

DEVELOPMENT OF A PROJECT BASED LEARNING MODEL TO FORM STUDENT INDEPENDENCE: IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM IN HIGH SCHOOL

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ABSTRACT

Implementation of the Independent Learning Curriculum is starting to be massively carried out by many educational units from primary to secondary education levels. The government, through the Ministry of Education and Culture, has provided infrastructure so that schools can easily implement it and have been given such authority to make modifications according to conditions in the field and the needs of students and teachers. The main aim of this curriculum is to catch up with learning failures (learning loss) as a result of the Covid-19 pandemic. There are 2 important points in this curriculum, namely the integration of various subjects and emphasis on independent learning patterns so that teachers must provide the right teaching tools. so that the learning objectives are achieved and the mandate of the independent learning curriculum is fulfilled. Implementation of the independent learning pattern requires students to be more active, creative and participative to complete their learning tasks. An effective learning model for increasing student independence is project based learning. The implementation of the Independent Learning Curriculum for Class X High School with Production Process material can integrate several subjects at once, including economics, sociology and local content. So it becomes relevant that the project learning model based on student independence targets this concept. As a consideration, the results of initial observations carried out by researchers in several high schools in DIY which have implemented the independent learning curriculum, especially in class X, show that there are many indications that students are less effective in their learning process. This can be seen from cheating during tests, joking around when the teacher has not yet entered the classroom, and even students seem to be busy chatting while the teacher is explaining. This shows symptoms of a lack of initiative to focus oneself, concentrate on studying and a lack of initiative to ask questions and discuss if there is material that is not yet understood or is difficult to understand. The research results can be concluded as follows: Based on the validity test, the average rating is 3.83. This means that the instrument developed is ready to be used for research. In accordance with the suggestions given, the researchers followed up with improvements to the syntax of learning activities, allocation of meeting or activity time, LKPD templates, and strengthening the profile of Pancasila students. Validator statements show that 75% of validators stated that the learning model was suitable for use with improvements. The advantages of the learning model can be identified, including providing real-world experience to students in a project-based learning process, increasing student activity and involvement, improving team collaboration skills, integrating across scientific disciplines, and improving problem solving skills.

Kata Kunci: *Project Based Learning, Independent study, High School, Needs and Wants Study*