

# **MAPPING TRAINING OF LEARNING ACHIEVEMENT-FLOW LEARNING OBJECTIVES IN THE INDEPENDENT CURRICULUM PHASE D FOR ARTS OF CULTURE MGMP (ART OF DANCE) SLEMAN DISTRICT**

**by Kusnadi, Rumiwiharsih, Tresna Maya Sofa, Wenti Nuryani, Supriyadi Hasto Nugroho**

## **ABSTRACT**

The independent curriculum is a new curriculum that will begin to be implemented in schools starting in 2022. This curriculum is an implementation of a humanistic approach that pays more attention and accommodation to the individual needs of students. The problem is, the independent curriculum is very general in nature, it still needs practical steps so that it can be implemented in learning praxis. One of the first steps that must be taken in implementing the Independent Curriculum in schools, especially junior high schools, is to map learning outcomes (CP) into learning objectives (TP) and then develop the flow of learning objectives (ATP). However, on the way, it turned out that the Sleman District Education Office had already held a Bimtek with the same topic, therefore the activity was modified into a Review of Learning Objectives Flow and development of assessment instruments. There are several methods of training activities used, namely as follows: (1) independent assignments, (2) product reviews together, (3) tutorials, and (4) product development assistance

Based on the process of preparation and implementation of the Mapping Learning Objectives (TP) training and the development of the Learning Objective Flow (ATP) in the Independent Curriculum Phase D at the MGMP Dance Arts of Sleman Regency, it can be concluded that the training activities ran smoothly by modifying the material by adding material for the development of assessment instruments according to the request of the MGMP . Some of the weaknesses in preparing the ATP are related to: (a) the format of the ATP, (b) the method of formulating learning objectives, (c) the formulation of the verbs in TP and ATP, and (d) the division of hours can be corrected together with the ATP review activity. In the assessment material, formative and summative assessment mapping was successfully carried out and continued with the preparation of assessment instruments.

*Kata Kunci: Learning achievement, flow learning objective, independent curriculum, fase D*