



Analysis Of Elementary School Teachers Perceptions Regarding The Implementation Of The Independent Curriculum

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Abstrak: The changing curriculum makes it difficult for teachers to carry out evaluations which are too complicated and lack facilities to support the learning process. This change feels confusing for teachers. This research uses a qualitative descriptive methodology with a case study type of research which is an attempt to describe and analyze a particular example. Even though case studies are usually specific, this does not prevent their application in a larger social context. The subjects in this research were 5 teachers at UPT SD Negeri 110 Gresik to find out the teachers' opinions or points of view regarding the implementation of the Merdeka curriculum at UPT SD Negeri 110 Gresik. From the results the researcher found that teachers still face obstacles in implementing the Merdeka curriculum, namely (1) there are still Some teachers are still confused about preparing teaching modules (2) There are still many teachers who experience difficulties in organizing summative assessments. (3.) The solution to these obstacles is that further investigation is needed to create an action plan that has the potential to overcome the obstacles faced by educators in implementing the Independent Curriculum.. The benefit of this research is knowing teachers' perceptions regarding the preparation, implementation and evaluation of the independent curriculum.

INTRODUCTION

The Ministry of Education and Culture, Research and Technology is trying to revive the educational process by announcing plans to develop an autonomous curriculum (Nourma Putri

Awwaliyah, 2023). The current curriculum is very important, because the curriculum is the soul of education which makes students live in accordance with the values of society and equips students in the field with



knowledge, attitudes and skills that suit educational needs (Alwi et al., 2023; Adri & Suwarjono., 2023). The constructivist perspective views students' construction of knowledge as the result of their interactions with the experiences and objects they encounter during the learning process, so that freedom to learn becomes relevant (Indarta et al., 2022).

According to Famahato Lase, the curriculum was created with a specific aim, namely helping students become good human beings that society wants. The Merdeka Curriculum is an intracurricular curriculum with a variety of learning designed to provide opportunities for students to strengthen their competencies and gain a deeper understanding of the material.

Considering the primary attributes of the Independent Curriculum, which are as follows: (1) project-based learning in line with the Pancasila student profile to develop soft skills and character, and (2) Concentrate on the main content to provide sufficient time for mastering basic skills. in depth such as reading and arithmetic (Barlian et al., 2022).

The Merdeka Curriculum has undergone several changes, the most

significant of which is the adoption of the terms "Core Competencies" and "Basic Competencies" as important skills that students must have in following the learning process. The Merdeka Curriculum utilizes learning outcomes (CP), namely a set of knowledge, skills and attitudes that are developed through a gradual process to develop final competencies (Nurchayono & Putra, 2022; Adri et al., 2023).

Minister of Education and Technology, Culture, and Research Anwar Nadiem Makarim explained the independent learning policy by highlighting the four policies outlined. One of the first things that happened in 2020 was the formation of the National Based School Examination (USBN) as a competency assessment institution. These two students were selected by the school administration in the 2021 Minimum Competency Assessment (AKM) and a character survey which focused on reading and literacy skills. mathematical literacy (numeracy), simplification of the Learning Tool Plan (RPP) which originally consisted of 13 components, the 3 main components include, learning objectives, learning

activities and assessment (Sherly et al., 2021).

Teacher perception is a process where someone selects, organizes, interprets input information to build an in-depth picture of the world (Fitri, 2023). The teacher's perspective on the implementation of the new curriculum has influenced some of the successes of the learning programs implemented. There are various teacher reactions (perceptions) regarding the development of an independent learning curriculum. stated that the current curriculum differs from previous versions in several key areas.

A number of studies have examined teachers' perspectives on the Independent Curriculum's implementation. Before the Merdeka Curriculum is tried out, there needs to be a common understanding between educators, administrators, supervisors and departments regarding good teaching and infrastructure, including the use of digital platforms (Alimuddin, 2023). Methods such as research (RPP, Media, Teaching Materials, LKPD, Assessment Instruments) and implementation (Introduction, Core and Conclusion) need to be studied in depth

by educators because of the differences in content using the previous curriculum (Marwa et al., 2023). The implementation of the Independent Curriculum has not made much progress, meaning that to fully implement the Independent Curriculum, guidance from project managers and teachers is needed (Hartoyo & Rahmadayanti, 2022).

One of the focuses of the research is teachers' perceptions regarding the implementation of the independent curriculum which has been socialized for approximately two years by the Ministry of Education. Teacher perceptions play an important role in supporting the implementation of a new curriculum that is ready to be implemented for students at all levels of education (Saputra & Hadi, 2022).

In 2022, (Saputra & Hadi, 2022). conducted research with the title "Perceptions of North Jakarta and Thousand Islands Elementary School Teachers regarding the Independent Curriculum". From this research, getting positive responses from teachers regarding the curriculum is an extraordinary achievement and has been well received by educators in the

southern region of Jakarta and Seribu Islands. However, in this case, the evidence does not emphasize specific data from the field, the research only focuses on the factors that influence teacher perceptions and summarizes most of the teachers' perceptions regarding curriculum changes.

METHOD

The method used in this research is qualitative. This research uses a qualitative descriptive methodology with a case study type of research that is an attempt to describe and analyze a particular example. Even though case studies are usually specific, this does not prevent their application in a larger social context (Prihatsanti et al., 2018). This research focuses on teachers' perceptions regarding students' understanding and school readiness for the Merdeka curriculum (Suardi, 2017). Qualitative research, emphasizes the search for concepts and qualities, characteristics and justification for an event with natural characteristics. To collect information from an event, scientific procedures with a qualitative approach are used (Sidiq & Choiri, 2019).

In this study, the researcher will describe the perceptions of elementary school teachers in implementing the Merdeka curriculum in driving schools at UPT SD Negeri 110 Gresik with the aim of namely to find out the teacher's opinions or points of view regarding the implementation of the Merdeka curriculum at UPT SD Negeri 110 Gresik. By using data collection methods through observation, interviews and documentation. This research was carried out at UPT SD Negeri 110 Gresik in November 2023 with the research subjects being 5 teachers at UPT SD Negeri 110 Gresik.

The process of methodically tracing and compiling field notes, interview transcripts, observation results, and other materials collected by researchers to increase understanding of the cases that have been studied is known as data analysis. Information collected through field notes, observations, interviews and documents was processed by the author. After analyzing the data to create an easy-to-understand presentation, a qualitative approach was used to process the (Yanti et al., 2023). The steps for analyzing qualitative research data described by

Miles and Huberman (1992) are shown in Figure 1.

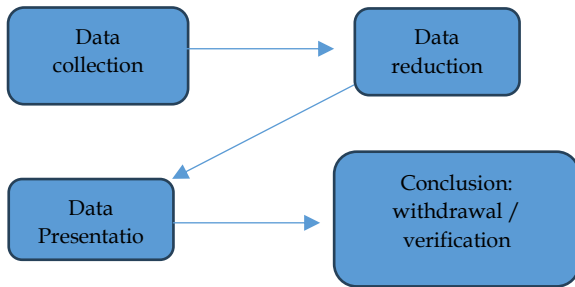


Figure 1 Qualitative research steps

RESULT & DISCUSSION

Results

Four key factors help explain how elementary school teachers perceive their level of knowledge regarding the Independent Curriculum. Table 1 shows the results of interviews with elementary school teachers at UPT SD Negeri 110 Gresik.

Table 1 Teacher Perception interview results from

| NO | Question | Aspects examined | Indicator |
|----|--|---------------------------------------|--|
| 1. | Elementary school teachers' perceptions of the Merdeka curriculum | Independent curriculum | Knowing the general knowledge of elementary school teachers regarding the independent curriculum |
| 2. | Teachers' perceptions of the preparation of independent curriculum | Preparation of independent curriculum | Readiness in preparing an independent curriculum. Preparation of KOSP. |
| 3. | Teachers' perception | Independent | Change independent |

s of the curriculum implementation of the independent curriculum
 curriculum implementation with the old curriculum, Implementation in learning, Advantages and Barriers to implementing an independent curriculum.

- Teachers' perception of the evaluation of the implementation of the independent curriculum
- Evaluation of the implementation of the independent curriculum
- Assessment format

1. Elementary school teachers' perceptions of the Merdeka curriculum

According to as a consequence of observations of teachers' perceptions of the Merdeka curriculum, the Merdeka curriculum has the following main characteristics, namely: (1) project-based learning using the Pancasila student profile to cultivate character and soft skills, and (2) Concentrate on the main content to provide sufficient time for in-depth mastery

of basic skills such as reading and arithmetic (Barlian et al., 2022).

Respondent 1, Head of UPT SD Negeri 110 Gresik was interviewed by the author, and according to what he said

" The Independent Curriculum is an educational approach that based on the talent and interest paradigm".

There was one respondent who said that there was freedom in the learning process, namely the class 1 teacher who said that

"The curriculum created by the government speaks of children's freedom to learn at their own pace to develop their interests and initial skills."

The freedom that comes from having an independent curriculum is considered one of the main advantages by educators, who can use it to their advantage by creating lessons that make the best use of students' abilities. Perception of the superiority of the Curriculum Reducing administrative burdens or simplifying teachers' tasks is another form of freedom. Teachers are also able to be more inventive

and creative, as shown in the following interview:

"Instructors must become more inventive and creative to provide interesting learning material to students."

This opinion is supported by other sources who say that

"to make learning easier for teachers because they have more freedom to organize activities with students".

2. Teachers' perceptions of Merdeka curriculum preparation

Based on the results of observations is implementing Merdeka the elementary school curriculum, the first thing is that teachers must understand the curriculum. Understand the differences or changes between the K13 curriculum and the Merdeka curriculum. Teachers must understand how the learning model is applied, what kind of assessment is implemented, the development of the operational curriculum in the Education Unit (KOSP) and finally how the project to improve the Pancasila Student Profile is progressing.

second, namely conducting training for school principals and teachers. At UPT SD Negeri 110 Gresik, the Merdeka curriculum has been implemented in all classes. At UPT SD Negeri 110 Gresik, every teacher has received Merdeka curriculum training. Third, namely making educational plans and accessing the Independent Teaching Platform (PMM). According to the head of UPT SDN 110 Gresik with whom the author spoke, he said

"preparation of curriculum operations (KOPS) at UPT SDN 110 includes (1) forming a curriculum committee (2) division of tasks for each team (3) guidance by experts (4) each team formulates the curriculum that has been created, under the Ministry of Education and Culture guidelines (5) approved by the curriculum team (6) after the document is formed, then corrected by the school supervisor (7) submitted to the Education Service".

3. Teachers' perceptions of the implementation of the independent curriculum

Regarding execution, some of these modifications present obstacles or obstacles for educators. This challenge relates to

preparation for open modules. The preparation of this open module must be capable of implementing this knowledge objectives created by the instructor using achievement learning, with the Pancasila student profile as the goal.

Teachers and principals believe they are unaware of several topics. There are still many teachers who experience difficulties in preparing summative assessments. Teachers are still confused about what assessments are included as summative grades and how to compile them. Apart from that, in implementing this curriculum, there is still a need for other training that discusses each section in depth to present an unambiguous image to teachers and school principals.

From the effect of observations of the implementation of the Independent Curriculum at UPT SDN 110 Gresik. Curriculum implementation in elementary schools has been undergone many changes. In which, the teacher makes a simple lesson plan which is completed when administering the learning activity plan. to ease the

burden on educators in managing their lesson plans with a large number of pages.

Based on the author's interview with Mr. Suwarno the principal of UPT SDN 110 Gresik, he emphasized that

"Curriculum administration, teachers usually take it from PMM or can also be adapted in the learning community to suit school conditions by the existing phases at the UPT SDN 110 Gresik school, namely phase A, phase B and Phase C, the reference for which is the Merdeka Belajar curriculum".

Discussion

Teacher perception is the process of selecting, organizing, and interpreting input data to produce a meaningful, known picture of the world (Fitri, 2023). Some of the learning program achievements that have been implemented are influenced by the opinions of the educators regarding the new curriculum's implementation. Teachers' perspectives on developing a stand-alone curriculum differ. Mentions that the current curriculum differs from previous versions in several key areas. Improving the quality of human resources in this case means that

teachers need facilities and roles in various aspects to become better (Nugroho et al., 2022). Education plays a vital role in human life, with the teacher being the primary target since it is the teacher's responsibility to instruct and mentor students. (Puteri & Alfiansyah, 2023).

The viewpoint of the teacher of the new curriculum. The independent curriculum is very important to study because it usually provides a very important foundation for the educational process. The first thing educators must do is recognize the value of the curriculum. This can provide comfort for teachers in responding to curriculum changes professionally (Saputra & Hadi, 2022). The variety of points of view further emphasizes how elementary school teachers understand the meaning of the Independent Curriculum.

Teachers and principals at UPT SDN 110 Gresik have participated in various online and face-to-face training organized by local organizations in getting ready for implementing the independent curriculum. Considering that teachers are the ones who carry out the most independent curriculum

implementation, teacher readiness is crucial (Puspitasari & Utami, 2023). The purpose of this planning is to be prepared to respond to questions that arise after participation in district-level training.

Many important factors or indicators indicate the existence of an independent curriculum, such as the ability to carry out assessments to replace USBN, convert lesson plans into teaching modules, create operational curricula, and create project modules that raise Pancasila student profile (Fitriyah & Wardani, 2022). Regular training sessions with long working hours can increase students' understanding of examples of implementing the independent curriculum, resulting in higher learning outcomes (Pramerta et al., 2022). Regular training is needed to increase understanding of the autonomous curriculum and equip educators with the skills necessary to use technology creatively to gain (Oktaviani & Ramayanti, 2023).

First, there are still problems related to teacher readiness to carry out assessments; in particular, they continue to experience confusion when

creating and performing diagnostic tests. To adapt teaching to each student's needs, diagnostic assessments are carried out to determine student strengths, weaknesses and competencies (Rachman et al., 2022). Diagnostic symptoms are symptoms that are divided into two categories: cognitive and non-cognitive symptoms.

The aim of cognitive assessment is to increase student competency, adjust classroom learning to meet average student competency, and provide additional teaching or remedial teaching to students whose competency is still below average. (Stojanovic et al., 2022).

Meanwhile, non-cognitive evaluation aims to ensure the student's psychological and social-emotional well-being, understand their activities during home study sessions, understand their family situation, and find out the student's social background as well as the participant's personality, interests and learning preferences. An evaluation is a diagnostic assessment. carried out at the beginning of learning to know each student's level of readiness, preferred learning methods,

interests and other details (I Kadek Mustika, 2022).

This operational curriculum component is intended to assist the teaching and learning process in educational institutions. There are five operational principles in the field of education, which include: contextual, essential, accountable, involving various stakeholders and prioritizing the needs of students. According to (Hastasasi, 2022).

In terms of planning, some of these modifications present constraints or obstacles for educators. This challenge relates to preparation for open modules. The preparation of this open module must be capable of applying the knowledge objectives created by the instructor using achievement learning, with the Pancasila student profile as the goal. Septiana and Hanafi believe that because the Independent Curriculum is new, teacher and student preparation is needed, including technology adaptation.

In implementing the learning process, the independent curriculum functions quite well. Apart from providing more benefits, students who are involved in project-based learning

have the opportunity to further develop their character and competencies. In this case, teachers are free to create a creative learning environment, and students have enough time to understand the material thoroughly. However, in several schools, the implementation of this independent curriculum has not been realized. For example, this is caused by educators' limited understanding of the idea of a separate curriculum.

A teacher It has to be proficient in all four pillars of digital literacy to be a good teacher in today's education. Digital literacy cannot be separated from this. Considering that all teaching materials prepared by the government are available digitally on the Ministry of Education and Culture website and independent teaching applications, teachers with the necessary digital literacy skills can gain a lot of knowledge to prepare to implement the curriculum independently (Romadhon et al., 2023).

According to (Mayanti, 2023). several Participants were shortened; for example, two subjects that combine science and social studies changed to science, SbdP only concentrates on a

skill that needs to be learned at school, such as painting, dance or fine arts. Even though the socialization and introduction of the idea of self-directed education have become widespread, there are still many parents and educators, both directly and through various online media, who are still confused about the idea of an independent learning curriculum (Alimuddin, 2023). According to (Firdaus et al., 2022). One important area of education is curriculum evaluation. Without evaluation, we cannot understand the advantages and disadvantages of the curriculum implementation process that has been used. This independent curriculum assesses the use of cross-learning resources to place a stronger emphasis on project development. (Supriyadi, 2021).

CONCLUSION

The study's conclusions and the preceding analysis point to teachers' opinions of the Merdeka curriculum. This research reveals that teachers still face obstacles in implementing the Merdeka curriculum, namely (1) some teachers are confused about preparing teaching modules and (2) some teachers

experience difficulties in organizing summative assessments. (3.) Some teachers have difficulty using technology. The implementation of the Merdeka curriculum still has many shortcomings. This weakness is related to planning which is still less organized. Therefore, further investigation is needed to create an action plan that has the potential to overcome the obstacles faced by educators in implementing the Independent Curriculum.

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