Training of Utilization Technology in History Learning Based Merdeka Curriculum for High School History Teachers in the Klaten Regency

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Abstract

Enter decades third in the 21st century as well as the era of the "Merdeka Curriculum" (Independent Curriculum), teachers, especially history teachers in Indonesia, are being prosecuted for being more capable and wise in utilizing progress technology so learning history becomes more interesting, contextual, and meaningful so that far from impression rote and boring. This challenge is also felt by high school history teachers in the Klaten Regency. Various technology up to date has available to support learning history but in fact, still many high school history teachers in Klaten met constraints, especially in exploring learning resources and media as well as creating learning media-based technology. For that, the History Education Study Program of Sebelas Maret University initiated exists training utilization technology in learning history based on Merdeka Curriculum for high school history teachers in the Klaten Regency. The method used is socialization and training. With socialization and training, this obtained conclusion is that: First, history teachers must understand the importance of technology in learning history, especially in the 21st century. Second, history teachers must keep going learn and improve their competence self in exploiting technology for optimizing history learning in terms of preparation, implementation, and evaluation; to prepare source study, create teaching materials, search and deliver material, determine models, methods, and learning media, assignment systems, and scoring system.

Keywords: *Training; Technology; Learning History; Merdeka Curriculum*

Introduction

Technology has become the part that doesn't can be separated from all aspects of life human. Creation technology in accordance with the essence indeed aims to make it easy activity life for humans. Technology information can role as a learning media that is designed and developed in order to convey the necessary information and knowledge, in particular for participant students (Pribadi, 2017: 1).

In the digitalization era, almost all information and materials can be found in cyberspace, either by accessing a page or an application. The Ministry of Education and Culture Indonesia very realizes the need moment this, because with utilize technology, the distribution policy can be affordable and wider, as

well implementation Merdeka Curriculum is expected can hold optimally. Ecosystem implementation Merdeka Curriculum provides flexible space for the utilization of technology for unit education so that applied learning in accordance with the need of study participant educate. In addition, utilization of technology can too motivate teachers to create an environment learn more independent, innovative, and creative. Utilization of technology in the transformation process of learning in Indonesia has become a challenge together for become deep *problem solver*s accompanying unit education in framework implementation Merdeka Curriculum **(Isaeni & Nugraha, 2022: 1)**

Implementation of the Merdeka Curriculum of the reality on the ground Still experiences various constraints. Different from Curriculum 2013, the implementation of which is supported by ongoing training, deep teachers' curriculum independent must study independently through the "Merdeka Teaching" (Independent Teaching) platform provided government. At the stage early, moment implementation curriculum independence appears problem seriously. Based on the latest data from the Ministry of Education and Culture Indonesia, 60% of teachers are still own ability limited in mastery of technology. This showed no effective learning distance far during two years of finals so the participant educate experienced deep *learning* loss. Based on data from the Ministry of Education and Culture only about 40% of teachers can with easy learn Merdeka Curriculum. The condition can also be interpreted that teacher mastery of technology in learning is still very low (Ibrahim, 2022: 2-3).

Problem teachers' ability master technology naturally will hinder achievement objective independent study with the jargon culture innovative, creative, and fun learning. What's more, generations of millennials now more like digital-based learning using technology than learning to use method conventional. Innovation learning based technology very needed in the framework to realize participant-able students compete globally in the 21st century (Warta Guru, 2022: 2)

Barry Barnet in Sutirna (2018: 2) states that for face teaching in the year 2030 or decades forth the coming 21st century, teaching must be made a profession, must there is change or innovation in teaching, and teachers should keep going increase skill technology information. Therefore mastery of IT for a teacher in the era of independent learning is very *urgent*. Even the mass media has opinionated that existing intelligence. There is until the moment these, namely IQ (*Intelligence Question*), EQ (*Emotional Questio*n), SQ (*Spiritual Question*), and AQ (*Adversaiting Question*), do not will walk without existing intelligence addition, that is mastery technology.

Unfortunately, there are still many high school history teachers, including history teachers at Klaten Regency High School not yet everything to understand, master, and use the technology latest in optimizing learning history. On position this is college high (in the matter this History Education Study Program Sebelas Maret University Surakarta) is one of them expected institution capable become a contributing agent in overcoming problematic regarding utilization technology the. The existence of the History Education Study Program of Sebelas Maret University in Surakarta is expected capable provide solutions to methods do problem mapping or *problems mapping*, giving outreach and training to high school history teachers in the Klaten Regency-related clans with problem utilization technology in learning history-in accordance demands curriculum independence and global development.

Method

Implementation of the dedication programs to the public is carried out at SMA Negeri 3 Klaten which is located at Jl. Major Sunaryo, Peraksangkal, Jonggrangan, District North Klaten, Klaten Regency, Province of Central on Monday, June 19, 2023. SMA Negeri 3 Klaten on purpose chosen with consideration sufficient location strategic ie near the center city of Klaten so that gives convenient access for history teachers from other high schools around Klaten Regency.

Implementation of dedication programs to the public is done by the lecturer team member of Research Group *Historica Edutica* of History Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University Surakarta, which consists of 8 lecturers and is assisted by 4 students. Eight lecturer team devotion consists of Dr. Hieronymus Purwanta, MA (head of the dedication program), Dadan Adi Kurniawan, S.Pd., MA, Isawati, S.Pd., MA, Dr. Sutiyah, M.Pd., M.Hum, Dr. Djono, M.Pd., Dr. Musa Pelu, S.Pd., M.Pd., Drs. Herimanto, M.Pd., M.Sc., and Prof. Dr. Nunuk Suryani, M.Pd. As for the four students namely Mita Rosdiana Agustin, Bunga Arinda Ayuningtyas, Edi Saputro, and Ervan Gusya Ramatha. Devotion also works the same with the MGMP (Musyawarah Guru Mata Pelajaran) History of Senior High School in the Klaten Regency especially in organizing history teachers as participant training.

The dedication program to the public is done with give socialization and training utilization technology in learning history to 32 history teachers consisting of a high school history teacher in the Klaten Regency. devotion done through two-stage emphasis on which stage first focus on reinforcement theoretical or paradigm about Merdeka Curriculum, understanding and space scope technology, and its importance technology in learning specifically eye high school history lesson. As for the stages second focus on giving training or examples real in utilizing technology in learning history every day.

Results and Discussion

A. **Socialization**

Characteristics of Merdeka Curriculum

Merdeka Curriculum is a set of tools raised by the Indonesian government around the year 2020/2021 in preparing participants to educate and face future challenges for challenge local, national, and global. Merdeka Curriculum gives the room wider for participants to educate For exploring and maximizing potency. The characteristics of the Merdeka Curriculum include (Ministry of Education and Culture, 2023).

1) Learning-based Projects and Characters

Learning is more focused on the acquisition of knowledge through practice or trial (*learn by doing*). Participants educate no again dominated by activities memorizing something concept, but follow involved for observe something phenomenon about something concept. Learning here's what will make child study mean. Frequent learning models used in Merdeka Curriculum are *Problem-Based Learning* (PBL), *Project Based Learning* (PjBL), *Discovery Learning,* and *Inquiry Learning*. Implementation trial and manufacturing project will hone *the soft skills* of participants educate like ability identification problems, search for solutions, external products, communication, work same, leadership, thinking critically, and manage time (Sahertian, Pieter, et al, 2022).

As for planting character profiles, Pancasila students happen in a manner implied ie *including* in the learning process. Six traits main a participant educate behave in accordance with Pancasila values include: Having faith, fear of God Almighty, and morals noble; (2) Global diversity; (3) working together; (4) Independent; (5) Reasoning critical; and (6) Creative. In learning, participants educate and directed to learn and practice directly about issues important like the style of life, tolerance, mental health, culture, entrepreneurship, technology, and life democracy.

2) Focus on the Essential Material

Essential Material is materials special from every eye that lesson considered tree or basic (very important) so must teach (Paidi, 2008). Whereas Non- Essential material is materials added as

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Complementary Essential Material. In learning before, teachers and participants educate many complain so many must material delivered in class. With time limited, teachers are required to convey all spoiled material sets. The impact is learning that doesn't effective. On the basis problem that's it, inside the framework of the Merdeka Curriculum, only material essential to be demands for teachers and students for study in learning every day. Essential Material related tightly to deepening competence base like literacy and numeracy. Literacy is the ability to analyze reading and understanding the concept behind the writing. Numeration is the ability to analyze and use numbers. The paradigm is the second competence that will often be used by participants to educate in life every day, regardless of their future profession.

3) Flexibility for Teachers and Students

flexibility in framework Merdeka Curriculum is the teacher can do differentiated learning (different) in accordance with the ability participant each one of the. The teacher's job is to evaluate competence beginning with participant education and facilitating. If the majority of students own style study kinesthetic so learning is dominated by demonstration or experiment. If there are students who have less ability then the teacher can request other students become peer tutors. At the level of education medium above, students can choose eye the subject he is interested in. Selected subjects related to his goal. Teachers and students are given the discretion to explore various models, methods, media, and sources of study, incl the utilization of technology.

Figure 1. The Head of the History Education Study Program gives welcome activity
Source: Documentation of Team, 19 June 2023

Definition of Technology

Kindly etymology, the term 'technology' is derived from Greek, *techne* which means 'skill', and *logia* which means 'knowledge' (Yaumi, 2018: 24). As for terminology, there is a lot very understanding or definition of technology. The first opinion states that technology is the development, implementation, and assessment of systems, techniques, and tools that help For improve and enhance the learning process human. The second opinion states that technology objects are used for the convenience of human activity. The third opinion state technology is the development and application of various sciences, equipment, or systems to solve problems faced by humans in everyday life (Arifin & Setiyawan, 2012: 92)

Opinion furthermore states technology is everything that can be created and also made by a person or group of people who can then provide value and benefit to others. As for according KBBI (Kamus Besar Bahasa Indonesia) or Big Dictionary of Indonesian Language, technology is a scientific method to achieve practical goals, applied science, or overall means to provide the goods needed for the continuity and comfort of human life (Language Development and Development Agency, 2023). From several opinion experts about understanding technology above, then can conclude that "technology" is all unity tools, systems and knowledge For increased mark added and supported need human. In such a global era moment, technology is very related to life and society. Various information that occurs in various parts of the world can is known with fast blessing progress technology. Progress technology

caused such a change big on the life of people man with all civilizations and cultures (Wavedi & Sukmasari, 2014: 13).

Importance of Technology in History Learning

History is often known as eye boring and fewer lessons give benefit in life (Sardiman, 2017: 13; Suharso, 1992: 23). This label or stigma is generally based on "way less work from the teacher or lecturer in forgive lesson history every day. Teachers' or lecturers' history that bears this label generally is those too lots lecture standards (no there is a variation) so make participants educate or students become not enough excited and bored to follow the lesson. Lack of innovation in models, methods, media, and sources studying history again, and again becomes a factor main on a classic problematic label. History lessons often dominated method lectures relying on a monotone rote date, month, year, place, and name figures (Saidillah, 2018: 224 & 228). Whenever further that is accompanying lecture with a treat-filled slide of PPT (Power of Point) slides sentences or paragraphs the only length read ahead participant educate. Far from the word contextual, analytical, and stimulative.

Figure 2. Presentation of material by the 1st speaker/precenter (Isawati, S.Pd., M.A.)
Source: Documentation of Team, 19 June 2023

Need there is a serious breakthrough in learning history if one wants this bad label or stigma slowly lost. This too should work on in a manner jointly by teachers and educators history, both teachers in schools and lecturers at college high. Why must together? The answer clear, negative labels This Already be a common (broad) label indicating that learning frequent history considered 'boring' has not only happened in one or a number of place courses but already become a phenomenon national or even global which happens in many a place where learning history organized. Both in Java and outside Java, echo negative that lesson history that boring and inclined rote no can we deny. History teachers often get the nickname "introductory teacher sleep and interpreter boring fairy tales" (Rofi'i1 & Mursidi, 2018: 20).

Therefore the problem must be carried together, no can only be carried by a few educators. Possible at first of course only carried out and attempted by a handful of history teachers or lecturers dedicated to history high, creative, innovative, and continuously exploring potency self. But if want there is change and real progress, then all history teachers and lecturers history others in Indonesia must quickly clean up and in droves follow for do change paradigm thinking and skill improvement as well style teach him. Educators' history (especially those who are already civil servants) do not can shackle at the "point safe and comfortable" so lazy to upgrade self. Problems in learning history in the homeland are still big and must sustain in a manner national, comprehensive, and sustainable. All educator history must work hand in hand *to improve knowledge and skills* in the realm of pedagogic (teaching), professional (insight field), personality, and competence social. In principle, "professional" history teachers are the end spear enhancement of quality education history (Mursidin, 2019). One professionalism of a teacher/ lecturer of history in the 21st-century adage in use and exploit technology in learning history every day.

Utilization of technology in learning can show with the existing use of IT (Information Technology) mainly digital technology both by the teacher himself and also the participants educate. Teachers must demand in using IT for learning media to participant educate. The goal for increase deep teacher motivation to carry out tasks as learning and to build paradigm fun learning to increase the quality of education (Al Hafidz, 2021).

Figure 3. Question and answer session for activity participants
Source: Documentation of Team, 19 June 2023

B. Training

Figure 4. Question and answer session for activity participants
Source: Documentation of Team, 19 June 2023

Preparation Learning

The utilization of technology in high school history learning can be implemented in lots of aspects. First, stage preparation or planning learning like in look for material or source learning, saving material or material learning, and creating learning media. Teachers can look for materials and sources to study online like online newspapers, youtube, websites, social media, and others. After downloading, the teacher can save it laptop, cell phone, flash drive, email, google drive, or place storage other. A teacher can explore and utilize applications advanced latest in creating learning media such as videos, films, recordings, PPT, flip ebooks, and so on.

Figure 4. Presentation of material by the 2nd speaker/precenter (Dadan Adi Kurniawan, S.Pd., MA)
Source: Documentation of Team, 19 June 2023

Implementation Learning

Utilization of technology in this stage of the learning process is like in system maintenance learning, delivery source learning, and the use of media/tools/resources study that alone. In maintenance learning history, the teacher can choose to use Zoom, Google Meetings, Google Classroom, or LMS (Learning Management System) as provided in each school. In delivery source learning, the teacher can share: (1) PPT, (2) pictures, (3) recordings, (4) videos, and (5) articles/writings. Teachers can also share in the form of links, such as links: (1) YouTube videos, (2) article links of journals, (3) article links of ebooks, (4) blog articles, (5) news online newspapers, (6) Virtual Tour Museum, (6) Social media links: FB, IG, Twitter, etc.

Assignment and Assessment

Third, stage evaluation like in delivery tasks, collection assignments, and submissions appraisal. History teachers can convey tasks, way collection assignments and submissions result in evaluation via WAG (WhatsApp Group), LMS, Google Classroom, and applications support others. The delivery task in detail does need to be delivered in a manner orally in class, but rather in a manner system with application or technology certain. Likewise, the collection task is now lots in the form of files (word, pdf, JPG, mp3, mp4, etc.). To build transparency in results valuation, the teacher should convey the marking task. This is where teachers can utilize technology to inform marks on tasks participants educate.

Figure 5. Photo between the dedication team and participants' activity
Source: Documentation of Team, 19 June 2023

Conclusion

Kindly general, technology is all unity useful tools, systems, and knowledge in increase mark added and supported need human. Technology learning is all unity of useful tools, systems, and knowledge in increasing mark-added and supported needs inside learning. In the era of the 21st century, with the demands of the times and characteristics participants teach already far changed, learning history very needs the help of technology. Learning continuous history Still conventional will make participants educate easy boredom and motivation learn become low. The negative stigma that eye lesson history is eye monotonous, rote, and boring lessons will keep going sustainable. For that's it, teacher history must start to be creative and innovative in utilizing development technology to support learning history so interesting, contextual, and meaningful. Utilization of technology can be used in aspect planning, implementation, and evaluation of learning history.

Thank-You Note

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