

Teacher Perceptions In Implementing The Curriculum Merdeka

Desna Yarlina Telaumbanua

Universitas Nias, Gunungsitoli

Alamat: Jalan Yos Sudarso Ujung No.118/E-S, Ombolata Ulu, Kec. Gunungsitoli, Kota Gunungsitoli, Sumatera Utara 22812

Korespondensi Penulis: dtelaumbanua14@gmail.com

Abstract. This research describes how teachers perceive the implementation of the independent curriculum in School. This research is qualitative research. Qualitative research is research that explore and understand the meaning a number of individuals or groups of people derive from social problems. Researchers construct reality and understand its meaning, so this research pays great attention process, event, and authenticity. Respondents are teachers at school. Data collection in this research was through interviews. The main instrument of this research is the researcher supported by field notes. All data is collected and studied descriptively to obtain reliable and reliable findings. Research result shows that: (1) teachers' perceptions are positive and appreciative of the implementation of the Merdeka Curriculum in schools, (2) teachers have an important role in the process of curriculum development and implementation in schools and success in implementing the curriculum really depends on how intense the teacher is in implementing the curriculum in the classroom; (3) teachers have the ability to develop and implement curriculum and class design, in order to improve the quality of teaching and learning processes; (4) There has not been optimal socialization and specific training regarding the formation of student profiles Pancasila; and other.

Keywords: Teacher perceptions, implementation of the independent curriculum in schools

BACKGROUND

The curriculum is an important element in implementing the learning process at all levels of education. The existence of a curriculum is absolutely necessary in order to prepare learning programs that are in line with the expected targets, this is in accordance with the opinion proposed by Nation & MaCalister (2010) which explains the curriculum as a set of guidelines designed in a learning program consisting of principles, environment and needs in accordance with the target of the learning program to be carried out. After the inauguration of Nadiem Makarim on the date. 23 October 2019 as Minister of Education, Culture, Research and Technology (Mendikbud), published superior policies and programs in field of education. One of them is the Driving School. Driving School Program It was launched by the Minister of Education and Culture on February 1 2021. This program started in 2021/2022 in 2,500 schools spread across 34 provinces and 111 districts/cities. The Driving School Program is still being implemented in stages and is still needed structured assistance to schools that are declared qualified to become mobilizing schools.

Nevertheless, this program has received attention from observers and education observers in Indonesia. The emergence of this program is a form of focused educational reform on cultural transformation. According to Nadiem (2020) school culture should not only focus

just an administrative approach, must also be able to be oriented towards innovation and learning which focuses on students, with the hope that the graduates produced match the profile Pancasila students. The education curriculum in Indonesia often experiences changes in terms of its application in education units. Curricula that have been implemented in Indonesia include KTSP 2006, The 2013 curriculum and what is currently still running is the Merdeka Curriculum (Freedom to Learn) (Sekarwati & Fauziati, 2021). Teacher as a driver of independent learning means that a teacher is required to be capable be active and enthusiastic, creative, innovative and skilled to become a driving facilitator changes at school. Teachers as drivers of independent learning do not only have to be able to master it and teaching effectively in the classroom but also having to be able to create a good environment by building closeness with students. Then teachers are also required to be able to do so utilize various existing technologies as an improvement in teaching methods. Then Teachers must also practice to correct mistakes and deficiencies during learning activities teaching takes place. Through updates related to the Independent Learning policy for all teaching staff You need to measure and introspect yourself in order to adapt to developments in the times like now. This is done so that teachers do not lose out in terms of information and use technology by their students, but besides that, teachers must also encourage independent learning can instill good values amidst the rapid changes that can occur because of easy access and use of technology which is increasingly easy to use (Mulyasa, 2021). The Curriculum merdeka as a form of improvement to the 2013 Curriculum certainly gets it various responses from teachers, students and parents. Each of them has support and support Not a few people complained about curriculum changes which they felt were changing too quickly 2013 Curriculum (Saputra & Hadi, 2022).

To date, the Merdeka Cuticle concept has received mixed responses from various educational institutions that facilitate students' learning, both at primary, secondary and higher education levels (Abidah, et al., 2020). Actually, implementation evaluation is described in the Project Development Guide book Strengthening the Pancasila Student Profile. It is explained in this section that implementation evaluation The Merdeka Curriculum, especially strengthening the Pancasila student profile, must essentially involve students (Kemendikbuk, 2022). However, in this study only: limited to the teacher's perception. Perception is a person's understanding in interpreting something. Kottler (2000) suggests that perception is the process of how someone chooses, organizes and interpret information that creates conceptions meaningfully. Teachers' perceptions of The implementation of the Independent Curriculum needs to be studied, because it will have a significant impact towards learning practices by teachers in the classroom.

THEORITICAL REVIEW

The independent curriculum has been implemented in schools and has a perception of the material in the previous curriculum by adjusting learning plans according to student characteristics (Emanuel 2023). The independent curriculum has begun to be implemented in schools, which of course means there are differences in perceptions regarding the independent curriculum material and the previous curriculum, which can be done by adapting to the conditions of tools, materials and students (Yedisman 2023).

METHOD

The method used in this research article is the observation method in schools with English teachers who ask about the teacher's perspective in implementing the independent curriculum as well as several other questions related to the curriculum. and also using a method in the form of written questions to English teachers at schools by filling out questionnaires sent to English teachers at schools to answer several written questions regarding perspectives in implementing the independent learning curriculum

RESULT AND DISCUSSION

The curriculum is a key factor in the success of an educational process in schools. Training to implement a curriculum that has undergone changes is an issue for teachers which is very important, because with changes and updates to documents as is the case. The curriculum requires a comprehensive understanding for teachers in order to carry out the process quality learning. The curriculum merdeka is a choice curriculum (option) that can be applied individually education starting in the 2022/2023 academic year. The merdeka curriculum continues the direction of development previous curriculum.

The Pancasila student profile program is currently being implemented at the elementary school level and universities (Azzahra & Dewi, 2021). In the process of strength the pancasila student profile. The role of a teacher is important. Teachers have a very vital role in strengthening character in children because apart from teaching and learning activities, teachers also play a role as people parents of both students at school (Rudiawan & Asmaroini, 2022). The teacher is the most important person in the development and implementation process curriculum at school. With their knowledge, experience and competence, teachers are the center of any curriculum development effort. Better teachers support learning better ones, because they are most knowledgeable about teaching practices and responsibilities responsible for introducing the curriculum in class. Teachers at school have a positive perception and

appreciation for implementation of the Independent Learning Curriculum in elementary schools. Teachers integrate basic features

Pancasila Student Profile in learning. The characteristics of Pancasila students include: 1. faith, 2. global diversity, 3. mutual cooperation, 4. independence, 5. critical reasoning, and 6. creativity. Implementation of the curriculum merdeka in schools is an action or implementation curriculum from a plan that has been prepared carefully and in detail. Implementation. The merdeka curriculum in schools based on the results of interviews with respondents, can be stated as follows: 1. teachers can more easily understand material that suits students' character according to the teacher's perception by involving students in developing an curriculum merdeka, 2. in implementing independent curriculum material that has never been known before, teachers can focus on essential material, relevant and in-depth so that there is sufficient time to build student creativity and innovation in achieving basic competencies, 3. in the current digital era, developing the quality and character of students is a challenge in developing an curriculum merdeka. (Emanuel 2023).

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Indrawati, et al., 2020). Teachers have the freedom to choose various teaching tools, so that learning can be adapted to learning needs and students' interests. A project to strengthen the achievement of the Pancasila student profile was developed based on certain themes set by the government. The project is not aimed at achieve certain learning achievement targets, so that it is not tied to subject content. Teacher involvement as the center of curriculum development leads to achievement effective educational reform. Therefore, teachers are an important factor in successful curriculum development including implication and evaluation steps. Beside Therefore, teacher involvement in the curriculum development process is important to align the content curriculum to the needs of students. The problem is that not all teachers in elementary schools have the opportunity to take part in training on the Independent Curriculum. Especially socialization and technical guidance specifically regarding the formation of the Pancasila Student Profile. This is as stated by the teacher in the elementary schools selected as respondents. They stated that not all teachers were in elementary schools have the opportunity to take part in socialization about the Independent Curriculum.

Based on the results of interviews regarding teacher perceptions of curriculum merdeka implementation, the advantages are: (1) teachers can be more creative and develop, (2) learning is possible to be more enjoyable and meaningful, (3) learning is directed at the needs of participants students, and (4) learning in the Independent Curriculum is directed towards

learning models Student Centered based. Meanwhile, the obstacles for teachers who live or live geographically are difficult accessing the internet or weak signal. Besides that, teachers are older, over 50 years sometimes it is difficult to keep up with IT developments. According to one of the supervisors, there are obstacles regarding the readiness of school resources which are required to be proficient in using IT (Emanuel 2023). Meanwhile, the Merdeka Curriculum requires the use of the internet to access the platform freedom to learn. Apart from that, a good network is also needed. While signal access is on some areas are still very difficult. This is an obstacle for private schools, especially those in remote areas. Other obstacles, as experienced by one of the informants, are: (1) program The Merdeka Curriculum seems forced, (2) not all teachers welcome the socialization Curriculum merdeka, and (3) lack of human resource competence in schools. This matter because the teachers who have taken part in the socialization and training are just taking advantage Merdeka Belajar platform. The teachers just installed the application without taking any action carry on. (Yedisman 2023).

CONCLUSION AND SUGGESTION

Based on the results and discussion above, it can be concluded as follows: (1) positive teacher perceptions and appreciation for the implementation of the curriculum merdeka in elementary schools, (2) teachers have an important role in the process of curriculum development and implementation in elementary school and success in implementing the curriculum really depends on how teacher intensity in implementing the curriculum in the classroom; (3) teachers have deep abilities develop and implement curriculum and design classes, in order to improve quality of teaching and learning process; (4) the socialization and training of technical guidance has not been maximized specifically regarding the formation of Pancasila student profiles; (5) not all teachers in elementary schools implementing the curriculum merdeka, (6) not all teachers have IT skills, and (7) obstacles implementation of the curriculum merdeka is due to lack of stable internet access, especially for connected to the curriculum merdeka platform, especially for remote schools geographically it is difficult to access the internet. And suggestion is that this article can broaden readers' horizons and be useful as reference material in learning about the curriculum.

ACKNOWLEDGMENTS

Acknowledgments are primarily addressed to research funders or donors. Acknowledgments can also be conveyed to those who helped carry out the research and also to the course lecturers who have provided direction in completing this research.

DAFTAR REFERENSI

- Anggila, W. (2022). Persepsi Guru Bidang Studi IPS dalam Pelaksanaan Kurikulum Merdeka Belajar di SMP Negeri Sekecamatan Tanjung Kemuning Kabupaten Kaur. Tesis, tidak dipublikasikan. Bengkulu: Program Studi Tadris Ilmu Pengetahuan Sosial, Jurusan Pendidikan Sains dan Sosial Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Soekarno Bengkulu.
- Mulyasa, E. (2021). Menjadi Guru Penggerak Merdeka Belajar. Jakarta: PT Bumi Aksara.
- Sekarwati, E. & Fauziati, E. (2021). Kurtis dalam Perspektif Pendidikan Progresivisme. E-Jurnal Pendidikan dan Sains Lentera Arfak, 1(1), 29-35.
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A.H. & Prihantini. (2022). Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar. Jurnal BASICEDU, Volume 6 Nomor 5 Tahun 2022 Halaman 8248-8258.