



Enhancing students' learning creativities through the application of literacy learning model in the *Merdeka Belajar Kampus Merdeka (MBKM)* curriculum program

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ARTICLE INFO

Article history:

Received: July 21, 2022

Revised: August 10, 2022

Accepted: September 11, 2022

Keywords:

Learning creativity

Literacy learning model

Technology

Conflict of interest:

None

Funding information:

None

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ABSTRACT

The purpose of this study is to investigate the improvement of elementary students' learning creativities during online learning through the application of the literacy learning model. Therefore, classroom action research (CAR) was applied in this study and practice, this study implemented two cycles in which one (1) cycle consisted of planning, action, observation and reflection. A test which consists of observing, asking, reasoning, trying and communicating elements was used to collect the data. As a result, this study indicates that there was a significant improvement in test results which only 47% of students passing in cycle one (1) and an increase to 94% in cycle two (2). Thus, the use of the literacy learning model is very much recommended to be implemented to enhance students' learning creativities during online learning.



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How to cite (APA Style):

Rajagukguk, H., Nababan, J., Situmeang, L. (2022). Enhancing students' learning creativities through the application of literacy learning model in the *Merdeka Belajar Kampus Merdeka (MBKM)* curriculum program. *JOALL (Journal of Applied Linguistics and Literature)*, 7(2), 478-488.

<https://doi.org/10.33369/joall.v7i2.22879>

Creativity is included in the basic needs of an individual, namely the need for the realization of self-actualization which is the highest need of an individual. Creativity can be identified (identified) and nurtured through proper education. Through proper education, we can produce something new by using something that already exists. The notion of literacy now has a broader meaning that includes various other important fields. Factors that lead to the development of understanding literacy begin with the demands of

the times, which require more abilities, not only the ability to read and write. For this reason, literacy culture plays an important role in this era of globalization [1]. Because that is what causes the development of the notion of literacy, the concept of teaching literacy is defined as the ability to read and write.

A person can be called literate if he already has the knowledge to use in every activity that demands an effective literacy function in society and the knowledge he achieves by reading and writing that allows him to use it for himself. Literacy in the context of the school literacy movement is the ability to access, understand, and use something intelligently through reading, viewing, listening, writing and communicating activities. The school literacy movement launched by the government is an effort to make schools a learning organization whose citizens are literate for life. The school literacy movement is a participatory business or activity, involving school residents and stakeholders under the coordination of the Directorate General of Primary and Secondary Education [2]. Because by reading students can obtain information, reading is one of the literacy activities that cannot be separated from the world of education in the learning stage. From the results of the researcher's observations, it can be identified problems that occur in class III-IV SD Negeri 175795 Lobutangga, Muara District, namely (1) lack of learning creativity of students so that many students cannot read and write (2) influence on students' abilities in memorizing and writing. understand the material in MBKM learning. From the problems above, some solutions can overcome the low learning creativity and the ability of students to memorize and understand MBKM material. That is by using the Literacy learning model [3]. In the activity of the Literacy learning model, the teacher provides comfortable facilities for students by creating a conducive classroom atmosphere for reading activities and preparing a reading corner consisting of fun reading books which can increase learning creativity and the ability of students to memorize learning material.

Following the background of the study, the objective of this study is formulated as follows:

- 1) to investigate the improvement of students' learning creativities when they were taught through the application of the literacy learning model in the *Merdeka Belajar Kampus Merdeka (MBKM)* Curriculum Program.

Following the research objective, the research question is formulated as follows:

- 1) Is there any improvement in students learning creativities when they were taught through the application of the literacy learning model in the *Merdeka Belajar Kampus Merdeka (MBKM)* Curriculum Program?

The MBKM program is a new policy from the Minister of Education and Culture that has been implemented by universities. The main points of

the MBKM policy include: (1) opening a new study program as regulated in Permendikbud No. 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities, and the Establishment, Amendment, Revocation of Permits for Private Universities, as well as Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Universities; (2) higher education accreditation system regulated in Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Universities; (3) legal entity tertiary institutions regulated in Permendikbud No. 4 of 2020 concerning Changes in State Universities to State Universities as Legal Entities and Permendikbud No. 6 of 2020 concerning Acceptance of Undergraduate Students at State Universities; and (4) the right to study for three semesters outside the study program as regulated in Permendikbud No. 3 of 2020 concerning National Higher Education Standards.

One of the keys to the success of implementing the MBKM Policy is to make the learning process in higher education more autonomous and flexible [4], to create a learning culture that is innovative, unfettered, and follows the needs of higher education institutions. In this case, the study program seeks to develop a curriculum by adjusting to the times and producing alumni who are ready to work under the expected learning outcomes [5]. The era of the industrial revolution 4.0 has a main need, namely achieving mastery of integrated literacy and numeracy materials. In maximizing this mastery, it is necessary to make a breakthrough in the field of education, one of which is the Merdeka Learning program, Merdeka Campus.

This program is expected to be able to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation who are superior, moral and ethical [6]. Independent learning itself has the essence that students will have the freedom to think either individually or in groups so that in the future they can give birth to students who are superior, critical, creative, collaborative, innovative, and participating. It is hoped that with the independent learning program there will be an increase in the involvement of students in learning [7].

The policy of the Independent Learning program is not only proclaimed at the basic education level but also at the tertiary level. The independent learning program for higher education is called the Merdeka Learning Campus. In the independent learning campus program, there are various kinds of activities that can be carried out by students, one example of which is the Teaching Campus program at Sisingamngaraja XII Tapanuli University.

The Teaching Campus of Sisingamngaraja XII Tapanuli University as well as universities throughout Indonesia is a program where during this pandemic period students, especially students of the education faculty, are

given training from various competent parties so that they are ready to assist the implementation of learning in schools in their area. The purpose of holding this program is so that schools affected by Covid-19 can continue to carry out learning and implement the independent learning program that has been launched by the government. Schools that become partners of the Teaching Campus program themselves must be at the elementary school level.

Studies related to the Literacy Movement in Indonesian Language Learning Based on Local Wisdom Towards Character Students. The study resulted that the literacy movement in Indonesian language learning can be linked to local wisdom considering that the values that apply to society have not been fully understood by students. The development of student character values in Indonesian subjects is carried out through learning language skills, namely writing and reading skills [8].

Studies related to the role of literacy learning in developing adolescent thinking and emotional intelligence (as a discourse). In this study, literacy learning is one of the efforts launched by the government in shaping the personality of adolescents, especially in the formation of cognitive and emotional intelligence, so that adolescents can carry out their roles as a society well and prosocial [9].

Studies related to the implementation of independent learning through campus teaching pioneers in elementary schools. In this study, it has been proven that it can have a positive impact on students, such as increasing interest in learning, and increasing integrated literacy and numeracy skills. In addition, the benefits for students include being able to provide direct teaching experience so that they can develop their interpersonal and leadership skills [10].

A study related to the implementation of the teaching campus program for batch 1 affected by the COVID-19 pandemic (Case Study of SDS ABC North Jakarta). In this study, the existence of the Teaching Campus program can encourage and spur national development by fostering community motivation to participate in development. Schools as centres of formal education reflect an advanced society, due to optimal utilization of science and technology. The Teaching Campus Program can develop students' insight, character, and soft skills so that students become qualified and professional graduates [11].

Studies related to the Campus Teaching Program as an effort to improve student learning at SDN 127 Sungai Arang, Bungo Dani, Bungo Regency, Jambi Province. This study resulted in students being responsible for assisting the school in the teaching process, assisting technology adaptation, and assisting administration. In addition, students have a

responsibility to improve students' morals and increase students motivation and interest in learning during this pandemic [12].

METHOD

Participants

The participants of this study were elementary students at primary school namely *Sekolah Dasar (SD) Negeri 175795 Lobutangga*, Muara District. This school is one of the elementary schools that implements the MBKM curriculum program. The selection of the research participants took into account where the MBKM campus teaching program was carried out at the school.

Action Research Procedures

This classroom action research uses the Kemmis & McTaggart PTK model, the data collection method is carried out in 2 cycles for 2 meetings. That is used in this research are planning, action, observation, and reflection.

The first stage is planning, researchers prepare tools and materials used to collect data and observe students in the learning process, especially in reading and writing (literacy), besides that researchers also prepare to teach tools such as syllabus, lesson plans, and learning outcomes tests. which is adapted to the applied literacy learning model and plans a research schedule together with the relevant homeroom teacher.

The second stage is action, at this stage, the educator applies a learning model, especially literacy, following the syntax or stages that have been prepared. All learning steps are written in the lesson plan.

The third stage is observing, the teacher makes observations of his students. What the teacher observes includes student learning activities and their daily activities. So that teachers can conclude and get results, whether from the research they do there is an increase from passive to active, or vice versa what they get through student learning creativity tests.

The fourth and final stage is reflection, at this stage, the homeroom teacher refreshes the learning he has done. And rearranging the plan to fix a problem that existed when realizing cycle II, whose stages were the same as cycle I, namely re-planning to the reflection stage, until in the end a problem was considered to have been found a solution and the researcher felt safe about the problem, this is where the research can be stopped.

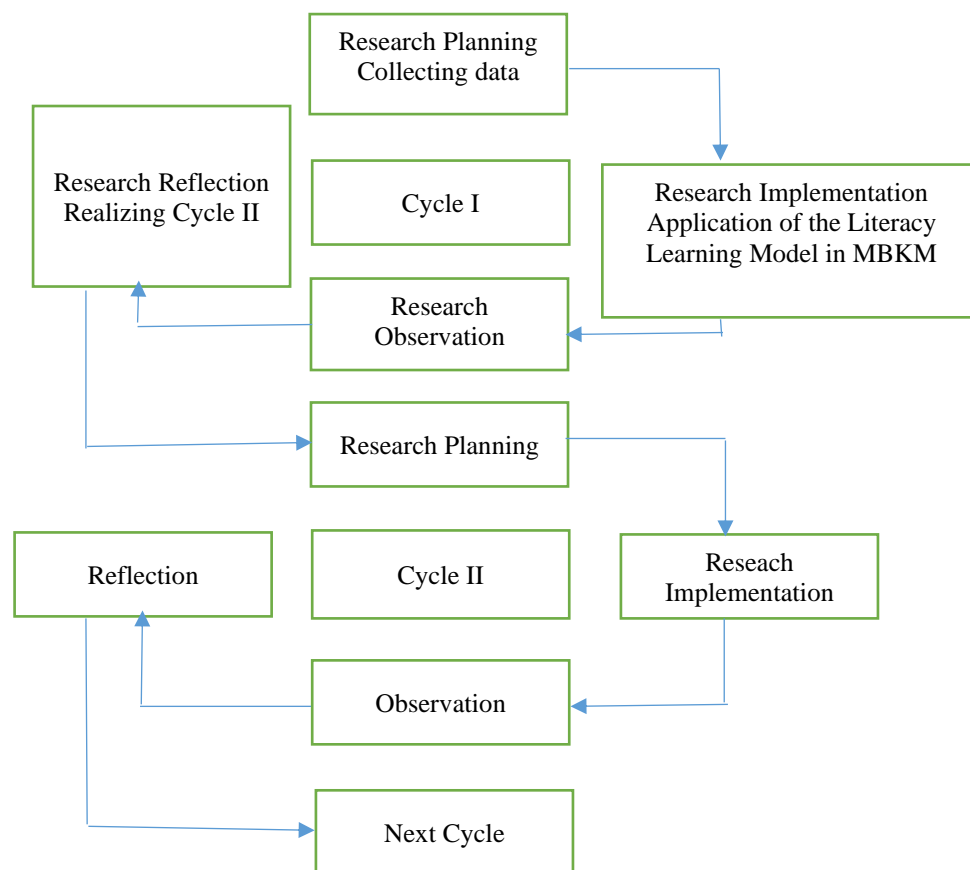


Figure 1. Research flowchart

Instrument

The instrument used in this study was a test which contains elements of observing, asking, reasoning, trying and communicating. This test was administered to all participants in every cycle (pre, one and two)

Data & Technique of Analysis

The data were the students' test results. The score was taken in the range of 1 to 100 and the minimum passing grade (KKM) is 80 over 100 (following the MBKM curriculum implemented in the school). The students' results were categorized into two; 1) below KKM and 2) KKM & Above. Then, the percentage of students' results below KKM was compared to KKM & above using descriptive statistics.

FINDINGS

The test results of the application of the Literacy learning model to improve student learning creativity can be seen in **Appendix 1**. The KKM is 80. The

comparison of students' percentages who got below *KKM* and *KKM & Above* can be seen in the figure below.

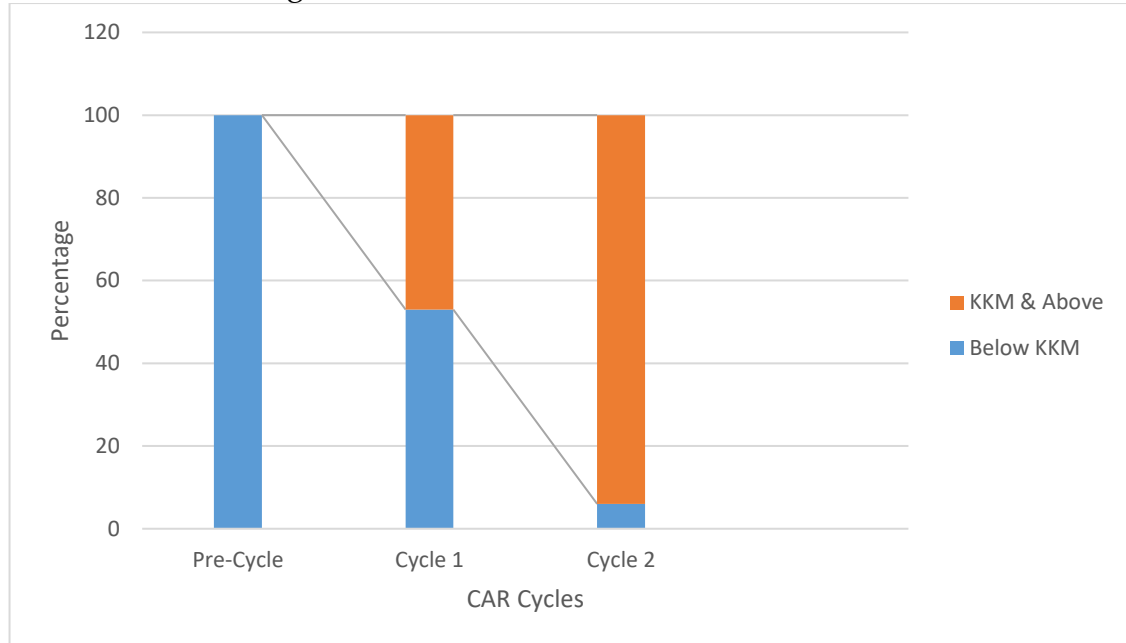


Figure 2. *The comparison of students' percentage*

Figure 2 describes the percentage of students who passed and did not pass the *KKM* (80/100). Stood at Pre-Cycle, 100 % of students got below *KKM* as they have not been introduced to the literacy learning model. In Cycle1, the students have been familiarized with the literacy learning model their results slightly increased which is 47% of them got 80 and above (*KKM & Above*). Interestingly, 94% of the students achieved the *KKM & above* in Cycle 2.

The comparison of students' score means for each cycle is presented in the following figure.

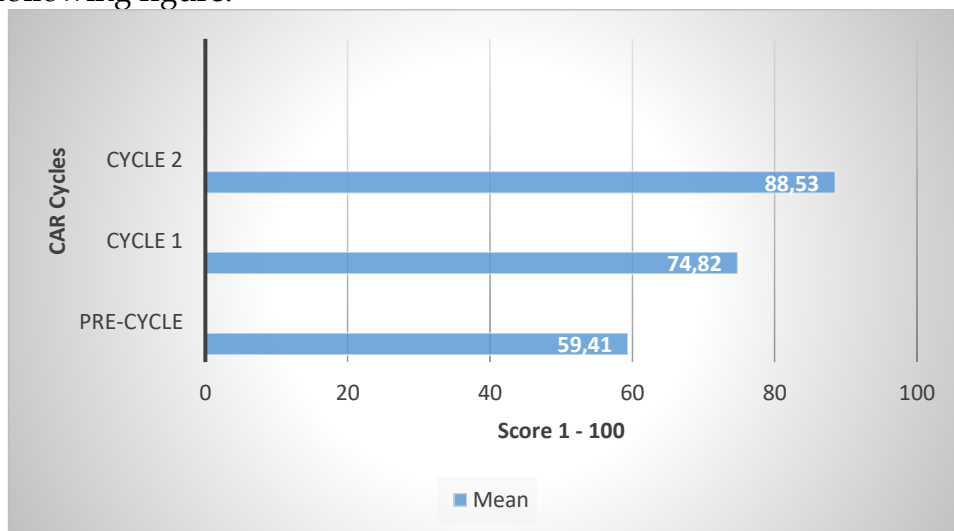


Figure 3. Comparison of mean

Figure 3 illustrates the comparison of students' score mean from Pre-Cycle, Cycle 1 to Cycle 2. Beginning with Pre-Cycle, the students' score mean did not achieve the *KKM* (80/100) as in fact, according to **Appendix 1** none of the students got *KKM* & Above. In Cycle 2, students almost reached the *KKM* which is 74.82. Surprisingly, in Cycle 2 the students' scores are dramatically increased and the mean is 88.53. According to Appendix 1, only one student did not pass the *KKM*.

DISCUSSION

Based on the results of this study, there was a significant improvement in students' learning creativities when they were taught through the literacy learning model in the *Merdeka Belajar Kampus Merdeka (MBKM)* Curriculum Program. The percentage of students who passed the *KKM* increased 47% from Cycle 1 (47%) to Cycle 2 (94%). Moreover, the student's score means enhanced by 13.71 from Cycle 1 (74.82) to Cycle 2 (88.53). According to Appendix 1, there was only 1 student who did not pass the *KKM* even though the student's score was improved from Pre-cycle (40) to Cycle 1 (50), then to Cycle 2 (75). Thus, the implementation of the literacy learning model in enhancing the learning creativity of elementary students is very much recommended as the improvement of students' test results was very significant which is 0% of students who passed the *KKM* in Pre-Cycle but 94% of students who passed the *KKM* in Cycle 2.

This result is in line with Brownell et al, (2017). They claimed that learning literacy model teachers demonstrated a significant change in the instructional time allotted to, and quality of, word study and fluency instruction. From this claim, students made significantly greater gains in word attack skills and decoding efficiency (creativity) through the implementation of the literacy learning model. Additionally, Rohde (2015) said that literacy is important to support children's creativity.

Therefore, the result of this study and previous related research findings tend to give the fact that the literacy learning model improves the students' learning creativities in the *Merdeka Belajar Kampus Merdeka (MBKM)* Curriculum Program.

CONCLUSION

To sum up, the students' learning creativities can be improved in the *Merdeka Belajar Kampus Merdeka (MBKM)* Curriculum Program through the right implementation of the learning literacy model. This model significantly enhanced the students' learning creativities from 0% of students who passed the *KKM* in Pre-Cycle to 94% in Cycle 2. Therefore, the implementation of a literacy learning model to improve students' learning creativity is

recommended. Moreover, research on the application of the literacy learning model to other variables such as language skills in a larger sample/participants is suggested for the better of education in Indonesia.

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Appendix 1

Students' Test Result

Scores			
No	Pre cycle	Cycle I	Cycle II
1	50	80	95
2	50	75	90
3	50	80	90
4	50	65	85
5	40	50	75
6	75	80	95
7	50	65	85
8	50	70	85
9	60	75	85
10	50	75	85
11	75	80	90
12	70	85	90
13	75	80	90
14	65	77	90
15	70	75	90
16	65	80	90
17	65	80	95
Total	1010	1272	1505
Mean	59.41	74.82	88.53