
INNOVATIVE TEACHING STRATEGIES FOR KURIKULUM MERDEKA TO IMPROVE EDUCATION FOR INDONESIAN MIGRANT CHILDREN IN JEDDAH

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Abstract

This study aims to examine the implementation of teacher training on learning innovations within the Kurikulum Merdeka to improve the quality of education for students, particularly Indonesian children living abroad. This community service employs the Asset-Based Community Development (ABCD) approach. The target participants are all 18 elementary school teachers at the Indonesian School in Jeddah. Data collection instruments included both qualitative and quantitative methods, utilizing questionnaires and interviews, before and after the implementation of activities. As a result of this service activity, the teachers at the Indonesian School in Jeddah successfully developed innovative learning media for the Kurikulum Merdeka using digital tools such as Canva and Assembler Edu. Furthermore, the use of digital technology-based learning media significantly motivated students and enhanced their learning experience.

Keywords: learning innovation; kurikulum merdeka; education quality; Indonesian migrant workers' children

Abstrak

Penelitian ini bertujuan untuk mengkaji penerapan pelatihan guru tentang inovasi pembelajaran dalam Kurikulum Merdeka untuk meningkatkan kualitas pendidikan bagi siswa, terutama anak-anak Indonesia yang tinggal di luar negeri. Layanan masyarakat ini menggunakan pendekatan Asset-Based Community Development (ABCD). Peserta yang menjadi target adalah semua 18 guru sekolah dasar di Sekolah Indonesia di Jeddah. Instrumen pengumpulan data mencakup metode kualitatif dan kuantitatif, dengan menggunakan kuesioner dan wawancara masing-masing, sebelum dan sesudah pelaksanaan kegiatan. Sebagai hasil dari kegiatan pelayanan ini, para guru di Sekolah Indonesia di Jeddah berhasil mengembangkan media pembelajaran inovatif untuk Kurikulum Merdeka menggunakan alat digital seperti Canva dan Assembler Edu. Selain itu, penggunaan media pembelajaran berbasis teknologi digital secara signifikan memotivasi siswa dan meningkatkan pengalaman belajar mereka.

Kata kunci: inovasi pembelajaran; kurikulum merdeka; kualitas pendidikan; anak pekerja migran Indonesia

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Introduction

This study is based on data about migrant workers, highlighting the frequent problems they face, especially in the Middle East. The data shows that in September 2018, there were 3,069 cases affecting migrant workers, with the majority working in the Middle East, particularly Saudi Arabia. (Chan, 2018; Insyirah et al., 2023; Puspitasari, 2021) Koesrianti's research explains that Indonesian workers are vulnerable due to their poor backgrounds, lack of understanding of their rights, and low educational levels. (Kusdarini et al., 2021)

According to The National Agency for Placement and Protection of Indonesian Migrant Workers, 276,553 Indonesian migrant workers were recorded in Saudi Arabia in 2019, with a higher proportion in the informal sector compared to the formal sector. (Simeru et al., 2023) Therefore, it is hoped that through education, the children of migrant workers will receive proper education.

Education services are organized by the Government of Indonesia's representatives in Saudi Arabia, including five educational institutions. These consist of four formal institutions: 1) Jeddah Indonesian School (SIJ); 2) Darul Ulum Jeddah School; 3) Riyadh Indonesian School (SIR); and 4) Mecca Indonesian School (SIM). Additionally, there is one non-formal institution, the Institute of Religious Education An Nasiriyah in Jeddah. (Qurtuby, 2021)

Given that education is an asset for the nation, it is essential to contribute to change and innovation for the progress of human resources. In line with the directive from the Minister of Education and Culture of Indonesia, who revised and established Kurikulum Merdeka as an enhancement of the 2013 curriculum (Ministry of Education and Culture, 2021). The implementation of the Merdeka curriculum emphasizes the development of interests, talents, character, and reinforcement of Pancasila student profiles.

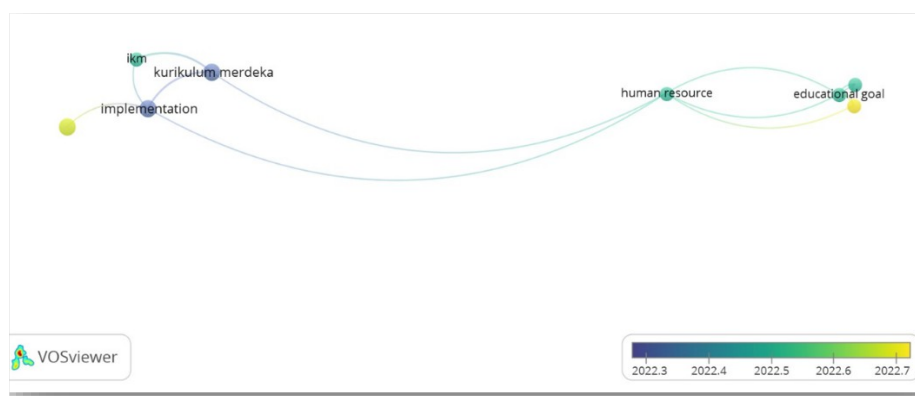


Figure 1. Literate Review Through VosViewer Application

As shown in Figure 1, extensive studies and research related to Kurikulum Merdeka at the elementary, junior high, and high school levels have been conducted since 2022 (Nurjanah & Syamsudin, 2023; Pitaloka & Arsanti, 2022; Rotty et al., 2022). However, there has not yet been sufficient socialization of Kurikulum Merdeka for migrant workers, especially in Jeddah.

Besides the lack of socialization, the implementation of Kurikulum Merdeka is highly relevant for Indonesian migrant workers as the Pancasila profile project closely relates to fostering nationalism and cultural tolerance, especially for overseas migrant workers. Through innovative learning in Kurikulum Merdeka, teachers can update and upgrade their abilities in the teaching and learning process. This

mentoring program continues from a previous international community service initiative that assisted Indonesian students in Malaysia, who are also children of Indonesian migrant workers. (Syamsi, 2022)

Therefore, our dedication focuses on “Innovative Teaching Strategies for Kurikulum Merdeka to Improve Education for Indonesian Migrant Children in Jeddah.” This initiative is expected to synergize with the Ministry of Education and Culture, Research, and Technology in providing innovative education for children of migrant workers in Indonesian Schools - Jeddah.

Method

This community service project employs the Asset-Based Community Development (ABCD) approach. Rout & Gupta (Cunningham & Mathie, 2002; Rout & Gupta, 2017) explain that ABCD is a strategy for community empowerment. This project focuses on enhancing teacher competence to implement the Kurikulum Merdeka, which emphasizes competency-based, flexible learning and the Pancasila character. It also aims to foster an understanding and recognition of the unique potential possessed by teachers, thereby empowering the Indonesian School in Jeddah.

The target participants of this project are teachers and children of Indonesian migrant workers in Jeddah. This includes teachers at various educational levels, from basic to secondary education, who teach in Indonesian schools for the children of migrant workers in Jeddah.

The steps of this project include several key stages. *First*, inculturation involves efforts to unite teachers and all stakeholders at the Indonesian School in Jeddah with Indonesian migrant workers. This stage maps three dimensions: meeting needs and solving practical problems, developing knowledge, and facilitating the process of social change (Abbas et al., 2020; Dolezal & Burns, 2015; Ma, 2002). *Second*, the discovery stage involves an in-depth search for positive achievements and experiences from the past, owned by the children of Indonesian migrant workers in Jeddah. The information obtained helps to describe the shared vision and mission to meet their needs. *Third*, the design stage identifies assets and opportunities to build the capacity of teachers in Indonesian-Jeddah schools. It aims to implement innovative Kurikulum Merdeka learning for the children of Indonesian migrant workers and determine models, strategies, and systems to develop potential. (Salahuddin, 2015) *Fourth*, the define stage involves defining actions based on the findings. Assistance is provided to teachers at Indonesian schools in Jeddah through training or workshops focused on Kurikulum Merdeka. This aims to improve the education quality of children of Indonesian migrant workers, empowering teachers at all levels, See Figure 2.



Source : Researcher Document

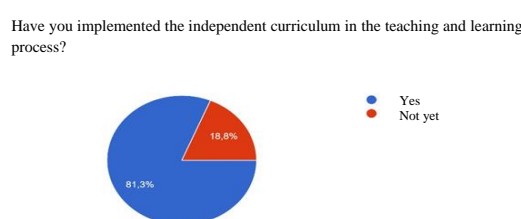
Figure 2. Implementing Kurikulum Merdeka with AR in SIJ

Finally, the reflection stage involves monitoring and evaluating the process to identify dedication and performance results. (Cunningham & Mathie, 2002; Mathews, 2013)

Results and Discussion

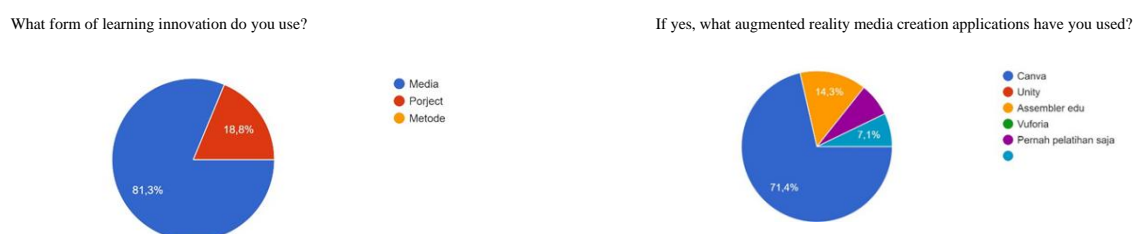
Implementing Learning Innovation with Augmented Reality in SIJ

Before starting the training activity titled "Innovative Teaching Strategies for Kurikulum Merdeka to Improve Education for Indonesian Migrant Children in Jeddah," a Google Form questionnaire was distributed to gather information related to the implementation of the Independent Curriculum and the use of innovative learning media by teachers in teaching and learning activities. The results are shown in Graphic 1.



Graphic 1. Implementation of the Independent Curriculum

Based on Graphic 1, it is known that 81.3% of teachers at the Indonesian School Jeddah have implemented the Merdeka Curriculum in the teaching and learning process. Furthermore, it relates to the learning innovations that teachers use. This high percentage indicates a strong adoption of the new curriculum, suggesting that the teachers are open to integrating innovative teaching methods into their practice.



Graphic 2. Forms of Learning Innovation Used by Teachers

Based on Graphics 1 and 2, it is explained that 81.3% of teachers have implemented learning innovations in the form of learning media, and 71.4% of teachers use the Canva application to design it. However, after observation, it turns out that the use of the Canva application is still basic, mostly for making PowerPoint presentations, with only a few using media in the form of animated videos. This observation led the research team to conduct training in learning innovation, focusing on creating Canva animation videos and augmented reality media assisted by Assembler Edu.

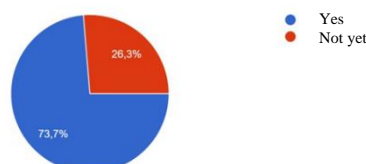
This training activity began with the presentation of material related to the Independent Curriculum and digital technology-based learning media. It then continued with demonstrations and exercises for participants on using the Canva application and Assembler Edu to produce animated video learning media and augmented reality. The media were then applied to students. The results of student responses are presented in Graphics 3 and 4.

If the teacher uses animated video learning media, do you understand the material presented?



Graphic 3. Student response to animated video media

If the teacher uses 3D learning media, do you understand the material presented?



Graphic 4. Student response to augmented reality learning media

From Graphics 3 and 4, it can be concluded that 100% of students like and understand the learning material when using animated video media. Additionally, 73.7% of students understand the material when using 3D or augmented reality learning media. This means that the training or assistance carried out by the community service team titled "Assistance of Learning Innovation Kurikulum Merdeka for Teachers to Improve the Education Quality of Children of Indonesian Migrant Workers in Indonesian Schools - Jeddah" was successful. These results highlight the effectiveness of interactive and visually engaging media in enhancing student comprehension and engagement.

Based on the survey, students were asked if they could understand the learning material displayed through AR media. The results showed that 73.7% of students understood the material when using 3D or augmented reality learning media. This confirms that the training or assistance carried out by the community service team was successfully implemented. The significant improvement in student understanding suggests that AR media can bridge gaps in traditional teaching methods by providing a more immersive and engaging learning experience.

Teachers are expected to provide fun, creative, and innovative education in implementing the Independent Curriculum to foster positive attitudes among students "Innovation Assistance for Learning "Independent Curriculum" for Teachers to Improve the Quality of Education for Children of Indonesian Migrant Workers in Indonesian Schools in Jeddah" was successfully implemented.

Teachers are expected to be able to provide fun, creative and innovative education in implementing the Independent Curriculum to foster positive attitudes among students (Abdurahman et al., 2022; Haryati et al., 2022). Improving the quality of education in the Merdeka Curriculum emphasizes the use of technology and developing the Merdeka Curriculum learning model by improving students' skills in four main pillars, namely Critical Thinking Skills, Communication Skills, Collaboration Skills, and Creative Thinking and Action Skills.(Cutcher & Boyd, 2018; Maharani et al., 2022; Praptiwi et al., 2021; Rachmadtullah et al., 2024; Santyasa et al., 2017). These skills are crucial for preparing students to navigate the complexities of the modern world, indicating the broader significance of this initiative.

Based on the training and learning innovation assistance that has been carried out, teachers have significantly benefited from the material presented. Additionally, training and mentoring on 3D learning media through the Canva and Assembler applications are considered easy to implement in schools. This is supported by the school facilities available in the computer laboratory during training. The school

principal also supported the implementation of this service. (Buchori et al., 2016; Cicconi & Marchese, 2019; Han et al., 2015; Sidiropoulos, 2021; Zhang et al., 2021).

Apart from the school facilities, enthusiastic teachers also contributed to the success of this service. The teachers were very enthusiastic in going through each stage of the Canva and Assembler training. In its application, teachers also have the Canva Pro application, enabling them to access media and applications only available to Canva Pro users. Besides the teachers, students also participated enthusiastically in providing learning media through Augmented Reality. One student mentioned that they had never used AR media before, saying, "I've never used something like this, ma'am, it's exciting, hehehe."

Another student mentioned that this was something different because it had never been implemented in school. The unique aspect is that children can also understand learning through AR. They are very proud to be Indonesian children, as the learning values can also foster a sense of love for their homeland. This feedback underscores the potential of AR to not only enhance academic learning but also to instill cultural pride and national identity among students.

The primary factor hindering the implementation of learning innovations through AR via Canva and Assembler is the busy teaching schedules of the teachers at SIJ. Therefore, the solution is to conduct training and mentoring according to the schedule determined by the teachers. Flexibility in training schedules is crucial to accommodate the teachers' workloads and ensure the sustainability of the learning innovations introduced.

Asset-Based Community Development (ABCD) Method in Community Service at the Indonesian School in Jeddah

In accordance with the ABCD principle, the ability of the school community to discover the assets, strengths, and potential they possess is seen as capable of moving and motivating them to make changes, as well as being the main drivers of that change. Methods for finding assets in ABCD include: 1) Appreciative Inquiry; 2) Community Mapping; 3) Area Search (transect); 4) Association and Institution Mapping; 5) Individual Inventory Skill Mapping; 6) Financial Circulation (Leaky Bucket); and 7) Priority Scale (Low Hanging Fruit).

However, what we do in Community Service at the Jeddah Indonesian School is:

Appreciative Inquiry

Discovery. The Discovery stage is a process of in-depth search for positive things, the best things that have been achieved, and past experiences of success. This process is carried out with appreciative interviews. An example of a question to ask is, "Name a hope you have for increasing your strengths and effectiveness?" or "What have you learned from the latest app?".

In this stage, also known as success story analysis, we start with several questions as above by dividing them into two phases: the pre-mentoring phase and the post-mentoring phase. The success story obtained is as follows: Pre-Assisting phase (interview with homeroom teacher in grade 4 elementary school): "We have done an independent curriculum by using several innovations in learning media in the form of PPT, but PPT designed from Canva. We have not used it, and even though we have an idea to develop Augmented Reality learning, it is still in my personal prototype

in my dissertation at UNY, so we cannot do it at this time." Post-Assisting phase (Interview with grade 4 elementary school homeroom teacher).

Dream. At this Design stage, people begin to formulate strategies, processes, and systems, make decisions, and develop collaborations that support the realization of the expected changes. At this stage, all positive things in the past are transformed into strength to realize the expected changes (dreams).

Design. At this Design stage, people begin to formulate strategies, processes and systems, make decisions and develop collaboration that supports the realization of the expected changes. At this stage all positive things in the past are transformed into strength to realize the expected changes (dreams).

Destiny. The Destiny stage is the stage where every teacher in the school implements various things that have been formulated at the Design stage. This stage occurs when the organization continuously implements change, monitors its progress, and develops dialogue, learning, and new innovations.

Leaky Bucket

Leaky Bucket, or commonly known as a leaky bucket, is one way to make it easier for the school community to recognize, identify, and analyze various forms of activity or turnover in and out of the local economy of the community. In short, the leaky bucket is a useful tool to make it easier for the school community to understand the various turnovers of local economic assets that they own. The results can be used to increase collective strength and build it together.

It is necessary to note that the aim of carrying out the leaky bucket analysis method with students, parents, and teachers is that all citizens or communities who participate can understand the leaky bucket concept. This concept shows that the economy as an asset and potential in the school community can gain innovation and creativity in maintaining and improving the flow of community economic turnover through community strength.

Priority Scale (Low Hanging Fruit)

After the school community identifies their potential, strengths, and opportunities by gathering information politely, mapping assets, searching areas, and mapping school groups, and after they have built beautiful dreams, the next step is to determine how they can realize these dreams. Due to limitations in space and time, it is impossible for all their dreams to come true. The priority scale is a method or action that is relatively easy to implement and helps to determine which dreams can be realized using the community's own potential without any help from outside parties.

CONCLUSION

Based on the results of the initial survey, the implementation of service activities, and the final survey of the responses from training participants, which have been described in the results and discussion section, it can be concluded that the overall service activities are running according to the plans and targets prepared. The training participants, in this case, teachers at the Indonesian School Jeddah, were able to

produce learning innovation products using the Canva application and Assembler Edu, making the learning process more attractive and motivating for students. Additionally, the response from students to the provided learning media was also very good.

This indicates that the integration of technology in learning has great potential to increase students' motivation and understanding. The use of Canva and Assembler Edu applications allows teachers to create more interactive and engaging learning media, which ultimately can improve students' learning outcomes. This success underscores the importance of continuous training for teachers in adopting and utilizing digital technology in the learning process.

Recommendations for further implementation include expanding this training to other schools with similar conditions and providing ongoing support for teachers so they can continue to develop their technological skills. Furthermore, it is important to conduct periodic evaluations of the effectiveness of the learning media used and to gather feedback from students and teachers to continuously improve the quality of learning.

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