



ISSN:3026-0442

*Proceedings of the 1st International Conference on Education, Science
Technology And Health (ICONESTH 2023 Universitas Bina Bangsa
Getsempena, Des 12-14, 2023, Banda Aceh, Indonesia)*

IMPLEMENTATION OF RPP MERDEKA BELAJAR THROUGH PEER COLLABORATION AT SD NEGERI 61 BANDA ACEH

Sri Rahayu Hariani Br Tumangger¹, Febrianaz Syafa², Hapidah³, Salma Ara⁴,
Sukma Wulanda⁵, Muhammad Bahagia⁶, Dr. Siti Mayang Sari, M.Pd⁷
¹²³⁴⁵⁶⁷Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

* Corresponding email: sriahayuu644@gmail.com

ABSTRACT

This research uses a descriptive qualitative research method, which is researching based on phenomena that occur in collaboration at SD Negeri 61 Banda Aceh. Based on the facts seen in the school that teachers have used the Merdeka Curriculum in the thematic learning process. Researchers observed the learning carried out by teachers of SD Negeri 61 Banda Aceh that thematic learning provides opportunities for teacher creativity in the active learning process. Through this research method, it will be described transparently to produce the application of integrative thematic learning in a collaborative manner. It is known that the curriculum used in the school has partly used the learning curriculum so that the learning process carried out is quite good and significant with the results obtained by students in integrative thematic learning. SD Negeri 61 Banda Aceh has implemented the Merdeka Curriculum in grades 1 to 4. While grades 5 and 6 still use the 2013 Curriculum. In preparing lesson plans, teachers find it difficult because, it is very different from the 2013 curriculum. Then at SD Negeri 61 Banda Aceh school rarely do socialization.

Keywords: *Rpp, learn, collaboration*

INTRODUCTION

As per Permendikbud No.22 (2016), the Learning Implementation Plan (RPP) is a plan for face-to-face learning activities for one or more meetings. RPP is developed in the syllabus to direct the learning activities of students in an effort to achieve basic competencies (KD). RPP Curriculum Merdeka is one of the teaching tools needed by teachers for learning in students. The teaching module has a more complete component than the RPP applied to Curriculum 13 (K-13). Sanjaya (2008: 173) stated that "Learning Implementation Plan (RPP) is a planning program prepared as a guideline for the implementation of learning for each activity in the learning process". RPP is developed based on the syllabus. Learning Implementation Plan (RPP) is basically a form of learning procedures and management to achieve basic competencies that have been set in content standards (curriculum standards) (Ritonga et al., 2020). In the Education Unit Level Curriculum, RPP is an important component (Sari et al., 2022). In this case, the teacher is one who plays an important role in designing an RPP, therefore teachers are required to have a professional attitude from a teacher (Sari et al., 2021).

RPP is a lesson plan prepared by the teacher and can describe the entire learning, from procedures to organizing learning. Regarding the preparation of RPP, the Ministry of Education and Culture and Technology issued Circular Number 14 of 2019 concerning Simplification of Learning Implementation Plans (RPP). In its latest policy, RPP consists of three components, namely learning objectives, learning activities, and learning assessment (Waqidil H & Ck, 2016).

Learning is a relatively permanent change in behavioral potential as a result of reinforced experience or practice (Mardhatillah et al., 2019a). Learning is the result of the interaction between stimulus and response (Sari, 2018). A person is considered to have learned something if he can show a change in his behavior (Putri & Putri, 2020). The purpose of learning is to develop intelligence (Mardhatillah et al., 2019b). Learning various kinds of knowledge and knowledge can develop thinking and intelligence (Tahir & Rinantanti, 2018). Learning can also improve logical skills and life decision making skills (Mayang et al., 2021).

Collaboration or work together is the process of two or three people, entities, or organizations working together to complete a task or achieve a goal. Collaboration is similar to cooperation (Mamahit & Situmorang, 2017). Most collaborations require leadership (ANDAYANI, 2021), although leadership can be social in scattered and egalitarian groups (Suharyanto & Mailangkay, 2016). One example of collaborative behavior is group learning (Yusniza Binti Mohamad Yusof, 2019). Where it is very important to establish a permanent

group with a maximum of 5 members (Zulkifli, 2018). The number of members will further maximize the material being delivered.

Activities	Event Description	Time Allocation
Introduction	<p style="text-align: center;">Orientation</p> <ul style="list-style-type: none"> • The teacher says the opening greeting. • Teachers check in and check student attendance. (Communication) • The teacher invites students to pray according to the beliefs of each student led by one of the students. (Religious) • The teacher and students recite Pancasila led by one of the students. (Nationalist) <p style="text-align: center;">Apersepsi</p> <ul style="list-style-type: none"> • The teacher inquires about previous learning materials. <p style="text-align: center;">The teacher asks about students' knowledge about the material to be studied.</p>	2 minutes
Core Activitis	<p style="text-align: center;">Motivation</p> <ul style="list-style-type: none"> • The teacher conveys the learning objectives to be achieved. <p style="text-align: center;">Let's Try It</p> <ul style="list-style-type: none"> • Teachers display pictures of rules at home and at school • Students observe pictures of rules at home and at school <p style="text-align: center;">Do it Together</p> <ul style="list-style-type: none"> • The teacher divides students into groups. • Teachers explain about rules at home and at school • Students mention rules at home and at school <p style="text-align: center;">Let's Reflect</p> <ul style="list-style-type: none"> • Teachers give rule question sheets at home and at school • Students do the questions given by the teacher. 	6 minutes

	<p style="text-align: center;">Learn More</p> <ul style="list-style-type: none"> • Teachers give each group pictures of rules at home and at school • Students discuss writing reports on the results of observations of rules at home and at school • Students present reports of rule results at home and in front of school classes. <p style="text-align: center;">Choosing a Challenge</p> <ul style="list-style-type: none"> • Students are asked to tell examples of rules at home and at school 	
Cover	<p style="text-align: center;">What I've learned</p> <ul style="list-style-type: none"> • The teacher and students conclude the material that has been learned. • The teacher asks students to study at home about the material to be studied. • The teacher and the students pray together led by one of the students. • Teacher says closing greetings 	2 minutes

(Ahadi et al., 2021)

METHODS

This research uses a descriptive qualitative research method, which is researching based on phenomena that occur in collaboration at SD Negeri 61 Banda Aceh. According to Sugiyono (2008: 15) that descriptive qualitative research is a research method based on the philosophy of postpositivism which is usually used to examine natural objective conditions where researchers act as observers in the learning process.

RESULTS AND DISCUSSION

Based on the observations of researchers through interview data with the vice principal of SD Negeri 61 Banda Aceh with the following questions: 1. Do teachers have difficulties in preparing lesson plans in the Independent Curriculum? According to the teacher, it was difficult to prepare the lesson plan because it was very different from the 2013 curriculum. Then at SD Negeri 61 Banda Aceh school rarely do socialization, because there is no authority to

socialize at SD Negeri 61 Banda Aceh. 2. What if the implementation of learning is not in accordance with the RPP? Then the learning process will not achieve the learning objectives.

Interview with homeroom teacher of grade 4 SD Negeri 61 Banda Aceh with the following questions: 1. Is there a standard for the RPP writing format? Nothing, because teachers are free to make, choose, develop, and use lesson plans according to principles. 2 Can teachers still use the previous lesson plan? It could be, because if indeed the old RPP is more interesting, and more efficiently used by teachers and has been oriented to students.

Interview with students of SD Negeri 61 Banda Aceh with the following questions: 1. Can students respond quickly to classroom learning? Some students can respond quickly and there are also students who don't understand it. 2. Are students disciplined in the classroom? Not disciplined, because it is difficult to manage children.



Picture: 1. Interview with Vice Principal



Picture: 2. Documentation with Homeroom teacher 4



Figure 3: Implementation of Indonesian learning



Figure 4: The process of teachers teaching in class

CONCLUSION

In this study, it can be concluded that SD Negeri 61 Banda Aceh has implemented the Independent Curriculum in grades 1 to 4. While grades 5 and 6 still use the 2013 Curriculum. In preparing lesson plans, teachers find it difficult because, it is very different from the 2013 curriculum. . Then at SD Negeri 61 Banda Aceh school rarely do socialization, because there is no authority to socialize at SD Negeri 61 Banda Aceh. The media used is less like a projector.

ACKNOWLEDGEMENT

We thank Mrs. Dr. Siti Mayang Sari, M.Pd as a lecturer in the Integrative Thematic Education course for giving us the task.

We also thank SD Negeri 61 Banda Aceh for giving us permission to enter the school to conduct mini research activities, especially to the Deputy / Principal at SD Negeri 61 Banda Aceh and also the Class 4 Homeroom Teacher at SD Negeri 61 Banda Aceh, for taking the time to answer some questions from us. We found some facts and also new knowledge there so that we can compile this article.

REFERENCES

- Ahadi, M., Azhari, P. I., & Yus, A. (2021). The Traditional Games-Based Thematic Teaching Materials in Improving Students' Social Competence. *International Journal of Research and Review*, 8(1), 65–71. <https://doi.org/10.52403/ijrr.20210108>
- ANDAYANI, F. (2021). Meningkatkan Kinerja Guru Produk Kreatif Dan Kewirausahaan Melalui Program Sekolah Pencetak Wirausaha. *MANAJERIAL : Jurnal Inovasi Manajemen Dan Supervisi Pendidikan*, 1(2), 175–181. <https://doi.org/10.51878/manajerial.v1i2.647>
- Bina, S., Banda, B., & Medan, U. N. (2021). *PERSONAL LEARNING ENVIRONMENT BERSINERGI DENGAN TEKNOLOGY PEDAGOGIC CONTEN KNOWLEDGE TERHADAP KETERAMPILAN PROSES SAINS*. 6(1), 72–81. <https://doi.org/10.32832/educate.v6i1.4228>
- Mamahit, H. C., & Situmorang, D. D. B. (2017). Hubungan Self-Determination Dan Motivasi Berprestasi Dengan Kemampuan Pengambilan Keputusan Siswa Sma. *Psibernetika*, 9(2). <https://doi.org/10.30813/psibernetika.v9i2.459>
- Mardhatillah, M., Sari, S., Surjono, H., & Muhtadi, A. (2019a). *Thematic Learning Based on Gender Equality and Value of Diversity to Strengthen Student National Character*. <https://doi.org/10.4108/eai.24-10-2019.2290629>
- Mardhatillah, Sari, S. M., Surjono, H., & Muhtadi, A. (2019b). Development of teacher and student thematic learning books based on gender and diversity for elementary school students in district of Aceh barat. *International Journal of Scientific and Technology Research*, 8(10), 896–898.

- Putri, R. F., & Putri, R. F. (2020). the Improvement of Kkni Based Learning Model Through Collaborative Learning in English for Job Hunting Subject. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 9(2), 277–285. <https://doi.org/10.26618/exposure.v9i2.4146>
- Ritonga, A. A., Susanti, E., & Juanda, J. (2020). Student Perception Relationships about Teacher and Pedagogy Learning Motivation with Education Learning Results Islamic Religion in SMP Negeri 12 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(3), 1564–1569. <https://doi.org/10.33258/birle.v3i3.1233>
- Sari, S. M. (2018). *Interaksi metode inkuiri dan motivasi berprestasi siswa terhadap hasil belajar bahasa indonesia*. 738–743.
- Sari, S. M., Fauzi, C., Amintas, W., Waruwu, K., Bangsa, B., Meulaboh, G., Ilmu, S. T., Takengon, H. M., & Medan, U. N. (2021). *PENGARUH METODE ASSESMENT PROSES KONTROL. 1*, 98–103.
- Sari, S. M., Suyanti, R. D., & Yus, A. (2022). Development Of Basic Science Concept Books Through Problem Based Learning (PBL) Models Based On C-Ple Improving Students' Creative Thinking. *Multicultural Education*, 8(6), 277–283. <https://doi.org/10.5281/zenodo.6773475>
- Suharyanto, & Mailangkay, adele B. L. (2016). Penerapan E-Learning Sebagai Alat Bantu Mengajar Dalam Dunia Pendidikan. *Jurnal Ilmiah Widya*, 3, 17–21. <https://doi.org/10.1016/j.neubiorev.2016.02.001>
- Tahir, S. Z. Bin, & Rinantanti, Y. (2018). Multilingual lecturers' competence in English teaching at the university of Iqra Buru, Indonesia. *Asian EFL Journal*, 20(7), 162–175.
- Waqidil H, & Ck, A. (2016). HUBUNGAN ANTARA TINGKAT PENDIDIKAN IBU DENGAN PERKEMBANGAN BALITA USIA 3-5 TAHUN (Suatu Studi diKelurahan Kadipaten Kecamatan Bojonegoro Kabupaten Bojonegoro Tahun 2014) RELATIONSHIP BETWEEN EDUCATION LEVEL MOTHER WITH TODDLER DEVELOPMENT AGE 3-5 YEARS (A. *Bojonegoro Asuhan Kesehatan*, 7(2), 27–31.
- Yusniza Binti Mohamad Yusof. (2019). 21 st Century Learning is Not Merely ICT. *International Research Journal of Education and Sciences*, 3(1), 18–23.
- Zulkifli, N. (2018). Analisis Faktor Efisiensi Belajar Mahasiswa. *Educhild*, 7, 75–81. <https://ejournal.unri.ac.id/index.php/JPSBE/article/download/5118/4797%0A%0A>