



# International Community Service

Merdeka Curriculum and Language Learning  
with Games



Program Studi Pendidikan Bahasa Jepang FKIP Uhamka –  
Sekolah Republik Indonesia Tokyo, Jepang

2023



**KEDUTAAN BESAR REPUBLIK INDONESIA**  
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Menyatakan bersedia untuk bekerjasama dalam pelaksanaan kegiatan Program Pengabdian Kepada Masyarakat yang berjudul “Pembelajaran Bahasa Jepang”, guna menerapkan IPTEK , dan Sosialisasi “Kurikulum Merdeka” dengan:

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Bersama ini pula kami menyatakan dengan sebenarnya bahwa di antara Pelaksanaan Kegiatan Program (PKP) ini tidak terdapat ikatan kekeluargaan dan usaha dalam wujud apapun juga.

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***Bismillahirrahmanirrahim,***

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DR. HAMKA, memberi tugas kepada :

- Nama : **1. Rita Agustina Karnawati, M.Pd.**  
**2. Ayu Putri Seruni, M.Pd.**
- Tugas : Melakukan Kegiatan Pengabdian Masyarakat Internasional
- Waktu : 27 Oktober 2023
- Tempat : Sekolah Republik Indonesia Tokyo, Japan
- Lain-lain : Setelah melaksanakan tugas agar membuat laporan tertulis  
Kepada Pimpinan FKIP UHAMKA

Demikian surat tugas ini dibuat, agar dilaksanakan dengan sebaik-baiknya sebagai  
amanah.

Jakarta, 1 Rabiul Akhir 1445 H  
16 Oktober 2023 M

Dekan,

**Purnama Syae Purrohman, M.Pd., Ph.D.**

## PREFACE

Price to Allah SWT, that we have an opportunity for doing international community service in Tokyo, Japan. This activities is one of the part Tri Dharma Higher Education. The little of international community service “Merdeka Curriculum and Langugae Learning with Games” and the time as long as October to November 2023. The Lectures who join this program there are Japanese Language Education, Faculty of Teachers and Training Education.

The purpose of the community service as followed, we want to help the teacher how to understand about curriculum Merdeka to be put into practice for the Merdeka curriculum in Japan. Students also understand how to learn Japanese, especially Kanji, using games and they can create their own games.

In this oppportunity I would like to say thank you to Dean of Faculty of Teachers and Training Eductaion, The Principle of Sekolah Republik Indonesia Tokyo, Sekolah Republik Indonesia Tokyo Teachers and Students and all the parties who help us in this program.

Japan, November 2023

Team



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## SUMMARY

In the Merdeka Curriculum, teachers have the freedom to choose various teaching tools, so that learning can be tailored to the learning needs and interests of students. This project was developed based on a certain theme determined by the government. The tools used are computers, smartphones, and several other technology-based tools that are developing rapidly and influencing Japanese language education.

The Japanese Language Education Study Program encourages the importance of curriculum and technology learning. . This program collaborates with partners from the Sekolah Republik Indonesia Tokyo (SRIT), Japan. This school in Japan requires the development of independent curriculum and learning technology required by students in learning so they can learn anywhere and anytime.

Keyword: Merdeka Curriculum, Language Learning, Games, Japanese

# CHAPTER I

## INTRODUCTION

### **1.1. Background**

International Community Service is one of the programs implemented by the Japanese Language Education Study Program. Minister of Education, Culture, Research and Technology of the Republic of Indonesia Nadiem Makarim has changed the Indonesian education curriculum to the Independent Learning Curriculum. Previously, the curriculum used was the 2013 Curriculum. Although the implementation of the Merdeka Belajar Curriculum has not been fully implemented in all regions in Indonesia, the majority of educational institutions, especially those in big cities, have switched to the Merdeka Belajar Curriculum. As explained on the official website of the Ministry of Education and Culture, Research and Technology, the Independent Curriculum or often called the Independent Learning Curriculum is a curriculum with diverse intracurricular learning, where the content presented to students will be more optimal with the aim that students can have enough time to deepen concepts and strengthen competence.

In the Independent Curriculum, teachers have the freedom to choose various teaching tools, so that learning can be tailored to the learning needs and interests of students. The Merdeka Curriculum uses a project basis to strengthen the achievement of the Pancasila student profile. This project was developed based on a certain theme determined by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content.

Apart from that for students learning Japanese, technology is also one of the foundations of learning. This digital technology is used by educators in four parts of Indonesian language lessons, namely, writing, speaking, listening and reading. The tools used are computers, smartphones, and several other technology-based tools that are developing rapidly and influencing Japanese language education.

The Japanese Language Education Study Program encourages the importance of curriculum and technology learning. This program collaborates with partners from the Sekolah Republik Indonesia Tokyo (SRIT), Japan. This school in Japan requires the

development of independent curriculum and learning technology required by students in learning so they can learn anywhere and anytime.

## 1.2. Activity Location

International Community Service Japanese Language Education Study Program at the School of the Republic of Indonesia Tokyo, 4-6-6 Meguro Meguro-ku Tokyo Japan. Phone number 03-3711-8842, email [srit962@gmail.com](mailto:srit962@gmail.com). Sekolah Republik Indonesia Tokyo with Indonesian students from kindergarten, elementary, junior high and high school. This school is a cooperation partner with the Japanese Language Education Study Program in 2023.

School conditions are very good with adequate facilities, learning facilities at SRIT Japan use Japanese learning technology. SRIT has a strategic location in the city center, Meguro Tokyo.



## 1.3. Community Service Partner

Mitra dalam kegiatan pengabdian Masyarakat internasional ini adalah guru-guru dan siswa SMA Sekolah Republik Indonesia (SRIT). Kelompok pertama berkaitan dengan implementasi kurikulum Merdeka bersama guru-guru Sekolah Republik Indonesia



(SRIT). Kelompok kedua berkaitan dengan pembelajaran bahasa jepang berbasis games Bersama siswa SMA Sekolah Republik Indonesia (SRIT).

#### 1.4.Time

This Community Service activity is carried out in the odd semester of the 2023-2024 Academic Year, namely 30 August 2023 – 16 November 2023. The holdings of activities are illustrated in the following table below:

No	Activity Description	Schedule	Information
1	Communication with Sekolah Republik Indonesia Tokyo (SRIT)	30 August 2023	Zoom with teachers SRIT
2	Departure from Indonesia to Sekolah Republik Indonesia Tokyo (SRIT)	26 October 2023	Trip
3	Implementation of training for SRIT Teachers and students <b>Group 1</b> : Merdeka curriculum (Speaker: Rita Agustina Karnawati, M.Pd. Audience: SRIT Theacers) <b>Grop 2</b> : Language Learning with Games (Speaker : Ayu Putri Seruni, M.Pd. Audience : SRIT Students)	27 October 2023	Lectures, teachers and students SRIT
4	Preparation of reports	3-10 November 2023	Uhamka Lectures

## CHAPTER II

### ACTIVITY IMPLEMENTATION

#### 2.1 Activity Implementation Method

The method is method used in community service. There are so many methods stated by experts, community service international activity we use the inquiry based learning approach.

Inquiry-based learning is a teaching method that encourages students to ask questions and investigate real-world problems. This type of learning has many benefits and can be used in various subject areas.

This type of learning is often hands-on and allows students to connect what they learn in the classroom and the real world. Inquiry-based learning has been shown to improve critical thinking skills, problem-solving skills, and creativity.

Group 1 (Material : Merdeka Curriculum)

The open-ended inquiry approach is a more free-form approach to inquiry-based learning. In this type of learning environment, students are given the freedom to explore their interests and ask questions about the topic they are studying. This type of inquiry-based learning is often used in humanities classes, where students are asked to explore a topic in-depth and debate different viewpoints.

Group 2 (Material : Language Learning with Games)

A problem-based inquiry approach is a problem-solving approach to inquiry-based learning. In this type of approach, students are given a real-world problem to solve. This type of inquiry-based learning is often used in engineering classes, where students are asked to apply what they have learned to solve a real-world problem.

#### 2.2 Forms of activity

Form of activities was carried out at the Sekolah Republik Indonesia Tokyo (SRIT), Tokyo Jepang. This activity was held from 10 October -10 November 2023. This activity was attended by all SRIT teachers & high school students. The activities carried

out include the delivery of material on Merdeka curriculum and language learning with games.

### **2.3 Activities for Submission of Merdeka Curriculum and Language Learning with Games Materials**

In delivering material on Merdeka curriculum and language learning with games, inquiry based learning method was used. The material delivered using PPT.

The materials included (material 1):

1. Learning principles
2. Phase division
3. Idea lighter
4. Learning insights
5. Learning outcomes, learning objectives
6. Teaching modules

The materials included (material 1):

1. Animal-themed kanji
2. Animal kanji games
3. Making kanji games with canva

At the time of delivering the material, the teacher followed the material about the Merdeka curriculum and students followed the language learning material with games. The equalization of the material is as follows; 1) Observing and Generalizing. In the first stage, participants are given a phenomenon or problem to observe and identify then based on the information they get, participants generalize a question to discuss the solution. 2) Make Hypotheses. In the second stage, we give participants the opportunity to put forward their hypotheses. We guide participants in determining hypotheses that are relevant to the problem and prioritize hypotheses that are priorities for investigation. 3) Designing experiments. In the third stage, we gave participants the opportunity to determine the experimental steps to test their hypothesis. In testing their hypothesis, participants discussed with their group mates. In order to facilitate the preparation of experimental steps and the prediction process, participants were given a series of tools

and materials. 4) Conduct Experiments to Obtain Information. In stage four, participants conduct experiments according to the steps that have been prepared to obtain information regarding research questions.

#### **2.4 Outcomes of community service activities**

Community service which was carried out in the odd semester of the 2023 Academic Year has an achievement target that must be met, namely output. The outputs of this activity are:

- 1) Activity result report
- 2) Publication in journals



## **CHAPTER III**

### **CLOSING**

#### **3.1. Conclusion**

The International Community Service Program can run smoothly with the support of all parties, both the campuses involved and foreign partners. The party involved in this service is a lecturer of the Japanese Language Education study program, Faculty of Teacher Training and Education, University of Muhammadiyah, Prof. DR. HAMKA. It is hoped that from this activity the teachers and students of the Sekolah Republik Indonesia Tokyo, Japan can improve the Merdeka curriculum and learn Japanese and can make learning games..

#### **3.2. Suggestion**

1. Community service activities of this program can be followed by various study programs
2. Further activities by the Japanese Language Education study program and from other study programs.

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## ATTACHMENTS



































