

DIGITAL MEDIA-BASED LEARNING IN THE INDEPENDENT CURRICULUM AT NASIMA ELEMENTARY SCHOOL

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ABSTRACT

Digital media-based learning is one of the innovations in the Merdeka Curriculum which aims to improve the quality of education by using technology. SD Nasima as one of the schools implementing the Merdeka Curriculum has integrated various digital media in the learning process to support 21st century skills, such as critical thinking, creativity, communication, and collaboration. This study aims to analyze the application of digital media in learning at SD Nasima, its impact on student learning outcomes, and the challenges faced in its implementation. The research method used is a qualitative descriptive study with data collection techniques through observation, interviews, and documentation. The results of the study show that digital media-based learning in the Merdeka curriculum at SD Nasima includes Smartboard, Interactive Learning Panel, Educational Applications. However, the use of digital media certainly has advantages and obstacles faced.

Keywords: Curriculum, Learning, Media

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INTRODUCTION

Rapid technological advancements have brought about significant changes in various aspects of life, including education. One educational innovation aligned with this progress is the implementation of digital media-based learning, particularly within the Independent Curriculum. At Nasima Elementary School, this approach has been strategically integrated to improve the quality of learning and 21st-century skills. The use of learning media in the digital age is required to improve teaching standards because it can encourage more efficient learning. To help students understand complex material, media is needed as a communication tool between teachers and students. One requirement for a successful learning process is that teachers utilize appropriate learning resources to assist students.

Learning media plays a crucial role in improving the quality of the teaching and learning process. It can also make learning more conducive, engaging, and enjoyable. Many learning media can be implemented in the learning process, including video, audio, images, photography, various media, and maps or globes. One currently developing learning medium is video learning. Video learning aims to influence and support the learning interactions between teachers and students in the classroom.

Learning video media is currently developing because it has advantages, namely: The material delivered is easy to understand, students remember the material more easily, can reduce student boredom, more focus on the material, and students' comprehension will be faster. In addition to the advantages for students, learning

video media also has advantages for teachers, namely: the role of the teacher as a message deliverer in the form of material, it will be easier to convey the material to students as message recipients. (Hidayatullah, 2022)

The curriculum is the core of education, determining the sustainability of the teaching and learning process. Improving the quality of education in Indonesia is initiated by implementing a curriculum adapted to current advances, emerging technologies, the culture of educational institutions, and the potential of each region. In the 2022/2023 academic year, Indonesia implemented a new curriculum for classroom learning, the "Independence Curriculum." This curriculum emphasizes lifelong learning opportunities for students, with classroom learning centered on students rather than teachers, as in the previous curriculum. Teachers acted solely as facilitators in the classroom. (Sarah et al., 2024)

The Independent Curriculum is designed to provide greater freedom for educators and students to determine learning processes that best suit their individual needs. In this context, digital media is an effective tool to support interactive, contextual, and meaningful learning. Through various platforms and applications, digital media-based learning can enrich students' learning experiences, facilitate collaboration, and strengthen mastery of basic competencies and the character profile of Pancasila learners.

Nasima Elementary School, as a progressive educational institution, has utilized digital media to foster students' creativity, innovation, and critical thinking skills. With a wider variety of learning resources and flexibility, students can optimally develop their interests and talents. This article will further discuss how the implementation of digital media-based learning at Nasima Elementary School supports the success of the Independent Curriculum in realizing a holistic and future-oriented education.

METHOD

To compile this article, we conducted observations and went directly to the school to conduct interviews and observe the activities

and atmosphere at Nasima Elementary School. In this article, we present the data, interview results, and documentation to answer the questions raised. This research uses a qualitative descriptive approach. Qualitative descriptive research is a problem formulation that guides the research to explore or capture the social situation to be studied comprehensively, broadly, and in-depth. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a natural setting.

Qualitative research is research conducted in a specific setting that exists in real life (natural) with the aim of investigating and understanding phenomena: what happens, why it happens, and how it happens. This means that qualitative research is based on the concept of going exploring which involves in-depth and case-oriented studies or a number of cases or a single case. Qualitative research is research using a natural setting with the aim of interpreting a phenomenon that occurs and is carried out by involving various existing methods. Qualitative research seeks to discover and describe narratively the activities carried out and the impact of these actions on their lives. (Fadli, 2021)

RESULTS AND DISCUSSION

The National Religious Education Foundation (Nasima) was established on January 7, 1994. This foundation combines two values, namely spirituality and love of the homeland in its education system through various school programs. This foundation consists of TD-DC-KB-TK-SD-SMP-SMA educational levels. This school is the first school to use the name of the classroom with the name of the region since 1994. With the aim of having students have a high sense of nationalism. Nasima Elementary School is an A-accredited school which currently consists of 38 teachers, 348 male students, and 314 female students. This school has a vision of guiding Indonesian people with knowledge and noble character and a mission to provide quality education, create new locomotives towards a greater

Indonesia, and realize shared prosperity.

Nasima Elementary School also has 9 core values called "Nasima Yes" namely nationalism, religious, polite communication, strong integrity, abundant prosperity, active cooperation, believing in the best, empathetic, and ready to take responsibility. Nasima's four competencies are: Nationalism, Science and Mathematics, Language, and Applied Information Technology. The student profile of Nasima School includes: appearance, nationalism, language, life skills, faith, morals, worship, exact sciences, applied sciences, and talents.

The academic regulations at Nasima Elementary School are: (1) Students attend KBM from Monday until the schedule for each class; (2) Students have laptops for computer learning and learning assessment; (3) Students are required to comply with SOPs and learning regulations; (4) Students are required to complete all KBM programs (process and assessment); (5) Learning assessment includes assignments, formative assessments, and summative assessments; and (6) Students are declared to have moved up a class if they meet the established criteria for moving up a class, including fulfilling all learning programs, fulfilling attendance requirements, and developing a minimum good attitude.

Student learning resources are not only from student handbooks, but Nasima school also has a digital learning resource, namely "Nasima Elementary School YouTube," which contains teaching videos by Nasima teachers themselves uploaded to YouTube (Swaraswati, et al. 2023). Nasima's school uniform and culture routinely includes red and white nuances every 7th, kebaya and surjan every 17th, and red and white santri every 22nd. The learning assessment system at Nasima is: (1) Attitude: observation, prayer book, behavior notebook, and attitude questionnaire; (2) Knowledge/Skills: various methods, namely tests, oral, written, MS forms, quizzes, videos, demonstrations, product assessments, projects, etc.; and (3) Reporting: assessment reporting is done in print and digitally via Sianasima.

Nasima Elementary School Semarang's daily program: Every educational institution will definitely have a school program prepared

by the principal and the relevant educators. A program includes all activities under the same administrative unit, or interdependent and complementary goals, all of which must be implemented simultaneously or sequentially. An educational institution also has several programs, namely daily programs, weekly programs, monthly programs, and annual programs. The school's daily program is a routine schedule that contains a series of activities and learning planned to be carried out every day in the school environment, covering everything from academic learning activities to extracurricular activities, with the aim of supporting student development holistically, namely to develop students as a whole, not only focusing on academic achievement alone. (Gantini & Fauziati, 2021). The National Religious Education Foundation, commonly known as the Nasima Foundation, is an educational institution located in the city of Semarang.

In the learning process at Nasima Elementary School, digital media has been utilized to support learning, including: (1) Smartboard: Used for mathematics learning, so that the classroom atmosphere becomes more interactive and interesting; (2) Interactive Learning Panel: Used to help the learning process in the Mathematics Lab and Science Lab; and (3) Educational Applications: One of the learning media that can present lesson material in an interesting and easy-to-understand way for students.

Digital media-based learning in the Independent Curriculum has several advantages and challenges as follows:

1. Advantages of Digital Media-Based Learning

- a. **Wide Access to Information:** Digital media provides access to a variety of learning resources, from learning videos to interactive simulations.
- b. **Customization of Learning:** Teachers can adapt materials to suit each student's abilities and needs. This aligns with the principle of differentiation in the Independent Curriculum.
- c. **Collaboration and Communication:** Digital platforms such as Learning Management Systems (LMS) facilitate collaboration between students and teachers more effectively.

2. Challenges Faced

- a. Infrastructure Readiness: Although Nasima Elementary School Semarang already has adequate technological facilities, infrastructure improvements are still needed to optimally support digital learning.
- b. Digital Literacy: Students and teachers still need ongoing training to improve their digital literacy.
- c. Time Management: The use of digital media sometimes causes students to be distracted by things that are not related to learning.

Digital media-based learning in the Independent Curriculum at Nasima Elementary School in Semarang has had a positive impact on students' motivation, critical thinking skills, and technological mastery. By addressing existing challenges, digital media-based learning can be an effective solution in creating a more inclusive and adaptive learning environment tailored to the needs of the times.

Learning is a process carried out by providing education and training to students to achieve learning outcomes. This can take the form of changes in behavior, knowledge, understanding, attitudes, skills, abilities, and abilities. Digital-based learning is one of the learning methods widely used today. Digital technology functions as a sophisticated learning medium, enabling students to obtain the information they need more easily and quickly. The use of digital technology as a learning medium can enable students to learn material in a more interactive and enjoyable way. By using digital-based media, teachers also have the opportunity to make learning more engaging.

The use of digital media allows students to explore a rich and varied range of learning resources and facilitates innovative collaborative learning. At Nasima Elementary School, the implementation of digital media-based learning not only increases learning interest but also fosters 21st-century skills such as digital literacy, problem-solving, and critical thinking. Therefore, it is crucial to understand how digital media can be optimally implemented within the Independent Curriculum to create a dynamic and inclusive learning environment. (Hendra et al., 2023)

Digital learning media can increase students' interest and motivation in learning. Digital media is considered more engaging and interactive. Various features such as animation, video, and educational games can enrich students' learning experiences. Learning is also more enjoyable with the various features presented. This can reduce boredom in learning and increase student engagement in the teaching and learning process. Teachers are expected to increase their creativity in creating engaging learning media and actively engaging students. This can reduce student boredom during learning.

The use of digital learning media in the independent curriculum allows for the adoption of more outcome-based learning methods. Teachers can more effectively monitor student progress and evaluate individual learning needs. By utilizing technology to monitor and evaluate student learning progress more measurably, teachers can more easily adapt learning strategies to achieve desired goals. This allows for more personalized and effective learning tailored to individual student needs.

The integration of digital learning media into the Merdeka curriculum helps develop the digital skills necessary to meet the demands of the future workforce. By becoming accustomed to using technology in the learning process, students will be better prepared to face change and adapt to ongoing technological developments. Education strives to prepare students to become part of a knowledge- and technology-based society. (Durroh Nasihatul Ummah & Nadlir, 2023)

CONCLUSION

Based on the research results, it can be concluded that digital media-based learning in the Merdeka curriculum at Nasima Elementary School includes Smartboards, Interactive Learning Panels, and Educational Applications. The use of digital media certainly has advantages and challenges. The advantages include: Wide Access to Information: Digital media provides access to various learning resources ranging from learning videos to interactive simulations, Learning Customization, teachers can adjust materials according to

the abilities and needs of each student. This is in line with the principle of differentiation in the Merdeka Curriculum, Collaboration and Communication Digital platforms such as Learning Management Systems (LMS) facilitate collaboration between students and teachers more effectively.

Then the obstacle is Infrastructure Readiness even though Nasima Elementary School Semarang already has adequate technological facilities, infrastructure improvements are still needed to support digital learning optimally, Students and teachers still need continuous training to improve their digital literacy, related to time management The use of digital media sometimes causes students to be distracted by things that are not related to learning.

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