Implementation of Project-Based Learning in History Lesson on Kurikulum Merdeka at SMA Labschool Jakarta

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ABSTRACT
Project-Based Learning (PjBL) is a student-centered instructional model that utilizes real projects or activities as the core of learning. This model aims to develop students’ critical thinking, creativity, collaboration, and communication skills by involving them in authentic and meaningful tasks. This research explores how PjBL is implemented in history education using the Merdeka Curriculum at SMA Labschool Jakarta, one of the pioneering schools in Indonesia that adopts this curriculum. The Merdeka Curriculum is a new curriculum concept that allows teachers and students to choose and develop the learning content according to local needs and conditions. This study employs a qualitative approach with data collection methods such as observation, interviews, and document analysis. Data are analyzed using thematic analysis techniques. The research findings reveal that PjBL in history education using the Merdeka Curriculum involves four main stages: determining essential questions, designing project plans, conducting project activities, and presenting project products. Challenges faced by both teachers and students include time management, resource availability, group dynamics, and assessment issues. This research suggests that PjBL can be an effective and engaging way to teach history using the Merdeka Curriculum if supported by adequate preparation, guidance, feedback, and evaluation.

Keywords: Project-Based Learning, History Education, Merdeka Curriculum.

INTRODUCTION
One of the critical aspects in education is the curriculum, which must be in line with the changing times. Curriculum is a learning plan that encompasses goals, content, methods, and evaluation utilized in the educational process (Nurdin, 2017). The curriculum should be capable of preparing students with data literacy, technology proficiency, and adequate human resources to meet the demands of the Fourth Industrial Revolution, which necessitates creativity, innovation, and competitiveness (Lase, 2019). The curriculum should also nurture critical, analytical, and creative thinking abilities in students, while considering
their psychological, social, and cultural aspects in the learning process (Budiwaluyo & Muhid, 2021; Fitriyani et al., 2021).

In Indonesia, the curriculum has undergone numerous changes and refinements since its independence to the present day. The latest change is the Merdeka Curriculum, issued by the Ministry of Education and Culture in mid-2020. The Merdeka Curriculum is a concept that allows teachers and students to select and develop learning content that is in line with local needs and conditions (Sibagariang et al., 2021; S. Wahyuni, 2022). This approach aims to enhance the quality of education by taking into account the uniqueness and the local learning environment. As such, the Merdeka Curriculum is expected to improve the quality of human resources and contribute to the nation’s progress through education that is relevant to the changing times.

The Merdeka Curriculum is a learning design that provides students with the opportunity to learn peacefully, relaxed, enjoyably, free from stress and pressure, to showcase their natural talents. This curriculum emphasizes freedom and the creative thinking of students. It has several distinctive features, including diverse intracurricular learning, such as differentiated learning, where teachers facilitate students according to their needs (Mustika, 2022). Teachers have the freedom to select various teaching materials to adapt learning to the needs and interests of students (Santia et al., 2022). Projects to strengthen the achievement of the Pancasila student profile are developed based on specific themes set by the government (N. Wahyuni et al., 2023). These projects are not directed to achieve specific learning targets, and therefore, are not tied to subject content.

The Merdeka Curriculum is expected to enhance students’ potential and abilities by providing critical, high-quality, expressive, applicable, diverse, and progressive learning (Khusni et al., 2022). It requires strong cooperation, commitment, dedication, and real implementation from all parties to instill the Pancasila student profile in students. The government has issued several regulations and prepared questionnaires to determine the readiness of educational institutions to implement the Merdeka Curriculum. One important aspect of the Merdeka Curriculum’s implementation is the role of the teacher as a learning facilitator (Arviansyah & Shagena, 2022; Daga, 2021). Teachers are responsible for developing professionalism and teaching abilities that are in line with the demands of the times, and for choosing and implementing learning models that can motivate, engage, inspire creativity, and develop students’ skills. One of the recommended learning models to support the Merdeka Curriculum is Project-Based Learning (PjBL) (Erlina, 2021; Wulandari et al., 2022). PjBL is an innovative learning model that involves students in investigation, problem-solving, assignments, and the creation of tangible products related to the material and competencies being learned.
Project-Based Learning involves several steps and stages that teachers and students must follow. Jalaluddin (2016) outlines the steps of Project-Based Learning as follows: a) determining fundamental questions, b) designing project plans, c) creating schedules, d) monitoring students and project progress, e) testing results, f) evaluating the experience (Setiawan et al., 2021). Meanwhile, the PjBL stages comprise three main steps: Planning, Creating, and Processing (R. Amelia et al., 2021). In the Planning stage, students design the project as a whole, organize the work, and set learning objectives. In the Creating stage, students develop project ideas, merge ideas generated within the group, and realize the project. In the Processing stage, students present the project’s results and engage in evaluation. Project presentations provide an opportunity for real communication about the group’s creations or findings, and evaluation involves reflection on the project, analysis, and assessment of learning processes. This model can be applied in various fields of study, including history. Learning history using this model is expected to stimulate students to think critically and create something that affects the learning process in the classroom and the surrounding environment.

History education is a critical subject for students to understand past events related to contemporary life and the nation's future development. By studying history, students can become aware of or awaken historical consciousness through imagination and logical thinking about the past. Moreover, history education also imparts national values that can be applied in the present to ensure that the nation's identity does not fade away with the changing times. History education has specific objectives to be achieved through interactive, inspirational, enjoyable, challenging, and motivating learning processes.

In the Merdeka curriculum, history learning includes the concept of historical science up to the reform era in Indonesia, divided into two phases: phase E for grade X and phase F for grades XI and XII. History learning in the Merdeka curriculum is supported by modules that contain learning tool designs, learning objectives, diagnostic, formative and summative assessments, content coverage, and exercises. Teaching modules are elaborations of the learning objectives, arranged according to the phase or student development stage. Modules are used by teachers to implement learning to achieve the Pancasila Student Profile and Learning Outcomes.

History learning in the Merdeka curriculum also provides a solution for the reduced teaching hours with additional teaching as project coordinators to strengthen the Pancasila Student Profile. The Pancasila Student Profile Strengthening Project is an interdisciplinary learning that observes and thinks about solutions to problems in the environment. The Pancasila Student Profile Project follows holistic, contextual, student-centered, and explorative principles. The project aims to develop soft skills and character in line with the
Pancasila student profile, such as creativity, collaboration, communication, critical thinking, empathy, and ethics.

SMA Labschool Jakarta is one of the Pioneer Schools that has implemented the Merdeka curriculum since 2021. This Merdeka curriculum allows teachers and students to develop competencies according to needs and contemporary challenges. One subject that has undergone changes in the Merdeka curriculum is history. In the Merdeka curriculum, the history subject only consists of Indonesian history, covering the material from the concept of historical science to the reform era in Indonesia. The learning objectives of history in the Merdeka curriculum are to strengthen the Pancasila student profile, which has a clear identity, ideology, and aspirations of the Indonesian nation, and the ability to adapt to the context of life and the challenges of the 21st century.

To achieve the learning objectives of history in the Merdeka curriculum, SMA Labschool Jakarta applies the Project-Based Learning (PjBL) learning model. This learning model allows students to explore, think critically, reason, and create something creative and innovative through projects assigned by teachers. The projects provided by teachers must be relevant to the history material being studied and can be published on social media or exhibited. Projects also challenge students to solve problems related to history and the present. With the PjBL learning model, students are expected to be more interested, motivated, and engaged in history learning at school.

There are several studies related to the Merdeka curriculum and project-based learning in history education. The first study by Ardhian Ramadhany et al. (2016) showed that the use of the Project-Based Learning model improved students' history learning outcomes from 61.86 to 82.94. With an influence of 23.8%, this learning model is a dominant factor in determining improved learning outcomes (Ramadhany et al., 2016). The second study by Halimatus Sakdiah et al. (2023) aimed to explore the Pioneer School Program, which aims to develop holistic student outcomes, including competencies (literacy and numeracy) and character, to form the Pancasila student profile (Sakdiah et al., 2023). The third study by Hasnadi & Inayatillah (2022) investigated how to develop character values through history education by designing lesson plans and implementing active, innovative, creative, effective, engaging, and enjoyable learning processes (Hasnadi & Inayatillah, 2022). The difference from previous research is that it focuses on the implementation of the Project-Based Learning model in history learning in the Merdeka curriculum at SMA Labschool Jakarta.

This research aims to explore the implementation of Project-Based Learning (PjBL) in history learning in the Merdeka curriculum at SMA Labschool Jakarta. The researcher is interested in this topic due to the potential for new innovations in the Merdeka curriculum that allow students to connect history material to the present. Additionally, the
characteristics of SMA Labschool Jakarta students, who tend to be more interested in challenges than lectures in the classroom, are also considered. The researcher believes that PjBL can stimulate students to solve problems, focus on the material, think critically, creatively, and innovatively in history learning.

**METHOD**

This study employs a qualitative method with a case study approach to comprehend the natural setting regarding the implementation of Project-Based Learning in history education within the Merdeka curriculum at SMA Labschool Jakarta. Qualitative research is an approach used to investigate natural settings or natural objects with the aim of understanding the conditions of a context by providing a detailed and in-depth description of the natural context. Qualitative research places a greater emphasis on the "Process" rather than the "Outcome." The data collection process involves observation, interviews, and document analysis. The researcher serves as the primary instrument, conducting the research directly, observing, and playing the roles of planner, data collector, data analyzer, data interpreter, and research reporter.

**RESULT AND DISCUSSION**

**Result**

In implementing the Merdeka curriculum, lesson planning involves several stages. The first stage is to establish clear and measurable learning objectives. The second stage is to design appropriate learning steps to achieve those objectives. The third stage is to create flexible, simple, and contextual learning assessments to effectively measure the achievement of learning objectives. The fourth stage is to develop teaching modules that align with the learning objectives and steps. The Competency Standards in the subject of History encompass Conceptual History Skills, Historical Thinking Skills, Historical Awareness, Historical Research, and Practical History Skills. Teachers must learn to create lesson ideas contained in the Learning Objectives Flow to ensure that the teaching and learning process reflects current societal learning. The success in achieving the learning objectives is determined by the teacher's ability to plan, implement, and evaluate a lesson.

Based on an interview with Mr. IK, he has created history lesson plans that are tailored to the Merdeka curriculum. At the beginning of the school year, Mr. IK holds a working meeting with fellow history teachers to form a committee and prepare teaching materials such as modules, Learning Objectives Flow, the Competency-Based Curriculum (KKTP), and a collection of essential materials to be presented to students in the classroom. When creating lesson plans that are outlined in modules, Mr. IK includes information such
as the title, time allocation, strengthening the Pancasila student profile, learning objectives, essential materials to be covered, teaching methods (lecture and discussion), and the media used, such as PowerPoint and YouTube. Additionally, Mr. IK includes the Project-Based Learning model. In this activity, Mr. IK includes a diagnostic assessment to understand the students’ basic abilities in history learning. Then, the material is discussed, students are grouped, and a history project is assigned, followed by presenting the project’s results and a Q&A session.

From the findings and interviews with history teachers at SMA Labschool Jakarta, the implementation of project-based history learning in the classroom requires appropriate strategies and steps. The steps for implementing project-based learning are as follows: students are given Learning Objectives for the day, students are informed of the goals they will achieve in the material, students are assigned group tasks that include two components: presentation and the project’s results. Project-based history learning is also incorporated into the module. In the Merdeka curriculum, history teachers are no longer restricted by lesson plans and can develop and enhance them using teaching modules.

Mr. IK, who is one of the history teachers at SMA Labschool Jakarta, uses project-based learning for the topic "Analyzing the Development of Hindu-Buddhist Kingdoms in the Nusantara through Writing or Other Media." In the module, Mr. IK divides the lesson into three activities: the initial activity, the core activity, and the closing activity. In the initial activity, Mr. IK opens the lesson and provides a brief overview of the Hindu-Buddhist era in the Nusantara for about 10 minutes. In the core activity, he divides it into several stages. First, he explains the theory of the Hindu-Buddhist entry and expansion in the Nusantara, showing a YouTube video as a shared resource. In the second stage, he uses a discussion method, assigning students to various groups to discuss the Development of Hindu-Buddhist Kingdoms in the Nusantara. In the third stage, students are asked to present their discussions. The closing activity consists of a post-test and follow-up activities.

According to Mr. IK, project-based history learning is well-suited for the topic of the Development of Hindu-Buddhist Kingdoms in the Nusantara. With project-based learning, students gain experience and gain insight into historical events. It provides a dynamic atmosphere for students. One of the 10th-grade students, NA, mentioned that project-based history learning increased her interest in learning history. NA stated, "I am attracted to project-based history learning because it not only provides an interesting learning experience by allowing us to learn history from various sources but also helps us get closer to our classmates."

Evaluation in education is often referred to as improvement. Evaluation comprises measurement and assessment aimed at determining the effectiveness and efficiency of the educational system. Evaluation plays a vital and strategic role in the steps of learning.
Evaluation includes evaluating the learning program, the learning process, and the learning outcomes. Mr. IK, who is a history teacher at SMA Labschool Jakarta, emphasizes the importance of evaluation in history education to understand the extent to which students engage in the learning process in the classroom. Mr. IK conducts continuous evaluation by examining methods, learning models, and diagnostic, formative, and summative assessments used in history teaching. If there is a significant decrease in students’ learning outcomes, Mr. IK will adjust the lesson planning and implementation accordingly.

Based on interviews and document analysis, Mr. IK must provide comprehensive historical knowledge with a diachronic and synchronic approach and multidimensional content. Mr. IK employs a diachronic and synchronic approach and multidimensional content when teaching history. He connects past events to present-day events for reflection, evaluation, comparison, or decision-making. The goal is to shape independent individuals with historical awareness who align with the Pancasila student profile.

To achieve this goal, Mr. IK aligns the Learning Objectives in his module with the latest regulations and the students’ needs. He also constructs a Learning Objectives Flow, a systematic and logical sequence of learning objectives. Mr. IK applies innovative teaching methods and models tailored to students’ needs. One example is the Project-Based Learning model for analyzing the acculturation of native Nusantara culture with Hindu-Buddhist culture and the cultural achievements of the Hindu-Buddhist kingdoms. With this model, students produce predefined projects and demonstrate them publicly. Students complete a summative assessment to ensure the learning objectives are achieved.

In addition to developing the Teaching Objectives Sequence (ATP), Mr. IK also creates lesson plans and teaching modules designed to guide teachers in implementing day-to-day learning to achieve specific educational goals. Lesson plans and teaching modules contain objectives, steps, teaching media, assessments, as well as other learning information and references that can assist educators in conducting teaching activities. Mr. IK tailors lesson plan tools and teaching modules to match the subject matter and follow the guidelines provided by the government. He also includes an assessment plan in the lesson plan tools and teaching modules. Assessments are conducted to find evidence of achieving the educational goals. Formative assessments are intended to provide information or feedback to educators and learners to improve the learning process. Summative assessments are conducted to ensure the overall achievement of educational goals. Mr. IK implements diagnostic, formative, and summative assessments in history lessons in the classroom.

Project-based learning in the SMA Labschool Jakarta history classroom elicits various responses and feedback from teachers and students. Based on interviews with Mr. IK and Mrs. EH, this method can enhance students’ creativity and interest in history education. Mr. IK frequently employs project-based history learning in the classroom, creating "vlog"
projects related to museum visits, which receive positive feedback from students. Learning outcomes and student grades also improve with project-based history learning. Students can produce products related to historical content that can be published and enjoyed by a broader audience. However, Mrs. EH, who previously used project-based history learning for topics such as pre-literacy periods and spice trade routes, noted that this approach, while interesting, was implemented at an inappropriate time, leading to reduced student focus. Mrs. EH also mentioned that her students in the classroom showed less interest in project-based history learning and preferred historical films, mind mapping tasks, debates, or discussions.

Students at SMA Labschool Jakarta provide varied responses to project-based history learning. Interview results suggest that students in Mr. IK's classroom, who have experienced project-based history learning on several occasions, tend to respond positively. Student AA mentioned that project-based history learning piqued their interest in researching historical facts relevant to their projects. Students generally found project-based history learning more enjoyable compared to traditional methods like textbook-based learning or simple presentations. However, some students reported challenges with group-based project assignments due to difficulties in coordinating schedules and meeting to work on the projects.

Project-based history learning at SMA Labschool Jakarta can stimulate students' creativity and imagination in creating projects related to historical topics. Based on interviews with history teacher Mr. IK, students' creativity is evident in the way they create informative and engaging historical vlogs. This teaching method can also enhance students' historical literacy, which includes the ability to comprehend, interpret, and evaluate historical sources. Historical literacy involves more than just reading and writing skills; it also includes finding engaging learning media, such as historical museums. Given the influence of globalization and technological developments, teachers should leverage learning media that align with contemporary student needs. The Generation Z cohort is familiar with technology and easily understands its use. Based on interviews with several students, they offered positive feedback regarding project-based history learning, mentioning that they acquire substantial historical knowledge and information from various sources, including books, the internet, and museums. Students also shared their experiences in creating clay artifacts related to Hindu-Buddhist culture and understanding their significance.

Based on observations and interviews, teachers face challenges when using various media and learning resources in the classroom while implementing project-based history learning. Challenges include the inability to apply the project-based learning model to all educational objectives and the limited time available due to numerous essential activities.
that students must engage in at SMA Labschool Jakarta. According to Mr. IK, the products created through project-based learning sometimes need to align with students' interests and needs. To adapt the project-based history learning model to historical content, teachers are required to keep up with contemporary works and products to ensure that students can engage effectively and enjoy learning history. However, another challenge that teachers face when implementing project-based learning is that some students may not fully comprehend or lack enthusiasm when searching for information that aligns with factual history.

**Discussion**

One of the challenges in 21st-century education is how to prepare students to acquire the 4C skills: critical thinking, creativity, collaboration, and communication. In response to this challenge, the Ministry of Education and Culture (Kemendikbud Ristek) has introduced a flexible curriculum policy called "Merdeka Belajar," which grants educators the freedom to create high-quality, student-centered learning experiences tailored to the needs and learning environments of students. The Merdeka Belajar curriculum is also related to the strengthening of the Pancasila Student Profile, a co-curricular activity designed to explore knowledge, develop skills, and reinforce the six dimensions of the Pancasila Student Profile.

An example of the application of the Merdeka Belajar curriculum and the Pancasila Student Profile strengthening project can be seen in project-based history learning at SMA Labschool Jakarta. This learning approach engages students in exploring real-life issues in their environment and collaborating to solve these issues by producing products related to historical content. The primary objective of this learning approach is to nurture free-thinking individuals who possess historical awareness, aligning with the Pancasila Student Profile.

Based on research findings, Mr. IK, a history teacher at SMA Labschool Jakarta, has implemented the Merdeka Belajar curriculum and project-based learning in his teaching. Through the Merdeka Belajar curriculum, he can plan and create history lesson modules focused on essential, relevant, and in-depth content tailored to the students' needs and learning environment. This aligns with research indicating that the Merdeka Belajar curriculum can enhance the quality of education and motivate students to learn more independently and creatively. Mr. IK also provides opportunities for students to develop soft skills and character through the Pancasila Student Profile strengthening project. In project-based learning, students conduct investigations through open-ended questions and apply their knowledge to produce meaningful and relevant products. This corresponds with studies suggesting that project-based learning can enhance critical thinking, collaboration, communication, and problem-solving skills.
In addition to implementing the Merdeka Belajar curriculum and project-based learning, Mr. IK conducts comprehensive and continuous evaluations of the history learning system used in the classroom. As an educator, he uses Competency Points (CP) as essential competency units that students must achieve. He employs various methods, learning models, and diagnostic, formative, and summative assessments to evaluate students' abilities. Mr. IK is not hesitant to adjust his lesson plans and teaching methods if student learning outcomes decline. The assessments he conducts provide more accurate indications of students' competency achievements, which align with studies demonstrating that diagnostic, formative, and summative assessments are effective methods for evaluating Merdeka Belajar curriculum learning.

Mr. IK has implemented the Merdeka Belajar curriculum and project-based learning using diachronic and synchronic approaches, with multidimensional content in history teaching. This approach enables him to present historical knowledge in a holistic and critical manner by connecting past events to the present. This aligns with the goals of the Merdeka Belajar curriculum, which aims to cultivate individuals with historical awareness in harmony with the Pancasila Student Profile. As a teacher, he also adjusts learning outcomes according to the latest regulations and student needs. He organizes a systematic and logical learning goal sequence to achieve essential competencies. He also employs innovative teaching methods and models, such as project-based learning, to enhance student motivation, engagement, and learning outcomes. In project-based learning, students are given the opportunity to explore real-life issues in their environment and collaborate to solve them. Mr. IK creates lesson plans and teaching modules to guide daily teaching activities. He also includes diagnostic, formative, and summative assessment plans to provide feedback and ensure goal achievement.

Project-based history learning at SMA Labschool Jakarta receives a variety of responses from both teachers and students. Most teachers and students respond positively to this method as it enhances creativity and student interest in history learning. Teachers and students also observe improved learning outcomes and grades. Students can produce historically relevant and engaging products such as vlogs, comics, posters, or models that can be published and enjoyed by a wider audience. Student responses indicate that project-based learning enhances digital literacy, visual literacy, media literacy, and information literacy. This corresponds with research findings showing that project-based learning can facilitate students in improving digital literacy, which includes information and media literacy.

Project-based history learning at SMA Labschool Jakarta is an implementation of the Merdeka Belajar curriculum that emphasizes creativity and students’ freedom of thought. This learning approach challenges students to create projects related to historical content.
using varied and engaging learning media. It also supports students in improving historical literacy, enabling them to comprehend, interpret, and evaluate historical sources.

One type of project created by students in project-based history learning is historical vlogs. Historical vlogs are video blogs that provide information and knowledge about historical events. These vlogs stimulate students’ creativity and imagination in presenting historical content in an enjoyable and engaging manner. They also enhance students' communicative and collaborative skills as they work together with their peers.

Another learning resource used by students in project-based history learning is historical museums. Historical museums store and display historical artifacts related to past events. These museums enhance students' historical literacy by providing opportunities to see, touch, and experience historical artifacts directly. Historical museums also improve students' critical and reflective thinking skills through thought-provoking questions.

One of the products created by students in project-based history learning is clay artworks that depict aspects of Hindu-Buddhist culture. Clay artworks are artistic creations made from clay and molded according to the creator's preferences. These clay artworks enhance students' creativity and innovation in producing products related to historical content. They also raise historical awareness in alignment with the Pancasila Student Profile.

Project-based history learning at SMA Labschool Jakarta faces several challenges that must be addressed by teachers and students. These challenges highlight common shortcomings encountered in the implementation of the Merdeka Belajar curriculum and project-based

CONCLUSION

The implementation of Project-Based Learning (PBL) in history education at SMA Labschool Jakarta has generated various responses. Although this approach has not been fully utilized by all history teachers at the school and still faces some challenges, it has managed to make history as a subject more appealing to students. It has also contributed to a deeper understanding of historical events, fostering creativity and imagination among students in the process of learning history. Therefore, recommendations for the optimal implementation of project-based history learning include the school’s attention to student conditions and the provision of training to teachers to enhance their understanding of this teaching model.

Teachers should select PBL models that align with competency points (CP) and learning objectives related to historical content and guide students to find accurate sources. Students need to develop a genuine interest in history by engaging with historical sources and conducting research. Project-based learning is an effective model for improving both the
quality of the historical learning process and outcomes. This model aligns with the concept of the Merdeka Belajar curriculum, which emphasizes student freedom, independence, and skills. Through this model, students can cultivate interest, motivation, and creativity in learning relevant and meaningful historical events. Students also have the opportunity to hone their problem-solving abilities, research skills, source identification, event reconstruction, and imaginative thinking while creating a variety of engaging historical projects.

Additionally, this model enhances historical literacy, knowledge, and ideas among students. It also provides teachers with the flexibility to select teaching materials that cater to students’ learning needs and interests. Teachers can develop projects to reinforce the Pancasila Student Profile based on specific themes designated by the government. However, this approach necessitates attention and support from various stakeholders to address the existing challenges and further develop the model based on the recommendations provided. In doing so, project-based learning can operate optimally and offer maximum benefits to both students and teachers in the context of history education.

REFERENCE


