



The Analysis of Early Childhood Learning Achievement Based on the Implementation of the ABCD5E Model in the Merdeka Curriculum

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Abstract

The presence of the Merdeka curriculum in Indonesia has given reaction to community educators, namely the implementers of ABCD5E learning model to be actively adapted. The basic thing as the students' main competency achievement in Merdeka curriculum implementation is stated as learning achievement. This writing aims to analyze how to achieve learning achievement in Early Childhood Education using the ABCD5E learning model in the Merdeka Curriculum Implementation. The research method used was a literature review study. The data used in this analysis is primary data sourced from research results in both national and international journals, the results of thesis research, and observations on the learning documents using ABCD5E model. The research results showed that there were learning achievements through implementing ABCD5E learning model in the Merdeka curriculum. The conclusion from the research is the learning achievement in the Merdeka curriculum implementation can be achieved through implementing ABCD5E learning model.

Keywords: Learning Achievement, ABCD5E Learning Model, the Merdeka Curriculum Implementation

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INTRODUCTION

The Merdeka Curriculum Implementation provides freedom for educators to take the best actions for learning achievement. Yogi Anggraena, the Coordinator of Curriculum Developer, Center for Curriculum and Development, Standards, Curriculum, and Education Assessment Agency, stated that in order to achieve learning achievement, educational unit has the freedom to choose the most appropriate method they like to apply. Therefore, the community implementing ABCD5E learning model used the ABCD5E learning model to realize learning achievement for the students of Early Childhood Education. The curriculum was developed according to the diversification of educational unit (Kemendikbudristek, 2021).

Regarding learning achievement, it has been regulated in the decision of the head of the curriculum standards and educational assessment body number 033/HK/R/2022 on early childhood, primary and secondary education in the Merdeka curriculum (Jayawardana et al., 2022). In the implementation of learning in the Merdeka Curriculum, basically is freedom practice that happen between educators and students, where both have contribution for the growth of spiritual and intellectual in realizing education (Elok Endang Rasmani et al., 2023). The merdeka concept in the implementation of the Merdeka curriculum is the basic potency for the development of education in (Nafisa & Fitri, 2023). The presence of freedom in

learning interaction in this curriculum, seems has been done by the early childhood education program by using ABCD5E Learning model. (S. W. Handayani, 2023). This research aims to analyze how to use the ABCD5E learning model to achieve learning achievement.

The ABCD5E learning model is a learning model created by Sri Wiji Handayani together with the development team of UNNES Labschool Kindergarten (S. W. Handayani, Puspitaningrum, et al., 2021). This model was created to make it easier for teachers to plan, implement, and evaluate learning. This model was created in 2019 when the 2013 curriculum was still used. In 2021, the development team of UNNES Labschool Kindergarten immediately adapted this ABCD5E learning model when using Merdeka curriculum. This learning model emphasizes how ideal learning in the classroom (W. Handayani et al., 2021). Learning from a model found, a model that is created by accurate system will help planning and controlling the implementation of the model itself. (Nguyen-Tuong & Peters, 2011). The point of this research is the ABCD5E model is created systematically to help the educators of early childhood education in the implementation of the Merdeka Curriculum from planning, implementing, and evaluating.

The Merdeka Curriculum Implementation provides maneuvering space for the teachers of UNNES Labschool Kindergarten, in this case, the space that builds motivation and the space for opportunities to develop and make what they do more meaningful, this is what was conveyed by Khairil Azwar about how when the curriculum was developed, ABCD5E adapted with the development of the existing curriculum in Indonesia because of the essence of the model based on the teachers (Azhar & Dewi, 2023). In this condition, the teachers or educators of UNNES feel more recognition of what is being done to develop early childhood education learning.

As a kindergarten laboratory institution, Labschool Kindergarten often carries out various research to develop learning. The presence of the Merdeka curriculum is very relevant to the habits carried out by the UNNES Labschool institution. The Labschool Development Team guided by Sri Wiji Handayani uses development strategies by Jane Knight. The development strategies in question are program strategy and organizational strategy (Rosyidah et al., 2020). The strategy used by the development team of UNNES Labschool Kindergarten in achieving learning achievement in the Merdeka curriculum implementation is by using a program strategy, namely a strategy with the ABCD5E learning model. This writing will examine how early childhood learning achievement can be achieved through implementing the ABCD5E learning model.

The State of the Art in this writing is the learning achievements of early childhood through the implementation of the ABCD5E learning model in the Merdeka curriculum implementation. The ABCD5E learning model helps early childhood educators in stimulating learning achievement. This method is part of real action that can be carried out by early childhood educators, especially implementers of the ABCD5E learning model as a form of independence for teachers and children.

METHODS

The research methods used in this research are literature review and field research. The approach used is a systematic literature review (SLR) with primary data sources from international journals, national journals, and learning tool documents of practitioners of the ABCD5E learning model. A literature review is used to find a theoretical basis for solving the problems in this research. The systematic literature review is based on the guidelines proposed by Kitchenham (Engineering & 2018, 2018). The literature review study process involves identifying, assessing, and interpreting existing research evidence.

The stage with the scheme in **Figure 1** Systematic Literature Review was carried out in three stages, namely planning, data collection, reporting the results of the review followed by publication. The first review stage is a systematic review of the things that underlie the learning achievement in the Merdeka curriculum, followed by an overview of how the ABCD5E learning model is implemented with the learning tools used. This review was carried out to reduce the possibility of bias in this study. Furthermore, the second stage is defining the research question for developing the overview. Then, the third stage is evaluating, the fourth is searching for the topic in question, the fifth is the process of selecting research problem studies, and the sixth is assessing the quality. The last process is the process of data extraction and synthesis. The next stage is to create a research report, then discuss the research results and make a conclusion, then end with a scientific publication.

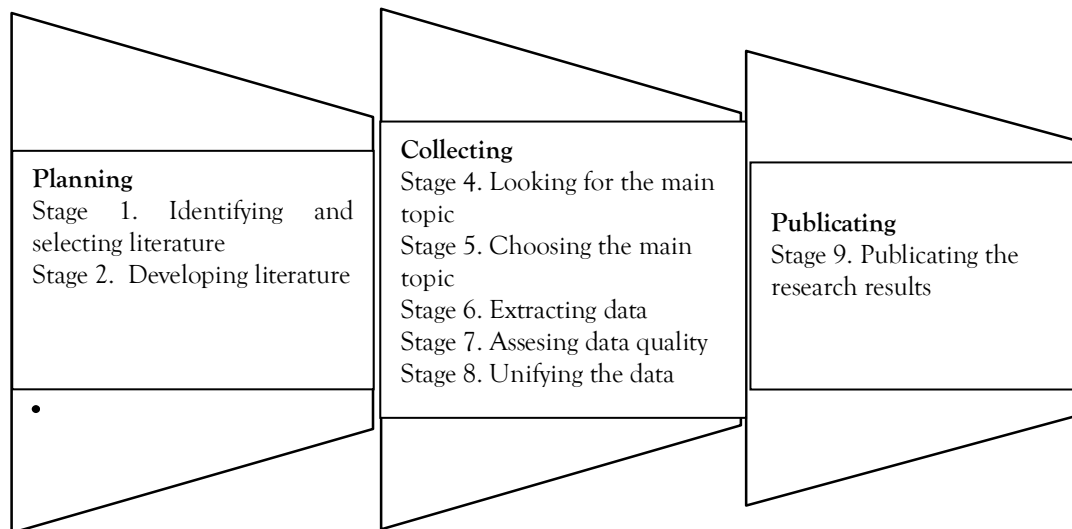


Figure 1. Research Design Scheme

Research questions are used to keep the systematic review focused. The research questions were created based on the PICOC criteria (Table 1), namely population, intervention, comparison, outcomes, and context (Kitchenham et al., 2009).

Table 1. PICOC Summary

Population	:	Learning Achievement
Intervention	:	Merdeka Curriculum, ABCD5E Learning Model
Comparison	:	n/a
Outcomes	:	It was found that there were learning achievement in implementing the ABCD5E learning model in Merdeka curriculum
Context	:	Learning achievement in implementing ABCD5E learning model in the Merdeka curriculum

Inclusion and exclusion criteria were used to select primary data. These criteria are shown in Table 2. Furthermore, the strategy carried out in this Systematic Literature Review (SLR) consists of a search string that is by the stages with the following developments: 1) Identify search terms from PICOC, especially from Population and Intervention 2) Identify search terms from the research questions 3) Identify search terms in the title, abstract, and relevant keywords. The searches for research articles were carried out in national and international journals, Google Scholar. Research questions on the literature review are presented in Table 3. The data was taken based on research questions in RQ 1, RQ 2, RQ 3, RQ 4, and RQ 5. Priority is given to research in the last 10 years and line with research questions from national and international publications.

Table 2. Inclusion and Exclusion

Inclusion Criteria	:	Study of learning achievement Learning achievement. The articles taken are articles that support the articles with ISSN. Articles are also chosen because of their strong tendencies towards the research or topic raised.
Exclusion Criteria	:	The study only discusses the ABCD5E learning model and the Merdeka Curriculum

Table 3. Research Questions on Literature Review

Research Question	Motivation
RQ1. Which journal corresponds to Research theme	: Identifying and searching for journals according to the topic being researched
R Q2. Who are the researchers who write a lot about Learning achievement, ABCD5E learning model and the Merdeka curriculum	: Identifying who the researchers are in learning achievement, the ABCD5E learning model and the Merdeka curriculum
RQ3. How the learning achievement in the implementation of ABCD5E learning model as an action from the Merdeka curriculum	: Identifying and looking for articles that support the answers to questions
RQ4. What methods are used to achieve learning achievement in general	: Identifying articles that answer questions
RQ5. What methods used by the researchers	: Identifying the methods used by the article

RESULTS AND DISCUSSION

Based on the results of the primary data **Table 4**, the article written by Deni Solehudin conveyed that the reference for assessment in the Merdeka curriculum is learning achievement (Solehudin et al., 2022). The method used is the same as the previous method or the method used before the Merdeka curriculum, the only difference is that it focuses on what transformation is used as a reference. Moreover, research conducted by Safinda Fitriana on learning achievement discusses critical behavior toward effective and ineffective sentences on learning achievement. This research was conducted to find out how to write effective sentences about learning achievement (Fitriana et al., 2023). The state of the art of this research is to focus more on how educators stimulate children to achieve their learning achievement in the learning process.

Table 4. Primary Data

Research Question	Results
RQ 1	Basicedu Journal, Education and Social Sciences Journal, Obsession Journal, (Scientific Journal of Educational Sciences, On Early Childhood Journal, journal.unnes.ac.id, Elsevier, Unipar/JECIE Journal
RQ2	Azhar, K. Deni Solehudin, Desy Liliani Husain, Dhieni, N., Wulan, S., & Info, A, Fitriana, S., Oktaviani, N. A., Setiawati, A., & Safitr. H.B.A Jayawardana, Handayani, S. W. , Husna, M., Jackman, H. L. Kitchenham, B, Prasetyo, A, Rosyidah, N., & Rosyidi, U, Shofiah, S., Lukito, A., & Siswono, T. Y. E., Stacey, S, Yogi Anggraena, Dj
RQ3	Teacher-Based Curriculum Development in Indonesia, Prototype Curriculum Implementation Concept, Preparation Training on the Operational Curriculum for the Education Unit (KOSP) as Implementation Preparation, The Evaluation of Kindergarten Curriculum, Manifesting the Tough Teachers on The Implementation of ABCD5E Learning Model During the Covid 19 Pandemic Through The Partnership Program
RQ4	Analysis of the Merdeka curriculum implementation in the foundation phase, 21st Century Learning Reform: Implementation of Independent Play through the ABCD5E Learning Model in UNNES Labschool Kindergarten
RQ5	Literature Review, SLR, Field research,

Furthermore, Mujlauwidzatul Husna researched the application of limited face-to-face meetings which made a new habit for students and parents. This research emphasized how limited face-to-face meetings could be carried out by the education units so that they can maximize learning achievement. Moreover, Face-to-face meeting is a way to maximize learning achievement (Husna & Sugito, 2021).

Meanwhile, the research conducted by Desy Liliani Husain regarding preparations for implementing the the Merdeka curriculum was carried out by providing training so that educators were better prepared to implement the Merdeka curriculum. This research provides understanding of Merdeka curriculum for the participants or educators of Early Childhood Education. The participants said that the entire Merdeka curriculum is simpler compared to the previous curriculum. The educators of Early Childhood Education

who participated in the training were provided with learning objectives contained in the Lesson Plan created based on each element of learning achievement (Husain et al., 2023).

Agung Prasetyo in his research on curriculum development carried out with local content to optimize learning for early childhood, (Prasetyo, 2015). Besides, the development of a structured and organized curriculum model is very important to be carried out for help in making decisions starting from policies and priorities for teaching methods and assessment procedures (Dhieni & Wulan, 2015). Learning design is important thing, on the movement of community education paradigm was conveyed that terminally the pattern of study directs to lifelong learning. (Putra Aryana, 2020). In this research, an ABCD5E learning model is presented as the Merdeka curriculum development.

Learning model is the frame of concept which contains the stages in the learning activities as the guidance used by the teacher to achieve learning achievement (Kencana Sari, 2018). Handayani, et al conveyed the importance of boosting the way of thinking of early childhood educators with the ABCD5E learning model. This aims to enable early childhood educators to be more open about learning models in early childhood education (Handayani et al., 2021). The 21st century reform article, it is also conveyed independent play for children with the ABCD5E learning model, providing a new perspective in implementing the curriculum in early childhood education. (W. Handayani et al., 2021).

H.B.A Jayawardana in research on the extent of understanding of school principals and teachers on the Merdeka curriculum. This research conveyed the survey results regarding how many school principals and teachers had an understanding on the the Merdeka curriculum, an understanding of the regulations for implementing the Merdeka curriculum, an understanding of learning achievement, an understanding of the Pancasila student profile, an understanding of how to create teaching modules and how to implement P5 in the foundation phase stated to be working well. (Jayawardana et al., 2022). This research emphasizes the importance of school principals and teachers to not only understand but also be able to implement methods that can be used to achieve learning achievement for their students in implementing the Merdeka curriculum. The next discussion will focus more on how to achieve learning achievement by implementing the ABCD5E learning model.

The ABCD5E learning model has been implemented since 2021 since the launch of Merdeka Learning by the Indonesian Minister of Education. Dr. Henny Djoheyni, the Facilitator of the GTK PAUD Partnership Program, in the activity report document by Handayani, et al, wrote that he had provided a review of the ABCD5E learning model which was presented at the national seminar on the GTK PAUD partnership program in 2021. The review given by Dr, Henny Djoheyni recommended that generally the ABCD5E learning model could be applied by Educators in learning with the concept of independent play in early childhood education. (S. W. Handayani, 2023)

The ABCD5E learning model has given understanding for the educators about the importance of making learning plans with operational learning objectives. The operational objectives are formulated with four components, namely Audience, Behavior, Condition, and Degree. Apart from learning objectives, the educators must also understand the importance of learning steps using the 5E phases, namely Engagement, Exploration, Explanation, Elaboration, and Evaluation (S. W. Handayani, Puspitaningrum, et al., 2021)

The audience, in this case in the learning process is the students, Behavior in this learning process is the expected change in behavior or competency, Condition is the conditions created in that day's learning while Degree is the level or comparison of what must be achieved from previous learning, (S. W. Handayani, Windi, et al., 2021) In this ABCD concept, the educators are expected to be able to understand the extent of the achievements that students have previously achieved and the level of learning achievement expected. For example, when through an initial learning assessment, it is found that the child's ability can jump twice, then at the next level of learning achievement the teacher can determine the child's learning achievement of being able to jump on one leg equally. The importance of teacher's ability to know students' abilities at the beginning of learning is very important to determining the Degree of the expected learning achievement.

Furthermore, the 5E in the ABCD5E learning model, in this case 5E Cycle was originally developed from the theory of Robert Kurplus and Robert Baby used in problem-based (Siswono, 2018). 5E Cycle in the ABCD5E learning model is implemented as a step that can be carried out in the learning process. The first E, namely Engagement, means involvement. The involvement in the learning process is how the involvement of all learning sources can be carried out, but the first and foremost is the children. In this engagement phase, the learning sources of the students are filled, cause in the principal of the implementation of the Merdeka Curriculum, good and effective communication is needed (Asyiah et al., 2023). The second E is

Exploration. At this exploration stage, the children are allowed to try out, find and solve problems by using temporary answers to solve problems until they find the desired solution. In the function it self, the teacher provides material that supports children to play openly. The third E is Explanation, which means explaining. At this stage, children are allowed to explain the results of their exploration. The fourth E is Elaboration, which means re-examining and working on it in more detail. In this elaboration phase, children will think, feel, act, and exercise more thoroughly, (S. W. Handayani et al., 2017). This elaboration phase does not emphasize on the finish of materials learned but more on how the students deeply understand the concept. The fifth E is Evaluation, at this stage the children reflect on what has been learned, determine what the next decision will be, whether follow-up actions need to be taken regarding the things learned, and whether they have achieved the expected learning achievements or not. If the desired achievements have not been achieved in the learning carried out, the 5E cycle phase is continued again until the expected learning achievement is achieved. In the 5E phase, the teacher becomes the facilitator, if at a certain time, the child wants to describe his work/things he has learned and the child wants the teacher to know or even record it then do so (Jackman & Hilda L, 2009)

In the early childhood curriculum, S, Stacey stated that at a certain point, the relationship between the knowledge of teachers and children will produce a curriculum that can provide environmental changes. (Stacey, 2009). Therefore, when the knowledge of teachers and children is used to building well, this will have a good impact on the curriculum. The ABCD5E learning model encourages active involvement by both teachers and children in the learning process in achieving learning achievement in the Merdeka curriculum (Figure 2).

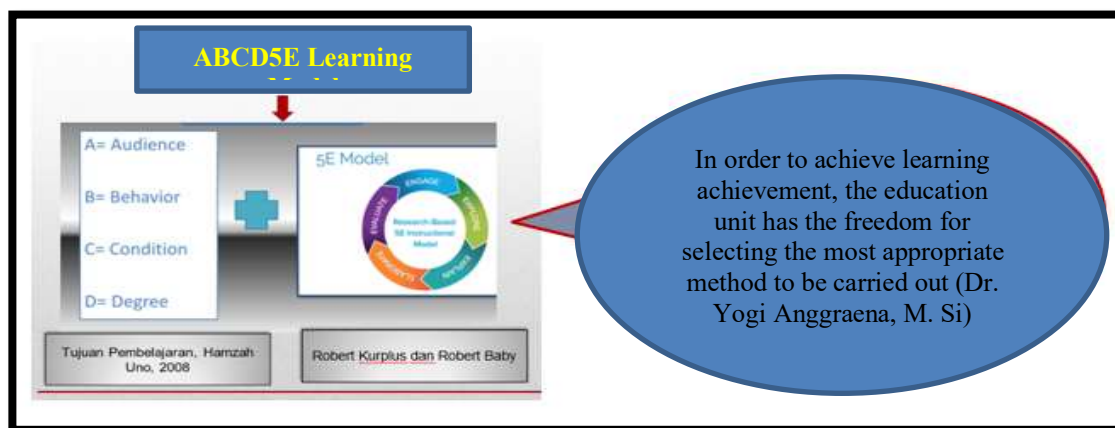


Figure 2. The Thinking Concept of Learning Achievements with the ABCD5E Model

CONCLUSION

Based on the descriptions above, it can be concluded that learning achievement can be achieved by implementing the ABCD5E learning model in the Merdeka curriculum. The ABCD5E Learning model is just one of the ways that can be carried out to achieve the learning achievement in the implementation of the Merdeka Curriculum. The way to achieve it is by planning good learning and what stages used in the learning. The teachers must understand learning achievements by putting them into ABCD in the learning objectives. The students are actively involved in the 5E phase, so that they know, understand and participate in determining learning achievement. Until the students feel that what becomes the learning achievements have been achieved, the 5E Cycle has been completed in learning. The important note is that in implementing the ABCD5E learning model, teachers and children are involved in determining learning achievement. In the learning, thing that can help students control what they learn is by deciding the learning objectives (Lake & Jones, 2008)

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