
Implementation of *Merdeka Belajar* Through Museums As a Learning Resource in Differentiated Project Based History Learning

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ABSTRACT

This study aims to describe the implementation of Merdeka Belajar through museums as a learning resource in differentiated project based history learning in class XII of Social Studies at Senior High School 4 Bandung. This research method uses descriptive qualitative methods with data collection techniques through observation, documentation, interviews and equipped with a questionnaire. The results of the study indicate that: The need to design differentiated project based learning through museum as a learning resource in a systematic and planned; The implementation of differentiated project based learning is carried out in the classroom and visits to the Museum of the Asian African Conference as a learning resource; In practice, the teacher gives students freedom within certain limits to choose the type of project, participation in the work, to the type of social media as a means of publishing student work; The results obtained in project based learning are differentiated, namely students become active, students can find out so they can make works from museums as educational and inspirational learning resources; In addition, teachers can develop the potential of different students through differentiation projects. This research is expected to be an input for further research and can be implemented in differentiated project based learning.

Keywords: Merdeka Belajar, Museum, History Learning, Differentiated Projects.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi Merdeka Belajar melalui museum sebagai sumber belajar dalam pembelajaran sejarah berbasis proyek berdiferensiasi di kelas XII IPS SMA Negeri 4 Bandung. Metode penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, dokumentasi, wawancara dan dilengkapi dengan angket. Hasil penelitian menunjukkan bahwa: Perlunya mendesain pembelajaran berbasis proyek berdiferensiasi melalui museum sebagai sumber belajar dengan sistematis dan terencana; Pelaksanaan pembelajaran berbasis proyek berdiferensiasi dilakukan di kelas dan kegiatan kunjungan ke Museum Konferensi Asia Afrika sebagai sumber belajar; Dalam pelaksanaannya guru memberikan kebebasan dalam batasan tertentu pada siswa untuk memilih jenis proyek, partisipasi pengerjaan, hingga jenis media sosial sebagai sarana publikasi hasil karya siswa; Hasil yang didapatkan dalam pembelajaran berbasis proyek berdiferensiasi yaitu siswa menjadi aktif, siswa dapat mengetahui hingga dapat membuat hasil karya dari museum sebagai sumber belajar yang edukatif dan inspiratif; Selain itu, guru dapat mengembangkan potensi siswa yang berbeda-beda melalui proyek berdiferensiasi. Penelitian ini diharapkan dapat menjadi masukan bagi penelitian selanjutnya dan dapat diimplementasikan dalam pembelajaran berbasis proyek berdiferensiasi.

Kata Kunci: Merdeka Belajar, Museum, Pembelajaran Sejarah, Proyek Berdiferensiasi.

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INTRODUCTION

Merdeka Belajar is a policy program launched by the Indonesian Minister of Education and Culture, Nadiem Anwar Makarim. According to Nadiem Makarim, Merdeka Belajar is a concept created so that students can explore their respective interests and talents (Chaterine, 2021). This concept is based on Ki Hajar Dewantara thought that children live and grow according to their own nature, and educators can only care for and guide the growth of that nature. The concept of Merdeka Belajar in this case is not just a mere freedom between teachers and students in educational practice, but the learning process is in accordance with what is mandated in the objectives of the 2003 National Education System Law, namely to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Merdeka Belajar aims to create a learning environment that is free to express, free from various obstacles, especially psychological pressure (Kusumaryono, 2020). The freedom that is meant for teachers is having the freedom to maximize learning in order to achieve the goals (goal oriented) of national education, but still within the guidelines of the curriculum rules. Meanwhile, the freedom meant for students is the freedom to express themselves during the learning process at school, but still follow the rules at school.

One of the implementations of Merdeka Belajar that can be done is by using a differentiated project approach. Differentiated learning is an attempt to adapt the learning process to meet the individual learning needs of each student (Tomlinson, 2000). The adjustments in question are related to interests, learning profiles and student readiness to achieve increased learning outcomes. Differentiated learning is an adjustment to interests, learning preferences, and student readiness to achieve increased learning outcomes (Marlina, 2019). This supports Tomlinson's opinion, that teachers can categorize student learning needs, at least based on 3 aspects, namely student readiness, student interests, and student learning profiles (Tomlinson, 2001).

Differentiation learning uses various approaches (multiple approach) in content, process and product (Andini, 2016). In the differentiation class, the teacher will pay attention to 3 important elements in learning differentiation in the classroom, namely content (input) which is about what students learn, the process is how students will get information and make ideas about what

they are learning, the product (output) how students will demonstrate what they have learned. The three important elements in differentiation learning are certainly related to the learning resources needed in differentiation learning. Content relates to learning resources that students learn, processes related to ideas or information obtained from learning resources, and products related to work produced from the process of creativity and innovation learned from learning resources.

Learning resources have an important role in the differentiation learning process. According to the form and content of learning resources can be divided into five kinds, namely places or environments, objects, people (humans), books, and events (Prastowo, 2004:34). The place or natural environment in question is a room where a person can carry out the learning process or change behavior, then the place can be grouped as a place of learning, the learning place in question is a learning resource, such as museums, libraries, laboratories, and historical places (Samaludin, 2022: 61). Museums are one of the learning environments among many history learning environments that are designed for learning purposes (Haq and Wiyanarti, 2019: 163). The role of museums as agents of culture, education and even nationality is widely recognized (Bryan et al., 2012: 133). Hutherington (without year: 597) also illustrates the importance of museum by reminding that museum need to be understood as a key institutional space of modernity involved in dealing with the changing character of experience in the present. Thus the museum has a function as a means of education, recreation, and even inspiration in differentiated project-based learning, as a manifestation of the implementation of Merdeka Belajar.

Based on the explanation above, the museum as a learning resource has an important meaning in differentiated project-based history learning. Moreover, the lack of use of museums as a learning resource in project-based learning is differentiated, even though museums are a source of education that is not only a means of recreation but also a source of educational inspiration. Therefore, this study aims to describe the implementation of Merdeka Belajar through museum as a differentiated project-based learning resource. In addition, the urgency of writing this topic is to discuss the importance of learning design, knowing the implementation and outcomes of differentiated project-based learning through museum as learning resources. This is based on the importance of implementing Merdeka Belajar through museum as a learning resource in differentiated project-based history learning.

RESEARCH METHODS

This study used a qualitative approach with a descriptive design. This research approach aims to find meaning and patterns based on the results of observations and interviews submitted by participants about research problems (Creswell, 2015). Qualitative research intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, actions and others, holistically and by means of descriptions in the form of words and language in a special natural context by utilizing various methods. natural (Moleong, 2021: 6). This research approach was chosen based on the research objective, namely to describe the implementation of Merdeka Belajar through museums as a learning resource in differentiated project-based history learning. The research was conducted in class XII of Social Studies at Senior High School 4 Bandung in the odd semester of the 2021/2022 academic year. Data collection techniques through observation, documentation, interviews and questionnaires. After the research data is obtained, it is analyzed using interactive analysis adopting Miles and Huberman which consists of data reduction, data presentation, and drawing conclusions (Sugiyono, 2010:91).

RESULTS AND DISCUSSION

Project Based History Learning Design Differentiates Through Museum as Learning Resources

In delivering a learning material can not be separated from the learning design. The purpose of designing learning is to provide clarity of material to be delivered to students (Permana and Suhaili, 2020: 200). The teacher seeks to design and develop it in accordance with the objectives of differentiation learning that accommodates the needs and interests of students' talents. The learning resource that is used as the design of the

teaching materials is the Museum of the Asian African Conference on material regarding the Asian African Conference in the history subject of specialization for class XII odd semester which is input for students in making projects. Considering that this material has never been designed for teaching materials in learning regarding museums as a learning resource in differentiated project-based learning. Differentiated project-based learning design is very important in accommodating the diverse potential of students.

In addition to learning designs that are adapted to the discussion material regarding the Asian-African Conference, the development of the 2013 curriculum syllabus and designing the history lesson plans for specialization with special criteria, including through classroom learning activities and visits to museums. This is done so that project learning is differentiated in line with the learning tools used as a form of developing the implementation of the curriculum used. Thus, the goal of learning differentiation that is in favor of students is realized through a differentiation project, as a form of implementation of Merdeka Belajar.

After the learning design has been prepared, the next step is to create technical instructions and an assessment rubric for differentiated project-based learning. This is in line with the purpose of learning design, namely so that students can understand the technical and assessment indicators of each type of project offered. In the process of learning project differentiation students are encouraged to be able to produce products. The product in question is how students show what they have learned, and learning products allow teachers to assess the material that has been mastered by students and provide the next material, and student learning styles also determine what learning outcomes will be shown to the teacher (Marlina, 2019).

Table 1. Technical Guidelines and Aspects of Differentiated Project Assessment

No.	Type of Project	Number of Participants	Assessment Aspect	Publication
1	Vlog	individual/group (maximum 5 people)	content suitability with theme, aesthetics, creativity	Instagram* Youtube*
2	Cinematography	individual/group (maximum 5 people)	content suitability with theme, aesthetics, creativity	Instagram* Youtube*
3.	Photography	individual	ideas and skills	Instagram
4.	Drawings/paintings	individual	originality, content, techniques, aesthetics	Instagram
5.	Digital images	individual	originality, content, technique, aesthetics	Instagram

No.	Type of Project	Number of Participants	Assessment Aspect	Publication
6	Digital comics	individual	narrative, content/theme, aesthetics, creativity and originality	Instagram
7	Essay	Individual	originality, conformity to the theme, grammar, analytical skills	Instagram
8	Scientific writing	individual/group (maximum 3 people)	originality, conformity to the theme, grammar, analytical skills	Instagram
9	Podcasts	individual/group (maximum 3 people)	content suitability with themes, ideas, vocals	Instagram* Youtube* Other media
10	songs	individual	originality, musicality, composition technique, content/theme	Instagram* Youtube*
11	Poetry Creation	individual	poetry structure (diction and spelling), poetry content (theme and message) originality of	Instagram

Source: Data Processing Personal

Differentiated learning is able to help students achieve optimal learning outcomes, because the products that will be produced are according to their interests. The resulting product can be presented in an article, essay, song, poem, infographic, digital image/manual, digital comic, photography, poster, *podcast*, video *performance*, video animation or other forms according to the skills and interests of each individual or group. Students are allowed to choose how to demonstrate understanding according to their preferences, such as students who like to draw and make products in the form of infographics/posters/clippings, students who like to sing make products in the form of songs, students who like to practice directly making products in the form of performance videos/animated videos, and students who likes to write and make products in the form of articles/poems (Alhafiz, 2022: 1920). Therefore, the types of projects offered are tailored to the interests and talents of students. So based on the considerations and surveys, 11 types of projects were found that students were interested in, namely vlogs, cinematography, photography, sketches/paintings, digital images, digital comics, essays, scientific papers, *podcasts*, songwriting, and poetry creations.

The theme of the project is in accordance with the role of the museum as a learning resource, namely "Asia-Africa Conference and World Peace". The content sought as input for the project to be created must match the theme with the choice of sub-themes (content) such as history/events in organizing the AAC, profiles of figures involved in the AAC, profiles of KAA member countries, activities while at the KAA museum, exterior/interior of the KAA museum building, or other content related to the theme and type of project. In order for students to understand, the

teacher provides technical instructions and aspects of the assessment so that the learning objectives of the differentiated project are achieved. In practice, students are given the freedom to work on projects independently or in groups. each type of project has a different assessment according to its needs. Likewise with technical guidelines that adjust to the assessment indicators for each type of project. The work is then published on Instagram or Youtube by including *caption* consisting of the title, name, class, type of project, and a brief description, and using the appropriate hashtag, namely #pembelajaransejarahberdifferentiation. The original file is then uploaded to *Google Classroom* via *Google Drive* and link Instagram/Youtube link for documentation and evaluation.

The learning design is designed to achieve the objectives of the learning design itself, namely to provide clarity of the material to be delivered and the project plan to be implemented. In this case the role of the teacher as a facilitator and designer of learning design. In addition, learning resources designed in the learning design are in accordance with the context in which students are located, namely a museum which is not far from the school environment. Learning design can also contain values, expand knowledge and accommodate student potential by integrating it through the material being taught. Thus, differentiating project-based learning designs through museums as learning resources becomes very important in implementing Merdeka Belajar.

Implementation of Differentiated Project Based Learning Through Museums as Learning Resources

The learning process begins with online learning through *Google Meet*, due to the pandemic conditions so learning activities must gradually

adjust to the Limited Learning policy or Pembelajaran Tatap Muka Terbatas (PTMT). The material presented was about the Asian African Conference in learning history of class XII IPS specialization with a lecture, discussion, and question and answer method. The media used in online learning is only PowerPoint so that learning tends to be boring, as can be seen from the participation of students in interacting. At the end

of the lesson, it is conveyed about the planned visit to the Museum of the Asian African Conference which is a source of learning on this material as part of a differentiation project. This got a positive response from students considering that learning activities that had been carried out face-to-face, finally could be done directly outside the classroom, namely by visiting museums.



Figure 1. A Visit to the Museum of the Asian-African Conference as Input for a Differentiated Project
Source: Personal Documentation

The museum visit for four classes in class XII of Social Studies at Senior High School 4 Bandung was carried out for two days, from 20-21 November 2021. So that two classes could be visited every day, due to the policy of limiting visits to museums during the pandemic. Even so, students were very enthusiastic about visiting the museum, which is located in the middle of Bandung City and not far from the school. Although the student attendance rate for each class is around 60%. This is because of the activities of visiting the museum in conjunction with student activities with their families and other activities. Coupled with restrictions during the pandemic so students do not get permission from both parents. However, with the virtual museum tour technology, visiting activities can be carried out easily and effectively during the pandemic through the Asian-African Conference Museum website. It is proven by the online participation rate by accessing the museum's website to do a virtual

museum tour by 10% and in-person museum visits by as much as 90%, including independent follow-up to the museum.

The visit to the Museum of the Asian-African Conference begins with a reservation the day before, given the restrictions on visits to the museum during the pandemic. Students prepare equipment according to the needs of the project that will be made with sources from the museum as input for a differentiated project, such as historical information/events in organizing the AAC, profiles of figures involved in the KAA, profiles of KAA member countries, activities while at the KAA museum, exterior/interior of the building. KAA museum, or other content related to the theme and type of project. While in the museum, students follow directions and listen to information from the Asian African Conference Museum guide while maintaining health protocols. So, in this case the teacher has a role as a facilitator with a

guide/educator, but still supervises student activities while in the museum.

While in the museum, students listened to the guide's explanation, starting from the permanent exhibition room, the opening diorama of the 1955 Asian-African Conference, watching information videos about the Asian-African Conference in the audio-visual room to the opportunity to enter the main room where the Asian-African Conference was held. In the permanent exhibition room, a number of collections in the form of three-dimensional objects and documentary photos of the events of the Tugu Meeting, Colombo Conference, Bogor Conference, and the 1955 Asian African Conference are exhibited. In addition, photographs of the events behind the birth of the Asian-African Conference are exhibited; the impact of the Asia-Africa Conference on the international community; Gedung Merdeka from time to time; profiles of countries participating in the Asian African Conference which are contained in multimedia. In the audio-visual room, documentary films about world conditions up to the 1950s, the Asia Africa Conference and its subsequent conferences were shown, as well as films about cultures from Asian and African countries. Furthermore, in the main conference room which was held in 1955, students can experience firsthand and witness buildings that bear witness to the history of world peace, such as interiors, chairs and podiums that are still preserved

with the addition of the flags of newly joined countries and the peace gong on the front. This is a distinct impression for 42.3% of students who first visited the Museum of the Asian African Conference.

After making a visit to the museum as a differentiation project input process, then students pour their inspiration and ideas from the museum as a source of learning into the form of a product. In the process stage, students will get information and make ideas about the things they learn to later become a product (Andini, 2016). The types of projects selected by students can be seen from the results of the questionnaire in the percentage diagram of the types of projects. Based on the results of the questionnaire in the diagram above, the most popular types of projects are cinematography 38.5%, vlog 24%, photography 23%, digital images 2.6%, poetry creation 2.6%, other projects 2.6%, 2.6% podcast, 1.3% essay, 1.3% scientific writing, and 1.3% songwriting. Based on these data, the selection of the type of project is related to the student's learning style. Learning style is an individual's way to absorb and process information easily according to his ability (Alhafiz, 1914: 2022). Based on the data above, the learning style of each student varies according to the character to the interests and talents of students, so that differentiated learning is a solution in implementing Merdeka Belajar.

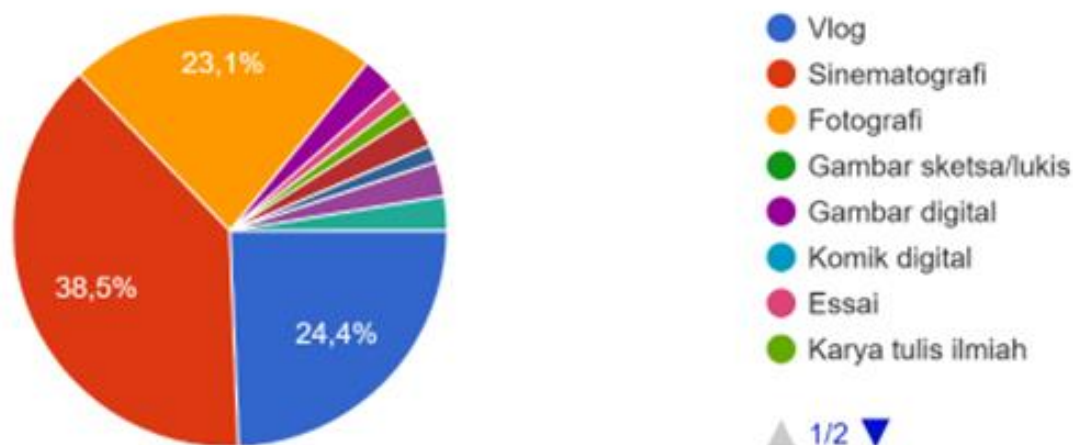


Diagram 1. Percentage of Types of Projects Selected by Students
Source: Survey Results via Google Form

The selection of these types of projects was motivated by several things. Based on the results of the questionnaire, students chose the type of project they worked on for their own reasons including

46.2% reasoned that the type of project was easy and affordable, 39.7% according to interests and talents, 14.1% trying new things. The affordable reason was expressed by ANR students of class XII

IPS 2 that this type of project does not need to take a lot of time to work on and only uses cell phones and applications for editing (Interview, December 1, 2021). is different with ADA students of class XII IPS 2, that the reason I chose the photography project is because I myself like photography, especially taking portraits at the KAA museum which is one of the historical museums in the city of Bandung. Besides that, photography itself is an activity that I think is fun to do and can hone my potential in the field of photography (Interview, November 30, 2021).

In addition, there are reasons students choose this type of project for the reason of trying new things. As stated by N, a class XI IPS 1 student with the reason that cinematography is a new thing for me, especially in terms of taking pictures or videos and editing (Interview, November 30, 2021). Based on the results of the interview, it shows that each child has their own reasons for deciding to choose the type of project they make, ranging from affordability, interests and talents, as well as trying new things which are challenges in their work. This is because differentiated instruction is an effective teaching process by providing a variety of ways to understand new information for all students, including ways to get content; starting from processing, building, or reasoning ideas; and developing learning products and assessment measures so that all students in a classroom with diverse abilities can learn effectively (Tomlinson: 2001). The purpose of the process of differentiating lessons is done to answer the needs, styles, or learning interests of each student (Heacox, 2002).

In implementing differentiated projects, students are free to choose the type of project to be worked on, students also have the freedom to participate in choosing project work independently or in groups. Based on the results of the questionnaire, the involvement of students in the project prefers to work in groups 55.1% and independently 44.9%. This is because on the basis of comfort in workmanship 60%, according to ability 17%, according to interests and talents 11.5%, and 10.3% for other reasons. The reason for working independently was expressed by MO students of class XII IPS 4 (Interview, 10 December 2021) that, I am more comfortable working individually because I find it easier to get ideas when I do it myself and also feel more free. In addition, the working conditions for essay projects are individual. It is different with LNP XII IPS 2 students who prefer to work on projects in groups because they can share the perspectives of each member and express them through vlogs, also the task of editing and shooting videos is easier

because they are divided into each member (Interview, 30 November 2021). Based on the results of these interviews, students have their own learning styles. Student learning styles are more effective if they study in groups with other students (Saija, 2020). This is because of the interdependence of students in working on projects in groups with the abilities of each student. Thus, in the implementation of Merdeka Belajar through a differentiated project, the goal is to create a learning environment that is free to express, free from various obstacles, especially psychological pressure. In this case, students are free to express themselves during the learning process at school, but still follow the rules at school. Students can be more independent, can learn more to gain an intelligence, and as a result of the learning process students change in knowledge, understanding, attitude/character, behavior, skills, and reaction power (Koesmaryono, 2020). Thus, the project differentiates in the implementation of the Merdeka Belajar in line with what is mandated in the objectives of the 2003 National Education System Law, namely to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Differentiated Project Based Learning Outcomes Through Museums as Learning Resources

Project based learning outcomes differentiated through museums as learning resources that can be seen from the processes and results of student work that have been created. As explained in the previous differentiation learning design, the project results that have been published through Instagram or Youtube are then uploaded to Google Classroom via Google Drive link and the Instagram or Youtube link to be documented and assessed. Publication of the work through social media is quite effective. Publishing through Instagram is more effective than through print media because of the current pattern of people who use the internet or social media more in their daily activities, and social media is faster and cheaper (Mayasari and Indraswari, 2018).

The results of student work in differentiated project-based learning are published through social media Instagram or Youtube. Then the teacher gives feedback and values the student's work based on the final result of the work and the process of making it, in this case the teacher as an evaluator. The enthusiasm of students in publishing their work is a form of student activity in working on their work both independently and in groups according to their learning style. Because teachers

in differentiated learning must be able to develop student learning ways to obtain, manage, use and communicate the necessary information (Alhafiz, 1920: 2022). Thus, students are actively involved in the learning both individually and in groups.

According to Suryosubroto (1996: 72) student activity can be seen from: (1) doing something to understand the subject matter with confidence; (2) learn, understand, and find out for themselves how to acquire knowledge situations; (3) feel for yourself how the tasks assigned by the teacher to him; (4) study in groups; (5) try certain concepts yourself; (6) communicate the results of thoughts, discoveries and appreciation of values verbally or in appearance. Student activity is a success factor in implementing differentiated

project-based learning. The success of the implementation of differentiated learning depends on the teacher's role in managing learning. Teaching and learning activities will be of high quality if they are supported by professional teachers who have professional, pedagogic, personality, and social competencies (Permana and Suhaili, 2020: 202). Student learning styles also determine what learning outcomes will be shown to the teacher (Marlina, 2019). The results obtained in project-based learning are differentiated through museums as learning resources that students can recognize, know and understand museums as educational and inspiring learning resources in developing the potential of different students through differentiated projects.



Figure 2. Student Work Vlogs and Poems Published Through Instagram
Source: Documentation of Student Work in Differentiated Projects

CONCLUSION

The importance of implementing Merdeka Belajar through museums as a learning resource in differentiated project-based history learning. This can be done with good learning design, systematic and planned learning implementation, and learning outcomes that are not only the final product in the form of work but the meaning of the process itself for students. The need to design learning with a differentiated project approach through museums as a learning resource is carried out through systematic and planned planning. Adjustment to the learning tools and curriculum used is the key to the differentiation project process. Then a survey of student learning styles is carried out in order to obtain the types of projects that can be offered

according to the interests and talents of students. In order to be in line with the objectives of the learning design, technical instructions and aspects of the assessment of the differentiating projects will be made. The implementation of differentiated project-based learning is a core process that affects the success of the designed learning design. Starting with conventional online learning, followed by visits to museums to get information that can be used as input in making projects in the form of works. After the input is obtained, then the next stage is the process. Ideas and inspiration are poured into a product as a result of work. In the process, students are given freedom according to their learning style, either independently or in groups, the type of project chosen, and the social

media chosen as a means of publishing their work. Student learning outcomes can be seen from the enthusiasm of students in publishing their work through social media with different types of projects according to their interests, talents, affordability, and other reasons. Thus, the results obtained in project-based learning are differentiated through museums as a learning resource, students become active, students can find out and can create works from museums as educational and inspiring learning resources. In addition, teachers in the process can develop the potential of different students through differentiating projects in history learning such as the implementation of Merdeka Belajar.

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