

Teacher's Role in Transmission Creative Music Learning in the Implementation Kurikulum Merdeka

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Abstract

Kurikulum Merdeka (independent curriculum) designed by the Ministry of Education and Culture is a curriculum prepared to overcome the decline in learning quality because of the impact of the COVID-19 pandemic defined as learning loss. Kurikulum Merdeka provides the freedom for students to choose learning material that they want to learn, and for teachers to develop creative teaching strategies according to student needs. In implementing Kurikulum Merdeka, the teacher has an important role in transferring skills and knowledge. This study aims to analyse teachers' role in transmitting Creative Music learning in Junior High Schools as implementation of Kurikulum Merdeka. This is qualitative research. Whereas the data obtained through observation, interviews, and analysing documents related to the Kurikulum Merdeka. Data analysed to identify teachers' role in transmitting Creative Music learning. The results showed that teachers have a prominent role in transmitting Creative Music. The highlight teacher's role in transmitting Creative Music learning is as a companion, facilitator, motivator, examiner, and source of inspiration. The main role of teacher in Creative Music learning is directing students to develop creativity, skills, and understanding music. Besides that, teachers also have a task of creating an inspiring learning environment, facilitating musical exploration, and provide constructive guidance and feedback to students. As a conclusion, teacher's role giving access for students gaining skills and knowledge in Creative Music learning. It also provides an opportunity for students to express and discuss their creative ideas. At the end, Creative Music learning really needs the role of teacher so that learning could meet learning outcomes.

Keywords: Kurikulum Merdeka, teacher's role, transmission, creative music

1. INTRODUCTION

Human daily life has been significantly impacted by the COVID-19 epidemic that has affected the entire world. To combat the COVID-19 pandemic and enable all fields to function as they did before the epidemic occurred, modifications that result from extremely quick adjustments have an impact. The transition from offline learning (behind a network) to online learning (inside a network) happens similarly to how it does in the field of education. The continuation of education is the reason for this development. To "force" teachers, students, and every aspect of learning assistance to use technology, this transformation is implemented swiftly. While using technology involves a lengthy period of adaptation, the pandemic requires a far quicker period of adjustment. Thus, it is not "comfortable" for most individuals. This annoyance causes the learning process to be inefficient and ineffective, which ultimately leads to learning loss.

Learning loss is a problem encountered by students who are economically disadvantaged and cannot afford technology gadgets to access the internet in order to continue learning, particularly during the COVID-19 pandemic [1][2][3]. Parents, in addition to instructors and kids, are affected by this circumstance [4][5][6]. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has developed a curriculum called Kurikulum Merdeka to combat learning loss caused by the COVID-19 epidemic [7]. The major goal of developing the Kurikulum Merdeka is to revive education following the COVID-19

pandemic. The Merdeka Curriculum includes three major learning characteristics: (1) Project-based learning is used to improve Pancasila students' soft skills and profile; (2) Centred on essential material so that learning time is sufficient to explore basic competencies, especially in literacy and numeracy; and (3) Teacher flexibility in carrying out differential-based learning according to student ability and can adapt learning to local contexts and content[8]. Based those main characteristics of learning, the goal to be achieved is to increase student competence and skills by paying attention to student interests.

This study aims to examine the role of teachers in transacting Creative Music learning in the implementation of the Kurikulum Merdeka at the Junior High School level. Creative Music learning conducted during the COVID-19 pandemic did not run effectively, because it was carried out online. Creative Music learning that is carried out online cannot meet the Learning Outcomes (LO), due to learning loss. In addition, the state of Creative Music learning that requires a conducive environment to create musical ideas cannot occur in online learning. The implementation of the Kurikulum Merdeka after the passage of the COVID-19 Pandemic, provides an opportunity to restore and even increase the level of students' understanding and competence towards Creative Music. Increasing student understanding and competence is certainly inseparable from the role of teachers as transmitters of Creative Music learning during the COVID-19 pandemic and after the COVID-19 pandemic was declared over by the Government.

According Kemenendikbudristek, Kurikulum Merdeka is a curriculum provides freedom of learning for both students and teachers. Freedom of learning is defined as a process that gives freedom and authority to educational institutions to carry out learning freely [9]. The important essence of Merdeka Belajar is to restore the national education system in accordance with the law to create independence for schools to be able to interpret basic competencies in the curriculum to become assessment material [10][11][12]. Learning carried out in the Merdeka Curriculum is carried out interactively and project-based so that students can explore the latest issues.

With the aim of restoring the national education system in accordance with the law, a transmitter is needed that can transmit the learning system. The role of teachers in Creative Music learning in the implementation of the Independent Curriculum is an important key to the success of achieving LO so that it can help students achieve optimal learning potential [13][14]. This study examines the role of teachers in transmitting Creative Music learning in the implementation of the Independent Curriculum in Junior High Schools to achieve learning LO.

2. METHOD

This study is qualitative research. Data were obtained through literature study and observation. Literature studies are conducted to collect data and information through documents or articles that examine the role of teachers in the transmission of Creative Music learning in the implementation of the Kurikulum Merdeka in Junior High Schools. All documents are searched through google scholar using keywords: (1) The role of the teacher to transmit learning; (2) Transmission of learning; (3) Kurikulum Merdeka; (4) Implementation of the Kurikulum Merdeka; and (5) Kurikulum Merdeka in Junior High School. The literature obtained is then reviewed and further analysed to obtain data on the role of teachers in transmitting Creative Music learning in Junior High School.

The observation was made after obtaining data related to the role of teachers in the transmission of Creative Music learning in the implementation of the Kurikulum Merdeka in Junior High Schools. Observations are carried out with the aim of observing the implementation of theory that occurs in the field, as well as ensuring that the learning process that runs is carried out according to the learning procedures in the Kurikulum Merdeka. The

data obtained from the implementation of observations were then analysed, while the data obtained from literature studies and observations were then reanalysed and conclusions were made from the role of teachers in transmitting Creative Music learning in the implementation of the Kurikulum Merdeka in Junior High Schools.

3. FINDING AND DISCUSSION

3.1 The Role of Teachers in the Transmission of Creative Music Learning

Based on the research data obtained, the following is the role of teachers in transmitting Creative Music learning in the implementation of the Kurikulum Merdeka in Junior High School:

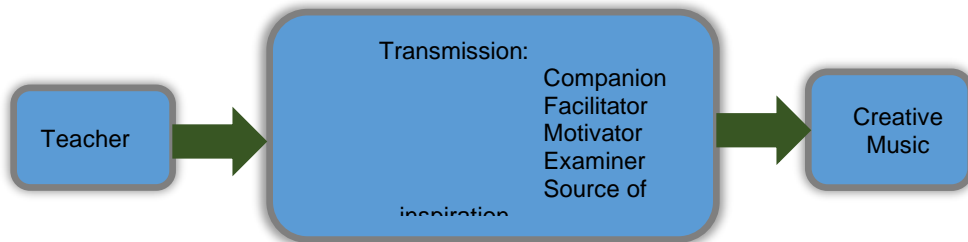


Figure 1. The Role of Teachers in the Transmission of Creative Music Learning in the Implementation of the Kurikulum Merdeka in Junior High Schools

The above figure explains how the role of teachers in transmitting Creative Music learning in junior high schools in the implementation of the Kurikulum Merdeka. There are five roles of teachers as transmitters of Creative Music learning:

- a. The teacher as a companion. Creative Music learning requires student creativity. Student creativity will emerge if supported by an environment that can facilitate this creativity, meaning that the teacher has a major role in the classroom to create an environment that can encourage students to experiment, guidance on creative ideas raised by students, and help students to develop these creative ideas.
- b. The teacher acts as a facilitator. As a facilitator in Creative Music learning, teachers have a role to facilitate students in exploring sound to produce creative music works. Teachers also have the task of facilitating various creative music learning resources and spaces to be able to discuss various kinds of creative music ideas of students. Teachers can also facilitate to present competent resource persons in the field of Creative Music.
- c. The teacher as a motivator. In Creative Music learning not only requires students' musical creativity, but also motivation is needed to create creative music, so in Creative Music learning teachers have a role to create a conducive environment to be able to create a learning atmosphere that can encourage students to find creative ideas.
- d. The teacher as an examiner. In the Kurikulum Merdeka, learning assessment is carried out using two assessments: formative assessment (assessment of the creative music learning process) and summative (assessment in the form of a creative music project). This assessment is the task of the teacher to determine the level of student understanding of Creative Music learning that has been done.
- e. The teacher as a source of inspiration. Creative Music learning requires stimulus from a wide variety of inspirations. One of the student inspirations is obtained from the teacher, therefore, teachers in Creative Music learning must have a lot of experience about creativity in music, to provide many sources of inspiration to students.

3.2 Discussion

Creative Music learning at the Junior High School in the implementation of Kurikulum Merdeka has undergone a change. Changes in learning in the implementation of the Kurikulum Merdeka are transmitted by teachers, so in the Kurikulum Merdeka, teachers have a very important role so that the learning carried out can meet the CP set by the Ministry of Education and Culture and Technology. Learning outcomes at the Junior High School in the Kurikulum Merdeka are in phase D, which means that at the end of learning students will: (1) Experience – At the end of the phase students actively gain experience of sound/music and show musical sensitivity contextually and actively participate in music performances; (2) Reflecting – at the end of the phase, students can listen, actively participate in sound experiences, demonstrate musical sensitivity, and be active in musical performances; (3) Thinking and working artistically – Students can carry out good habits and routines in music practice starting from preparation, during, and ending to develop and improve musical fluency and flexibility. Students can also select, play, produce, and analyse musical works actively, creatively, artistically, musically, and contain the value of local wisdom either individually or in groups; (4) Creating: Students can generate ideas for creating original musical works using elements of intrinsic or extrinsic music, contexts that are varied, either planned or situational according to musical rules; and (5) Impacting themselves – Students gain valuable musical experiences that impact both themselves and others. The five achievements of Music learning in the Independent Curriculum can be achieved through the role of teachers in transmitting Creative Music learning in the classroom.

The role of teachers as companions, facilitators, motivators, examiner, and sources of inspiration is needed to be able to achieve Music learning LO. Creative music is a Music Arts learning material that can facilitate the achievement of LO in the implementation of the Kurikulum Merdeka in Junior High School. In Creative Music learning students will: (1) Gain experience and actively participate in creative music performances; (2) Reflect on the experience of sound in the creative music created; (3) Students can also think and work artistically when making creative music: composing a wide variety of musical ideas and organizing them in creative music; (4) In creative music, students create creative music that comes from creative ideas that have novelty. The assessment made of creative music is on the originality of the creative music work produced, not solely musical skills; (5) The experience of creating creative music is a valuable experience for students. It has a positive impact not only on students but also on others who enjoy their musical performances.

4. CONCLUSIONS

Creative Music Learning in the implementation of the Kurikulum Merdeka in Junior High School requires the role of the teacher as a transmitter. This role is the duty and responsibility of teachers to be able to be a companion, facilitator, motivator, examiner as well as a source of inspiration in learning Creative Music in Junior High School, through these duties and responsibilities, Creative Music learning in Junior High School in the implementation of the Kurikulum Merdeka can achieve the LO set for Phase D. In addition, the role of the teacher as a transmitter can slowly be a bridge to learning loss due to the COVID-19 pandemic.

Creative Music is learning that requires creativity from teachers and students. To be able to carry out Creative Music learning, teachers should have a lot of creative music experience and various kinds of learning resources so that teachers can stimulate creative ideas to students. Creative Music learning also requires active involvement of teachers and students in discussing creative ideas, so it is expected that teachers can motivate students to create a conducive environment so that students can boldly express and discuss their creative ideas.

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