

## ***LPTK'S STRATEGY TO ACHIEVE STANDARD EDUCATION ACCORDING TO PP NUMBER 57 of 2021 WITH THE IMPLEMENTATION OF MBKM CURRICULUM***

**Suhartono<sup>1</sup>, Endrayana Putut Laksminto Emanuel<sup>2</sup>, Anik Kirana<sup>3</sup>**

<sup>1,2,3</sup> Universitas Wijaya Kusuma Surabaya, Jl. Dukuh Kupang XXV/54, Surabaya, Indonesia

### **ABSTRACT**

One of the important factors to encourage the progress of a nation is the quality of human resources. Quality of human resources are produced by quality education. So that, quality education is an important factor to create a developed nation. Teachers are a determining factor for the success of education. Teachers at least have pedagogic competence, personality competence, social competence, and professional competence. LPTK has the task to prepare teachers, as educators for the next generation. So that, the role of LPTK is very important to produce prospective professional educators. In line with the implementation of MBKM curriculum, LPTK must have the right strategy to achieve success. The strategies that the LPTK carry out include 1) implementation of MBKM curriculum, 2) application of an effective learning system, 3) good quality assurance system, and 4) strengthening the basic of education courses.

**Keywords:** curriculum; standard: education

### **1. Introduction**

Aini and Adhitama (2015) explain that teachers are the main factor in determining the quality of education. In addition, the teacher plays a very large role, namely being a window of knowledge for students as well as a role model for speech and behavior. The teacher's role is a window of knowledge. Ki Hadjar Dewantara teaches the Tri Education Center system, namely schools, families and communities. The concept of the Tri Center cannot be ignored. This national education system is not placed in the realm of the school environment, but there is the participation of families and communities that shape the success and failure of education.

According to (Wardani, 2010) the teacher's role is not only as a mere teacher, academic educator but also character, moral and cultural educator for students. The teacher must be a role model, a model as well as a mentor for children/students in realizing characterful behavior which includes thinking, heart and feeling.

According to Law of the Republic of Indonesia Number 14 of 2005, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early

childhood education through formal education, basic education, and secondary education.

According to Government Regulation of the Republic of Indonesia Number 57 of 2021, educator standards are the minimum criteria for competence and qualifications possessed by educators to carry out their duties and functions as role models, learning designers, facilitators, and motivators for students. The minimum criteria for the competence of educators include pedagogic competence, personality competence, social competence, and professional competence. Teachers who master pedagogical competence are able to convey material well by utilizing teaching models or methods and combined with various good learning tools, so that students can receive the material well. The teacher is a model for students, so the teacher must have a good personality, which will have a major influence on the character of students. A good personality of a teacher will have a positive impact on students because it can provide a sense of comfort during teaching and learning activities. The comfort of students will make them maximize their learning abilities for students. The ability to interact with students, colleagues or with the community is absolutely necessary for a teacher in order to improve the quality of his profession. The success of teachers in carrying out their duties is also

influenced by their ability to be good individuals and can interact with others.

Brooke and Stone (Mulyasa, 2013) argue that competence as "descriptive of qualitative nature of teacher behavior appears to be entirely meaningful". it means that competence is a description of the qualitative nature of the behavior of teachers or education personnel that looks very meaningful. According to Jumadi (2017), competence is a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting. Teachers who have certain competencies can be seen from how the teacher thinks and behaves. Qualified teachers can be assessed based on their competencies.

According to Aini and Adhitama (2015) LPTK as institutions for producing professional teachers have a responsibility to be not only professional but also qualified in the era of the Asean Economic Community. Therefore, the restructuring of teacher education in LPTK was carried out with seven efforts. First, re-clarifying the direction of education, namely to build Indonesian people with character. Second, there were improvements to the LPTK body starting from the initial selection of prospective students. Third, the LPTK is integrated with the PPG (Professional Teacher Education) program. Fourth, the learning pattern with an approach based on research (research-based teacher education) and based on teaching experience (school-based teaching experience). Fifth, provision of cultural knowledge. Sixth, mastery of foreign languages. Seventh, the provision of regulations related to professional improvement and the teacher's code of ethics.

## **2. Research Methods**

This research is a literature study, where the author bases on data sources or references in the form of texts from expert opinions that have been formulated in the form of books, journals, and others. Strictly speaking, it is commonly referred to as library research (Ismail & Hadiana, 2020). The author then interprets it using the analytical description method, which starts with collecting data systematically and consistently, then analyzed, selected and combined to, and after that draw conclusions using deductive analysis, from general problems to specific one.

## **3. Results and Discussion**

### **A. Implementation of MBKM curriculum**

Regulation of Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education. This form of learning can be carried out within the study program and outside the study program. The MBKM program gives students the right to take part in the learning process for three semesters outside the study program. The MBKM program is divided into two, namely the program organized by the government, in this case is the ministry of education and culture and the MBKM program which is independently carried out by study programs in universities. Domestic and Foreign Student Exchange, Teaching Campus, Independent Campus Certified Internship, Independent Campus Certified Independent Study, Independent Campus Entrepreneurship, Independent Campus Research, Independent Campus Humanity, Independent Campus Village Development, and other programs determined by the Ministry. The Ministry of Education and Culture has enacted a new policy in the field of higher education through the program "Merdeka Belajar Kurikulum Merdeka (MBKM)" which is currently being implemented by universities.

The Ministry of Education and Culture's policy relates to give students the freedom to participate in learning activities for a maximum of three semesters of study outside the study program and campus. The MBKM policy provides opportunities for students to gain broader learning experiences and new competencies through several learning activities including student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching in schools, and projects in villages/ thematic real work lectures. In addition, students are also given the freedom to participate in learning activities outside their study program in the same university with a certain credit weight. All of these activities can be carried out by students under the guidance of lecturers and a cooperation agreement is required if carried out with parties outside the study program.

Regarding LPTK which have the task of producing teacher candidates, of course there are programs that are very closely related to MBKM, for example, teaching campuses. Through teaching campus and learning activities, prospective teachers can apply the knowledge that

is applied in college. Of course teaching activities in schools together with accompanying lecturers and tutor teachers as representatives of the field school to provide direction or input. So that, what students practice in schools remains in accordance with the curriculum or learning management in schools. Teaching programs in schools can be held in partner schools with LPTK.

Through the campus program teaching students, prospective teachers can apply the knowledge gained in college to be applied in schools. Students are expected to acquire pedagogical, personality, social and pedagogical competencies. LPTK can lay out/plot courses related to training these competencies when students join this program.

In the implementation of the campus teaching can be converted equivalent to 20 credits. This means that as long as students take part in the campus teaching program which in fact they study outside the campus, they are entitled to equal course grades through the MBKM program. Thus LPTK must be able to choose courses that are related to practical students in the field. Courses related to pedagogical and social competencies become courses that are appropriate for the implementation of campus teaching. Actually, in the current era, LPTK can still monitor the development of student competencies through online modes. For example, after one week students practice teaching campus. Lecturers and tutors can hold online joint conferences to monitor the progress of student competency achievement. This means that students can still learn through the guidance of accompanying lecturers and civil servants and apply the knowledge gained in college directly in the field.

#### B. Application of an effective learning system

According to Bintoro (2014) the learning system in academic education takes into account several principles:

##### 1) Student activity

LPTK directs the learning process to be able to activate students. Students are given the opportunity to express opinions in learning. In relation to literature studies, students are directed to seek information from various sources. Education in LPTK must be directed at student active learning. So that, it is hoped that when he

becomes a teacher he can imitate how he learns on campus.

##### 2) Higher order thinking skills,

Learning in LPTK must accommodate higher order thinking skills (HOTS) for students. Students are trained to think critically, creatively, logically, reflectively, problem solving and decision maker.

##### 3) Accompaniment Impact

The learning process is expected to accommodate efforts to achieve the nurturing effects. This effort will help develop the attitudes and personality of students as prospective teachers. For example, learning mathematics will indirectly instill a careful and careful attitude in students, implementing learning strategies through discussion, will indirectly shape communication skills, respect other people's opinions, and listen to people's opinions.

##### 4) Utilization of Information Technology.

In lectures, lecturers can direct students to use technology. Students can use technology to get learning resources. So that, lecturers are not the only source of learning. In class, students and lecturers discuss with each other about the material obtained on the internet.

##### 5) Contextual Learning

Lecturers can help students to find concepts obtained through experience and realities that exist in their everyday environment. The introduction of the school field in the field of learning is carried out not only as an activity as an implementation of the course, but is designed as a comprehensive activity. So that the learning environment on campus blends with the school environment.

##### 6) Use of innovative learning strategies and models

Lecturers can use innovative and varied learning strategies and models in activating students. This approach is well-known as Learner-centered learning paradigm

##### 7) Learn by doing

The principle of learning by doing is not only needed in the formation of skills, but also in the formation of knowledge and attitudes. With this principle, knowledge and attitudes are formed through experience in completing assigned

activities including overcoming problems encountered in the field.

#### C. Good quality assurance system

According to Permenristekdikti No. 62 of 2016 regarding the Higher Education Quality Assurance System that the quality assurance system consists of 1) Internal Quality Assurance System (SPMI), 2) External Quality Assurance System (SPME), 3) Higher Education Database (PD Dikti). As we know that most universities are more concerned with accreditation or SPME rather than SPMI, accreditation has always been the goal of improving the quality of study programs or universities. Once the accreditation is out, the institution will no longer conduct an internal quality evaluation. In the law, the SPMI process must be carried out by universities at least once a year. So that SPMI and SPME have an equally important role in maintaining and improving the quality of higher education

With a good quality assurance system, LPTK have good quality in producing student teacher candidates. LPTK must have a road map for future development. LPTK have the responsibility to prepare prospective teachers who have the necessary competencies in the field of work. With a system for quality improvement, it is hoped that LPTK will be able to produce teacher candidates needed by the community. LPTK's graduates are able to adapt according to the times.

Slamet in Maryani (2016) says that there are four basic efforts that must be made to produce good quality, namely:

1. Creating a win-win solution situation, a mutually beneficial situation between interested parties and educational institutions (stakeholders). The creation of good conditions between the leadership of the institution and the staff of the institution in achieving the quality of products/services produced by educational institutions.
2. It is necessary to develop intrinsic motivation for everyone involved in the process of achieving quality. Everyone in educational institutions must grow motivated that the results of their activities reach a certain quality that increases continuously, especially according to the needs and expectations of users.
3. Every head of the institution must be process-oriented and long-term results. The application of

integrated quality management in education is not a short-term process of change.

4. In mobilizing all the capabilities of educational institutions to achieve the specified quality, cooperation between the elements of the actors in the process of achieving quality results must be developed. Everything must work together and cannot be separated from each other to produce the expected quality.

Thus, maintaining and improving the quality of LPTK is a very important thing to do, so that, the graduates produced have the expected competencies.

#### D. Strengthening the basic of education courses

LPTK should have a course structure that can accommodate prospective teachers, so that, they have the expected competencies. The education curriculum for prospective teachers should ideally focus on the component of teacher competence which has become a national policy in Indonesia to produce good teacher quality. One way that can be done is to look at the syllabus for basic education courses (MKDK) by analyzing the scope of the material and the accuracy of the MKDK material that is able to support the improvement of teacher pedagogic competence as the core of overall teacher competence. Ideally, each component of pedagogic competence should be reduced to basic education courses in LPTK and courses in study programs. And, at the university level, it is called as basic education courses (MKDK).

According to Maryani (2016), MKDK must accommodate some aspects related to (1) mastering the characteristics of students, (2) mastering learning theory and educational learning principles, (3) curriculum development, (4) educational learning activities, (5) potential development of students, (6) communication with students, and (7) assessment and evaluation.

Teachers must be able to identify the characteristics of students, so that teachers can provide subject matter appropriately. Differences in the characteristics of students, require different treatment to students. Learning theory by will determine how the learning process occurs. Before designing learning, teachers must master the theory of learning. Teachers must understand the implementation of the curriculum applied in schools. Teachers must be able to adapt if there is a curriculum development. In learning

management, teachers must be able to apply strategies, methods or learning models, so that learning can be carried out properly. Teachers as motivators must have the ability to encourage students so that students have good potential. A teacher must have the ability to communicate with students well, so that, the material can be conveyed properly. The ability of teachers to carry out assessments and evaluations in learning must be good, so that, the implementation of learning can be measured properly. As a result, teachers will have good competence in learning.

Conference on Teacher Education; Join Conference UPI & UPSI Bandung, Indonesia, 8-10 November 2010.

#### **4. Conclusions**

The strategies that the LPTK carry out include 1) implementation of MBKM curriculum, 2) application of an effective learning system, 3) good quality assurance system, and 4) strengthening the basic of education courses

#### **5. References**

- 'Aini, A. N., & Adhitama, E. (2015). Restrukturisasi Pendidikan Guru di Lembaga Pendidikan Tenaga Kependidikan (LPTK) sebagai Strategi Mencetak Guru Berkualitas Siap Asean Economic Community (AEC). TOP 10 Essay Writing Competition at the 7th International Symposium of Overseas Student's Association Alliance Singapore 2015. Accessed: <https://core.ac.uk/download/pdf/33483742.pdf>.
- Bhakti, C.P. & Maryani, I. (2016). Strategi LPTK dalam Pengembangan Kompetensi Pedagogik Calon Guru. *Jurnal Pendidikan*. 1(2), 98–106.
- Ismail, S., Suhana, & Hadiana, E. (2020). Kompetensi Guru Zaman Now dalam Menghadapi Tantangan di Era Revolusi Industri 4.0. *ATTHULAB: Islamic Religion Teaching & Learning Journal*. 5(2), 198–209.
- Rohman, A. (2013). Peran LPTK dalam Mempersiapkan Guru yang Kompeten. *At Taqaddum*. 5(2), 282–301. DOI: 10.21580/at.v5i2.700
- Wardani, K. (2010). Peran Guru dalam Pendidikan Karakter Menurut Konsep Pendidikan Ki Hadjar Dewantara. *Proceedings of The 4th International*