

Application of Independent Learning in Productive Learning in Increasing Teacher Motivation at Ma'arif Nu Paguyangan Vocational School, Brebes Regency

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ABSTRACT

This article discusses the application of independent learning in productive learning (Light Vehicle Engineering, Motorcycle Business Engineering) in increasing teacher motivation at Ma'arif NU Paguyangan Vocational School to know the application and influence of independent learning on productive learning in Ma'arif NU Paguyangan Vocational School.

This type of research is qualitative research with a case study method. By using a pedagogic approach, observation, interviews, and documentation. While the analytical tools used to measure the phenomena in this study are the results of interviews with productive teachers, the results of the principal's assessment, and field observations. So before that, the researchers compiled interview and observation guidelines. The theory used is the theory of motivation.

Based on the results of interviews and observations, for approximately one year the implementation of independent learning has not seen significant results. Educators are still adapting, but the motivation of educators is also not clear. It is hoped that in the future independent learning will have a good impact on teacher motivation in teaching in the classroom. Because by implementing independent learning, teachers can provide opportunities for students to learn with various media, teachers must be ready to face changes in the world of education, always update knowledge and information, and get used to digitalization.

This research is also expected to be a motivation to continue to improve the quality of education, especially in SMK Maarif NU Paguyangan.

Keywords: Freedom to Learn; Productive Learning, Motivation.

1. Introduction

1.1. Background

The digital era has an impact on the education system, the current education system in Indonesia is expected to create students who think critically, can solve problems, are creative, and innovative, and can manage and are skilled in using information technology. To create such students, educators

who also have high enthusiasm and motivation are needed.

Along with the development of the era of learning Indonesia experienced various changes. students and educators must be able to adapt and get used to the learning that is being implemented by the government. Currently, the government is advocating for educational institutions to implement an independent learning program, so that the learning atmosphere is more enjoyable.

Inspired by the philosophy of the National Education Leader, Ki Hajar Dewantara, who taught how to educate Indonesian children with passion, so that they become human beings who are free in mind, mind, and body or energy, the "Learning Independence" program was realized. with the aim that teachers, students, and parents can get a happy atmosphere.

Ma'arif Nu Paguyangan Vocational School 2021 has implemented an independent learning program. This new system is a challenge for educators. Especially since the previous two years learning was carried out online because of the pandemic. So that the process of implementing independent learning still needs adaptation, both for educators and students. This attracted the author's attention to find out how the process of implementing independent learning at SMK Ma'arif Nu Paguyangan was.

Launching from tempo.co, independent learning has its challenges for educational institutions, because independent learning means liberating all, both teachers and students who are oriented to the development of Indonesian character and culture. The need for awareness from various parties about the existence of a new system, especially for principals and teachers who go directly to the field. Even teachers who are already certified will feel disturbed by the new system because some subjects are omitted or the hours are reduced, while the main requirement for maintaining or obtaining certification is the number of teaching hours that have been determined for those who get the certification.¹

In addition, the existence of seniority among teachers can also hinder the implementation of independent learning. Junior teachers tend to have high motivation, creativity, and innovation, while senior teachers tend to lack mastery of the latest technology. This can lead to a gap between teachers, which makes the application of independent learning less than optimal.

For Vocational High Schools (SMK) the application of independent learning is more relevant. This is because it is of the competencies needed in the business and industrial world. In addition, the absence of specialization becomes more effective, but there is a need for adjustments to the concentration of expertise. Thus, the main goal of implementing independent learning in vocational schools is to produce students who are innovative and able to compete in the industrial world.

Many benefits can be obtained when implementing an independent learning program, especially for educators. Previously students were pegged with grades, but in the new program, the teacher is not only an educator but a student's study partner to be able to discover their talents or expertise. Teachers can also innovate in learning activities, meaning that teachers can use various learning methods, not only conveying material, taking notes, and then giving practice questions.

¹ Tempo, *Kurikulum Merdeka Belajar untuk Pendidikan yang Memerdekakan*,
<https://kolom.tempo.co/read/1571857/kurikulum-merdeka-belajar-untuk-pendidikan-yang-memerdekakan> diakses pada 19 September 2022

For the implementation of independent learning to run according to the initial objectives, solid cooperation from various elements in the education unit is needed. Especially for principals and teachers who often interact directly with students. For educators, the independent learning program becomes a new program, of course, it needs to adapt to the new system as well. Not a few educators need the motivation to adapt to the new program.

Seeing the development of educators since the implementation of independent learning who still lacks motivation becomes a separate lesson for schools. In-depth research is needed regarding this problem so that the authors know the motivation needed by educators so that the independent learning program can run effectively and can improve the quality of educators. The independent learning program has been well designed by the government and is expected to have a good effect on schools, especially to improve the quality of education at SMK Ma'arif Nu Paguyangan. Therefore, in this article, we will answer the question of how is the motivation of productive teachers in implementing the independent learning program at SMK Ma'arif Nu Paguyangan.

[1] Tempo, Independent Learning Curriculum for Free Education, <https://kolom.tempo.co/read/1571857/kurikulum-merdeka-learning-for-education-yang-memerdekakan> accessed on 19 September 2022

1.2. Research Objectives

1.2.1. General Objectives To

Determine the application and influence of independent learning according to motivation theory. It is hoped that it can solve existing problems, and can even produce new concepts that are different from similar research.

1.2.2. Specific Objectives To find

Out the motivation of educators in productive learning since the implementation of the independent learning program was implemented at SMK Ma'arif Nu Paguyangan. This can be seen from five aspects of motivation, namely discipline, imagination, self-confidence, endurance, and awareness.

2. Literature Review

In this article, the author uses the theory of motivation. Motivation itself comes from the word motive which means strength within the individual so that it makes the individual do or act. Motives cannot be observed directly but can be interpreted in behavior in the form of encouragement, stimulation, or generators that cause the emergence of these behaviors. Based on the source, the motive is divided into two, namely, intrinsic and extrinsic motives.

Intrinsic motives simply mean that the motives that grow do not require external encouragement or stimulation. This is because it is following the road or needs. different from extrinsic motives that arise due to stimuli from outside the individual, for example in the field of education there is a positive interest in educational activities because they see the benefits. For example, providing a goal to be achieved in the form of instructional time at the time the learning will begin raises the motive of success to achieve the goal. Things that give rise to extrinsic motives:

An educator needs students, as personal human beings, who can respect their opinions, thoughts,

feelings, and beliefs. In learning educators use various methods so that learning is according to needs, educators always provide guidance and direction to students who are experiencing difficulties, both personal and academic. An educator must have extensive knowledge and master the material to be taught to students. Educators must also have a sense of love and dedication to their profession as educators.²

Work motivation is something that gives rise to encouragement or enthusiasm for work. There are many opinions about motivation theory, but in this article, only 3 theories will be discussed, namely:

- Maslow
Theory The theory put forward by Abraham Maslow, a psychologist, states that a person will behave or act is usually determined by the most pressing needs. If in a company, then a leader must understand the basic needs needed by his employees in supporting the work. AH, Maslow also creates basic needs to help leaders understand and understand the factors that motivate subordinates. Maslow made a hierarchy of human needs, namely:
 - Physiological needs, human needs such as clothing, food, and shelter. This need is the most basic need for humans.
 - Security Needs, needs that include mental and physical security from various threats that threaten.
 - Social needs, including the need to feel accepted by others, love, and be loved. As social beings, of course, we need other humans to socialize.
 - The need for appreciation, after the three needs above are met, a person also needs self-esteem and a good view of others towards us.
 - The need for actualization is the need to realize oneself or one's need to fulfill personal ambitions.³
- Douglas Mc Theory. Gregor
This theory discusses effective motivational factors. He also formulated that there are two basic differences in human behavior. This theory is also known as theory X and theory
 - Theory X Assumptions
 - In general, humans do not like to work, workers are lazy, even if they could, humans would avoid it.
 - Because they don't like to work, they need coercion and control. It even needs to be closely monitored so that organizational goals are achieved.
 - Motivation only applies to the level of lower-order needs.
 - Theory Y Assumptions
 - Work becomes human nature if the conditions are pleasant. Because the average person is willing to learn if the conditions are decent.
 - There is a great desire to increase the power of imagination, and quality, without having to be supervised or regulated, or even controlled.
 - Motivation is not only about lower needs but higher order needs.

² Uno, HB Motivation Theory and Its Measurement Analysis in Education (Jakarta: PT Bumi Aksara.) p, 4.

³ Kadji, Y, About Motivation Theory, Volume 9 Number 1, Journal of Innovation, 2012, page 4.

Based on both assumptions, McGregor wants managers to be able to apply theory Y. This is because it can help to develop and even realize the goals of the organization.⁴

- David McClelland's Theory

According to McClelland, people need to succeed. Strength in humans for achievement motivation. There are three kinds of needs, namely the need for achievement, the need for affiliation, and the need for power. The characteristics of people who have a strong desire to get something:

- They have enough goals, neither too high nor too low. It's enough of a challenge that could be done better.
- They set goals. Because usually, he knows that the results can be mastered if they do it themselves.
- They are happy with their work and have a stake in its success.
- They prefer to work in jobs that can give an idea of how things work.

The three theories of motivation underlie the author to use theory of motivation in this article. Looking at the situation in the field, several things are appropriate, for example, the work motivation of an educator. Not all educators have the awareness to improve the quality of themselves and the power of their imagination. In addition, some educators work under supervision and need to be guided continuously. If it is left alone, then what happens is that a new system or program does not develop within the organization. Therefore, four points will be discussed in the motivation of educators in implementing the independent learning program, namely aspects of discipline, imagination, endurance, and awareness of responsibility.

3. Research Methodology

A type of research that discusses the application of independent learning to productive learning in increasing teacher motivation at SMK Ma'arif Nu Paguyangan uses the case study method. The author wants to dig deeper by looking directly at the field regarding the implementation of the independent learning program and the motivation of productive teachers in this independent learning program. So to get the data needed, the authors conducted interviews and observations in the field.

Creswell (1998) in Yin's book entitled Case studies states that a case study is a model that emphasizes the exploration of a "limited system" in one case or several cases, accompanied by in-depth data mining. A case study is a model that is comprehensive, intense, detailed, and in-depth and is more directed as an effort to examine contemporary problems or phenomena.

Herdiansyah (2013), a case study is a research design that is comprehensive, intense, detailed, in-depth, and focused on efforts to examine contemporary or time-limited problems or phenomena. One of the characteristics of a case study is the use of various data sources for research. Therefore, in this study, the authors used data sources based on the results of interviews with school principals, productive teachers, digital literacy, and field observations.

This article selects research subjects, namely four productive teachers, with the object of research being the motivation of educators in implementing the independent learning program at SMK

⁴ Kadji, Y, About Theory Motivation, Volume 9 Number 1, Journal of Innovation, 2012, page 2.

Ma'arif Nu Paguyangan.

4. Results

Based on the results of interviews with the Principal and Head of the Study Program (Kaprodi), they explained more or less the process and the perceived results after the independent learning program was implemented at SMK Maarif Nu Paguyangan. One of them was conveyed by the Head of the Computer and Network Engineering Study Program who said that the free learning policy gave education units independence to innovate in various aspects.

"The Free Learning Policy provides independence for educational units to innovate following culture, local wisdom, socio-economics, and existing infrastructure. However, teachers cannot be replaced by technology because technology is a tool for teachers to increase their potential. In addition, technology can also build students' motivation and interest in learning."

As for the opinion expressed by the Head of the Light Vehicle Engineering Study Program which said that independent learning focuses on the approach of students, educators can encourage students to want to learn and maximize their potential.

"Learning Independence focuses on the approach of students where it can be seen what things encourage students to want to learn and maximize their potential to further explore the concept of competence being taught. In addition, teachers are also given the freedom to use methods in delivering learning according to the interests of student's talents.

In addition, the Head of the Motorcycle Business Engineering and Accounting Study Program also conveyed the independent learning program that they had carried out for approximately one year. According to him, learning is more flexible and learning is student-centered.

"The freedom to determine/develop learning methods according to the characteristics of the teaching unit, learning needs, and interests of students. with the hope that students will have enough time to explore concepts and strengthen their competencies based on the predetermined phases," said the Head of the Accounting Study Program, Abdul Ghoni.

"Learner-centered using interactive learning, free but directed learning methods. Instilling Pancasila values. raise the potential that exists around the vocational school, look for real problems and solutions around the vocational school, so that learning will be more meaningful," Head of the Motorcycle Business Engineering Study Program, Andi Yulianto.

In addition, the principal also provides an assessment of educators in terms of work motivation which is divided into five aspects, namely:

4.1 Discipline

Based on field observations, during the implementation of independent learning, there are still teachers who come late, and there are teachers who are always late in collecting learning tools and other obligations. . This is because there is still low awareness of discipline, and does not realize that he is being an example for students. Supposedly, for example, being able to set the time is everything. Then mapped and utilized efficiently, Creating opportunities as a teacher to become a character of successful people, one of which is arriving early and leaving late.

4.2 Power

High imagination can be contained in the vision and mission, many people have a vision but are weak in mission, and a teacher should choose both. After becoming a teacher you can make books, and innovative teaching modules to help students, attract students' attention, and students interest to always work. Then the teacher must have a dream, write down the dream, and put it together in a story, which is then told along with the visualization of the dream in his life.

4.3 Confidence

To be a great teacher and success must start with yourself, the simplest example is how to dress. Sometimes expensive clothes are necessary, but the most important thing is to dress neatly. Because this will affect the way of thinking, conveying ideas, reprimanding, and joking. always innovating, exuding an attitude of optimism. but confidence is certainly born from within yourself.

4.4 Endurance

Pressure resistance, there are still many teachers who think they are not worthy to be teachers, so they wait for more orders or teachings from people who are more powerful than themselves. then it must be held to accept the fact that every individual is a teacher for himself and set not only to become a teacher but must have more value. must be able to change his potential, and change his mindset so that he does not experience a setback, it will inspire students and others, by reading a lot of literacy books and associating with teachers who are already successful.

4.5 Awareness

The awareness of a teacher who feels that he is a teacher must have the attitude and behavior to survive as a teacher, which means focusing on being a teacher. focus on his work, his hobbies, his intentions, and his passion. survive is identical to surviving, staying alive, and still existing. continue his life even if he has to work hard. better improve themselves in their pedagogical competence, personal competence, professional competence, and social competence so that they remain responsible for their professional duties.

5. Discussion

According to the Big Indonesian Dictionary (KBBI), discipline means obeying the rules. This means that discipline is a sense of compliance and responsibility for the values that are trusted and become a responsibility. Discipline is important for everyone because discipline can determine a person's character. If you look at the results of observations, there are still educators who are less disciplined in terms of coming to teach. Educators are examples for their students.

Imagination is one of the human strengths to understand nature and surrounding phenomena. Imagination has the power to surpass ratio and even innovate. Launching from unpar.ac.id, when involving imagination in the learning process, eating will open up new learning experiences for academics, such as educators. Because imagination is not only attached to a strict pattern of thinking, it opens insight, can increase creativity, and provide better understanding. Meanwhile, what happened at SMK Ma'arif Nu Paguyangan, the power of imagination is still not visible. Some educators are still comfortable with the old system, meaning they still need to adapt to the new system.

Educators who are role models for students must appear confident. In addition to a convincing appearance, educators must also master teaching materials to convey confidently. Likewise with educators at Maarif Vocational School, in appearance, they look confident, as well as mastery of the material. Because educators who are given the responsibility have been adjusted to their educational background.

As professional workers, educators must carry out their duties and obligations wholeheartedly. That way, awareness of responsibility is expected to encourage students to give their best. The same thing happened to educators at Maarif Vocational School, most of whom were aware of their duties and responsibilities as educators. This can be seen when they cannot attend class, they entrust their duties to the picket teacher.

6. Conclusion

Based on observations and interviews, it can be concluded that the implementation of the independent learning program has not run optimally. This means that educators are still adapting to the new program, so the results have not been seen significantly. Therefore, it is hoped that in the future, teacher motivation will continue to increase, so that the program can run smoothly.

This will also have a good impact on schools, educators, and students. We also hope that the new program can continue to update the abilities of educators so that they are not left behind by technology.

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