English Class which has been done by the researcher in which the researcher preparing various medias to facilitate students' learning.

Discussion and collaboration are identic with the project-based learning and problem based learning in which in their syntax of learning including discussion and collaboration phase for the students' activities. The data of observation obtained that student actually enjoyed the team work in learning. But the interviews obtained that sometime they are tired of being a group with a friend hard to control or discuss together. Students' reflection sheet written that lots of group task sometimes make them exhausted and confused. In this point showed that the students have not realize yet about the substantial of involving them much in team work. It also can be a homework for the teacher to construct the better classes next meeting in order to give the students' insight about the learning objectives with refers to group task.

Character building is also being obliged in a new paradigm learning which can be taken from Pancasila Student Profile characters. Character building also can be arranged by slipping the social emotional learning implicitly in students' activities. First year students in senior high school especially favorite in senior high school in big cities usually has not complicated case yet about the school rules violation. Most of them are still building their paradigm about their new school and it would be easier to guide them to have a good character inside and responsiveness outside.

Learning projects is related to the students' worksheet which identically with project based learning or by problem based learning. Students are formed in groups based on students' deal with the teacher. It can be referred to students' learning style, students' needs and students' interest in grouping. Learning project must be related to the materials, students' capability and must be able to build students' character in its implementation. A new paradigm learning is well – known as a learning in which students are being a main role in learning process. The students' activeness is mostly dominant than the teacher. Nevertheless, teacher nonetheless must be conscientious to the students' work.

Learning resources based on information and communication technology is quietly necessary now in implementing a new paradigm learning as it must be balance with technology advances in order to build students' ability and creativity in using the sophisticated media learning. In this part, knowledge and technology are combined. Students' skill in finding and learning knowledge based on information and communication technology are giving influences in their achievement. As Kim S., Fabianne M., Maaike C., Wilma and Bernard P.(2020) wrote that knowledge and skills (eg data literacy), (2), psychological factors (eg social pressure), and (3) social factors (eg collaboration) influence the use of formative assessment.

Formative assessments is a kind of assessment which is used during the learning process. Darrell J.R., Paul Z., Robert A.,(2013) wrote formative assessment is designed to assist learning by generating useful feedback information for students during the learning

process and leading to improved learning outcomes. The observation data obtained that the formative assessment in this school usually hold in a very last of learning process. It become the last assessment for the tenth grade students.

Summative assessment is a kind of assessment which has done usually to make sure the students' learning achievement in a whole of learning objectives. Seyed M.I., D.R. Rahul., Indrajit P., Ehsan R.,(2022) exposed summative assessment is usually used to measure learning and is rarely used for learning. Educators can make summative assessments more formative by giving students opportunities to learn from exams. This means providing feedback to students on exams and tapping into the teaching potential of exams.

The learning and teaching process in the class are holding based on the Merdeka Curriculum model in which the learning is held by using Project Based Learning and Problem Based Learning. The students had been accustomed to learn and study by this Merdeka Curriculum. It can be proven by the students' learning activities in several classes during observation and students' responses in reflection session. Most of them are having fun and spirit with the learning activity. Students are actively asking, giving response and answering teacher or their classmate's question. They are actively dividing the jobs in tasks grouping and presenting well. Teachers are also a great moderator in managing the class.

The data showed that the students of tenth grade in Senior High School 1 Jember are having many changes in their learning in education and activities. The researcher as the English teacher in two classes of tenth grade obtained the data of the students' learning process based on new paradigm learning. The students mostly have a learning based on project based or problem based in a whole of subjects. It proven by students' work which hanged on their wall magazine. Another proof are coming from Biology subjects in which students' project are displayed in class shelf including mini aquarium, mini terarium, mini ecosystem, et cetera.

The next routines activities are the literacy program and entrepreneurship program. Both are held for about twice in a week. Literacy program is an activity in which students are having a particular class to increase students' quantity in learning literature. Each class and each supervisor teacher have a various ways and tasks to the students. While entrepreneurship program was handled by a teacher which has a dividing schedule for every classes. The last event of entrepreneurship is students' bazaar which be scheduled periodically based on students' dealing with the supervisor teacher.

## Conclusion

Drawing from the result of the study, it is concluded that most of the teachers are aware of the new paradigm learning. Especially in English learning teaching. A new paradigm learning is also famous with the learning module which must be created based on Merdeka Curriculum. The teacher's role is no more as the main actor in the classroom but as a facilitator to provide the students with different characteristics to obtain meaningful learning experiences that enable the use of language to interact with others. Students are also much in doing, looking, thinking and working with their classmate creatively and critically. Even tough, teachers' role still necessary in teaching and explaining some unknown knowledge. Teachers are also having an obligation to build students' character in learning and also other activities out of the class with expectations students can be grown as good people in academic, non-academic and their behaviour. Beside classroom activity, a new paradigm learning in this school is involving the activities of strengthening the profile of Pancasila students. They are literacy and entrepreneurship programs which are obliged for the tenth grade students of the school.

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