THE APPLICATION OF PAIKEM MODEL BASED ON GAMES TOWARDS INDONESIAN LANGUAGE LEARNING IN THE KURIKULUM MERDEKA

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ABSTRACT

The learning media is a supporting tool used in learning activities and functions as a message in conveying learning material to students. The existence of learning media has a big impact on solving learning problems faced by students. This shows the interactions that occur in the classroom in providing good message delivery that is educative and communicative in nature. The use of creative and innovative new learning media can also develop students' knowledge and creativity, curiosity about new things and improve reasoning about what is learned. The aim of this research is to determine the application of the paikem model based on game media in Indonesian language learning in the *Kurikulum Merdeka*. The method used in the literature review in this research is Systematic Literature Review. The research technique used in writing this thesis is literature study, namely by researching and understanding books, documents or other written sources that support the problem being studied. The important goal of a learning paradigm that is centered on students is to create courage, activeness and independence in students to develop the skills and knowledge within students through learning interactions in the classroom on each Indonesian language material. One of the materials in the *Kurikulum Merdeka* in Indonesian language subjects in elementary schools is descriptive text. Definition text is text that contains a description of the properties of the described object. Through descriptive sentences, readers seem to see, hear, and feel what is being conveyed in the text.

Keywords: PAIKEM, indonesian language, kurikulum merdeka.

A. Introduction

The curriculum is an important tool in education because education and the curriculum are interrelated. If we compare, the curriculum is like the heart of the human body, as are curriculum and education. If the curriculum runs well and is supported by components that run well, the learning process will run well and produce good students (Septianingsih 2023). Sugiarto (2016) reveals that the curriculum will continue to face changes, continuous and continuous curriculum changes must also be accompanied by vigilance from all parties involved in Indonesian education because the curriculum is

dynamic, not static. If a course is static, then the course is a bad course because it cannot adapt to current developments (Prasetyo and Hamami 2020).

The role of teachers is very important in the learning process, as well as advancing the world of education (Illahi 2020). The quality of students in the world of education is very dependent on the quality of teachers (Veirissa 2021). Therefore, teachers must have skills that meet national education standards so that they can carry out their duties and roles with good competency standards, so that students can become knowledgeable and skilled human beings. Education is very necessary for human individuals to develop all their potential, namely good and complete characteristics (Diani, 2021). The national education system in Indonesia is outlined in Law Number 20 of 2003, which defines education as a deliberate endeavor to equip students with the necessary guidance, teaching, and training to fulfill their future roles.

The curriculum that was first implemented in Indonesia was known as the 1947 Study Plan. Finally, there was a change in the curriculum, the 2006 Unit Level Curriculum (KTSP) became the 2013 Curriculum. The 2013 Curriculum has been implemented since 2013. This course was implemented in the 2013/2014 academic year. The emergence of this problem made the Ministry of Education and Culture *(Kemendikbud)* try to overcome it by developing lessons called independent learning. The *Kurikulum Merdeka* is a new curriculum created by the Indonesian Ministry of Education and Culture to replace the 2013 curriculum (Listianto et al. 2023). The Merdeka Curriculum is a program with diversified learning where the content will be more optimal so that students have sufficient time to deepen concepts and strengthen skills (Purnawanto 2022);(Fauzi 2022). Teachers have the freedom to choose various tools so that learning can be tailored to students' needs and interests.

Projects that aim to strengthen the realization of the Pancasila profile are developed on certain grounds determined by the government (Ahmad 2022). The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content.

B. Method Research

The paper applies a systematic literature review. The SLR or called Systematic Literature Review in Indonesian is a synthesis created to identify, evaluate and interpret all findings from research journals and other publications on a research topic in order to answer previously identified research questions (Zed 2014). This type of research uses research methods, namely methods that aim to describe or explain an event systematically and emphasize factual data rather than conclusions. This research does not aim to find influence, only provide information on prevalence and distribution.

Data Analysis

The research technique used in writing this thesis is literature study, namely by researching and understanding books, documents or other written sources that support the problem being studied.

C. Result

A learning model is a plan or pattern that is used as a guide in planning learning in class or learning in tutorials (Lovisia 2018). The learning model refers to the learning approach used, including educational objectives, learning stages, learning environment and classroom management.

The role of the teacher in the learning process is important, the teacher must be able to condition the class, the teacher must make students active, innovative and creative in their learning, so that their learning becomes effective and or better known as PAIKEM. PAIKEM is a learning process in which teachers must create a learning atmosphere that actively asks questions, expresses ideas, shows critical creativity and provides learning comfort so that learning is created for students (Khairani 2016). This learning allows students to develop their skills and understanding, with an emphasis on learning through teachers using various sources and learning aids, so that learning becomes more interesting, fun and this model also allows students' learning environment to be deliberately managed to further perfect their learning model.

The PAIKEM learning model has advantages, including a student-oriented approach, able to create pleasant learning conditions, teachers and students are required to be more active, the surrounding environment

can be used as a means and source of learning, teachers are encouraged to use various teaching tools and techniques to increase active participation. , innovation and creativity of students which ultimately allows students to create works, ideas, opinions, ideas based on the results of their own discoveries and efforts, not from their teachers (Saefullah and Haedari 2020).

Teachers are not only required to master the material but also be good at conditioning the class so that students are motivated to learn and this will have an influence on student learning outcomes (Elniyeti 2018). Motivation is a driving or pulling force that causes behavior towards a certain goal (Prananda and Hadiyanto 2019);(Abnisa 2020). A typical role in students' selves is to foster a passion for learning, feeling happy and enthusiastic about learning. Students who have strong motivation will have a lot of energy and interest in carrying out teaching and learning activities (Watini 2022).

Games Media

The development of science and technology in the learning process has become more applicable and more within the framework of efforts to improve education. Innovation and new and appropriate teaching methods will help students understand the process so they can gain knowledge in everyday life. One way to encourage effective learning is to use learning tools or what is usually called media.

One of the media that can be used by teachers in learning is game applications. Games are structured or semi-structured activities that are usually aimed at entertainment and can sometimes be used as an educational tool (Haswan and Al-hafiz 2017). The fun and motivating characteristics of games make this activity popular with many people (Anon 2018). Games can teach many skills and can be used as an educational alternative. Playing games is a new literacy in education.

The incorporation of games into educational settings can extend to modern technology, specifically mobile phones. Mobile phones, which serve as communication devices capable of making calls and sending text messages (Hondro 2017), now come equipped with various features like internet access, game applications, email capabilities, music players, and Bluetooth. As a result,

mobile phones have become a platform for playing games.

Mobile games are game applications found on mobile phones (Joni 2018). Game applications vary greatly depending on user needs, for example educational games as a means of education. An example of an educational mobile game is BrainJiggle. This mobile game is a 2D brain teaser game so users can train their brain skills. According to Dipan (2023) The mobile game application used as a learning tool is called mGBL (mobile Game Based Learning). The mGBL application is built according to education level and is also adapted to the applicable curriculum. Mobile games as learning media can be developed and utilized in accordance with existing learning designs. Mobile games can support the creation of a new, effective and enjoyable learning atmosphere, in order to achieve learning goals.

Game Media in Indonesian Language Learning in the Kurikulum Merdeka

The *Kurikulum Merdeka* uses four language elements in the form of listening, speaking, reading and writing and learning outcomes to support learning activities from phases A to F. Phase A for classes I and II SD/MI/Package A Program, phase B for classes III and IV SD/MI/Program Package A, phase C for classes V and VI SD/MI/Program Package A, phase D for classes VII, VIII and IX SMP/MTs/Program Package B, phase E for class X SMA/MA/Program Package C, phase F for classes XI and The use of this curriculum also has a big impact on Indonesian language learning activities to improve the quality of learning.

The reality of learning activities taking place in schools currently at the time of pre-observation is not appropriate if the *Kurikulum Merdeka* is used. This can be seen from the limitations of teachers who often use lecture-based learning methods and creative learning materials that have not been developed. The program also has an impact on student learning activities.

Learning activities that are not adapted to the use of the curriculum also have an impact on students. This can be seen in the lack of students' skills in listening, observation, analysis and presentation of results when learning Indonesian. This shows that there is still a lack of

learning achievement using the *Kurikulum Merdeka*. The learning paradigm uses an Kurikulum Merdeka that is student-centered, requiring student activity in learning activities (Zulaiha et al. 2022). Students must be able to develop their knowledge, be creative in creating and constructing texts. The important goal of a learning paradigm that is centered on students is to create courage, activeness and independence in students to develop the skills and knowledge within students through learning interactions in the classroom on each Indonesian language material.

One of the materials in the *Kurikulum Merdeka* in Indonesian language subjects in elementary schools is descriptive text. Description text refers to a form of text that provides details about the characteristics and attributes of a particular object. By utilizing descriptive sentences, readers are able to immerse themselves in the text and experience the sights, sounds, and sensations being depicted. The use of descriptive language in educational materials encourages student engagement, fosters creativity, promotes critical

analysis, and enables students to effectively communicate their findings. Ultimately, this approach equips students with the skills necessary to tackle and resolve challenges presented in their learning materials.

Based on the results of interviews with Indonesian language teachers, researchers stated that student learning outcomes were not optimal due to the lack of use of learning media. The use of this media is occasionally used, but most media focus more on reading and writing skills. Skills that are rarely used include listening and speaking in learning media. Learning media should be more balanced so that learning runs well.

Teachers often lack proficiency in utilizing various forms of media, such as slide presentations, projectors, and educational apps, when incorporating technology into their teaching. In addition, the teaching methods used by teachers tend to be limited, mainly relying on a lecture-based approach. The available textbooks do not support students in understanding the lesson material. As a result, when completing assigned exercises,

students often turn to Google for answers instead of fully understanding the content. It is important for teachers and students to create an environment conducive to active learning, thereby enabling effective absorption of the material. However, due to the limited duration of class hours, teachers are required to deliver material in a relatively short period of time. Therefore, to achieve the desired learning outcomes, it needs to be equipped with active learning activities with appropriate learning media.

Learning media is a supporting tool used in learning activities and functions as a message in conveying learning material to students (Anshori 2019).

The presence of educational resources has a significant effect on solving the academic challenges faced by students. This underscores the dynamic exchange that occurs in the classroom, facilitating the effective dissemination of informative and engaging content. By using inventive and pioneering learning materials, students' intellectual growth and imaginative abilities are fostered, while cultivating their curiosity about new concepts and

enhancing their cognitive abilities in relation to the knowledge acquired.

Teachers want advances in creative and inventive educational tools, while students look forward to the engaging and fun learning experiences these tools facilitate. The ability of learning materials to attract student interest is critical to the smooth progress of educational efforts. Collaborative efforts between teachers and students in implementing these learning tools will undoubtedly increase the overall enjoyment of the learning process.

D. Conclusion

The research findings show that learning activities that are not aligned with the *Kurikulum Merdeka* has a negative impact on students. This can be seen from their limited ability to listen, observe, analyze and present analytical results during Indonesian language learning. This highlights the failure to fully implement the curriculum. A student-centered learning approach emphasizes their active involvement in the learning process. Students are expected to increase their knowledge and show creativity in creating and constructing texts. The ultimate goal of this

student-centered learning paradigm is to foster students' self-confidence, involvement and independence in developing their skills and knowledge through meaningful interactions in the Indonesian language classroom. One of the materials in the *Kurikulum Merdeka* in Indonesian language subjects in elementary schools is descriptive text. Description text is a text that contains description of the properties of the described object. With descriptive sentences, readers seem to see, hear, feel for themselves what is conveyed in a. Through learning media, students are expected to interact, be creative, analyze and present results so that students are able to solve problems in the learning material.

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