



ANALYSIS OF TEACHER'S READINESS IN IMPLEMENTING "KURIKULUM MERDEKA" IN PUBLIC ELEMENTARY SCHOOLS IN MENANGA DISTRICT: A CASE STUDY

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ABSTRACT

This study aims to analyze teacher readiness in implementing Kurikulum Merdeka and analyze the latest policies regarding Kurikulum Merdeka: This research approach is qualitative. The subjects of the study were the principal, and homeroom teachers of classes I and IV. The results showed that: (1) the principal's policy on school examinations (US) where the technical and implementation are handed over to the Education unit, but still follow the rules and regulations of the local government. (2) the abolition of the National Examination replaced with a Computer-Based National Assessment (3) the simplification of the LESSONS PLAN called the teaching module in Kurikulum Merdeka, which has no appropriate teaching module and becomes modeling for schools implementing Kurikulum Merdeka. (4) Admission of New Students of Public Elementary Schools in Menanga District for the 2022/2023 school year using zoning and has 4 supporting villages.

INTRODUCTION

In general, education is an effort that is carried out consciously to carry out the learning process and create a learning atmosphere for students actively in developing their potential.

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Education is an indicator that largely determines the progress of the nation. As stated in the Constitution. Good education so that the nation's goal, namely educating the nation's life, can be carried out properly. Education is also an effort obtained both in formal and informal institutions that serve to improve science and to form someone who has quality. The importance of the equitable distribution of education is very important to the quality of education itself. Equitable Education must certainly be supported by a system which together this system contains the main components such as the selection of the right education method, equitable distribution of educators according to their educational qualifications, and infrastructure so that the quality of education that is expected to be achieved, and it is necessary to determine the right educational goals.

The purpose of education will later determine the success of the formation of a quality person without excluding the role of other elements in education. Some elements in education consist of learners, educational interactions between learners and educators, curriculum, contexts that affect education, tools, and methods, evaluations, and educational objectives. One of the elements of education is the curriculum. The curriculum is a very important component of the educational process. The curriculum is a system that has important components that are interrelated and support each other. The components contained in the curriculum include objectives, learning materials, methods, and evaluations. Since this education system took place in Indonesia. Education in Indonesia has experienced curriculum changes more than once, counting eleven curriculum changes in the education system in Indonesia. Starting from 1947 with the application of a very simple curriculum, until the most important thing is the independent learning curriculum. Although this curriculum change occurs many times, it has the aim of carrying out improvements and improvements to the previous curriculum.

In recent years, not only in Indonesia, the whole world is being hit by the Covid-19 virus which has resulted in the world order and system having to move to prepare to enter a new phase of order and system after the covid-19 virus is hit. Various sectors affected by the outbreak of the COVID-19 virus, including the Education sector which requires online learning (online) to be carried out. The education sector, which is affected by the outbreak of the COVID-19 virus, affects educators, students, and parents of students from kindergarten, elementary school, junior high school, high school, and even college levels are required to adjust to the

current changes. To reduce the spread of covid-19 in the previous year, the government made a policy aimed at the Education sector to carry out learning from home. Both teachers, lecturers, students, students, and parents are required to carry out technology-based interactions, as well as being a new strategy to develop and maximize the use of technology. The new policy made by the government in the education system is the concept of Merdeka Belajar.

This freedom of learning appeared in a speech by the Minister of Education and Culture (Mendikbud) in commemoration of the 74th national teacher's day on November 25, 2019. In this speech, the Minister of Education and Culture initiated a concept of independent learning and teacher mobilization. This concept provides educational units for schools, teachers, and students to have freedom in innovating, learning and creativity because so far ongoing education is considered to limit the space for creativity and innovation from both teachers and students. Some of the aspects contained in independent learning include the abolition of the National Examination replaced by the Minimum Competency Assessment, the School Examination being handed over to schools, and the lesson plan being shortened and refined into a Teaching Module.

The implementation of this Kurikulum Merdeka is a new policy initiated by the Minister of Education and Culture and has not been fully implemented in the Education unit. In the first year at the elementary school level, this Kurikulum Merdeka is applied to grades 1 and 4. Furthermore, in the second year, it is applied to students in grades 1, 2, 4, and 5. Only in the third year, the Merdeka Curriculum began to be implemented for students in grades 1 to 6.

Kurikulum Merdeka has various adjustments to the 2013 curriculum, in the 2013 curriculum generally only focuses on intracurricular (face-to-face), while learning in Kurikulum Merdeka uses intracurricular and co-curricular through a project to strengthen the profile of Pancasila students.

Based on the results of an interview with the head of a Public elementary school in Menanga Subdistrict, Rendang District, Karangasem Regency about this new Kurikulum Merdeka policy, the Principal stated that the implementation of the policy using this Kurikulum Merdeka will begin in the 2022/2023 school year and of course preparations and adjustments are needed from teachers because they are the frontline in implementing this Kurikulum Merdeka at the elementary school level. Where in public elementary schools throughout Menanga Subdistrict, the

application of this Kurikulum Merdeka is applied to grades 1 and grade 4.

With this new policy, it will certainly have obstacles and obstacles in its implementation, where the "Merdeka Belajar" learning system can be said to be something new and especially for teachers who are part of the integral of education and in its implementation certainly have problems that should be resolved.

Based on the results of the observations and interviews above, the author conducted a study entitled "Analysis of Teacher Readiness in the Implementation of Kurikulum Merdeka in Public elementary schools throughout Menanga District.

METHOD

This study uses qualitative descriptive research. Qualitative descriptive research is aimed at describing existing phenomena, both natural and human engineering, which pays more attention to the characteristics, qualities, and interrelationships between activities. The data sources in this study were obtained from primary data sources and secondary data sources. Research to understand the phenomena occurring by the subject of studies, such as perception, motivation, and action holistically. Primary data sources consist of informants who are considered important and know clearly and in detail about the focus of research, namely the principal, homeroom teachers of 1 and 4 grades at public elementary schools throughout Menanga District as homeroom teachers who implement Kurikulum Merdeka. The focus of this study contains a statement about how the readiness of teachers in implementing a Kurikulum Merdeka in Public elementary schools throughout Menanga District and what indicators hinder the implementation of this Kurikulum Merdeka or independent learning. Data collection techniques in this study utilized observation, interviews, and documentation. In the interview, the author interviewed the principal, as well as the teachers of 1 and 4 grades as homeroom teachers who implemented Kurikulum Merdeka.

DISCUSSION

Based on the results of research through interviews and observations with the principal and homeroom teachers of classes I and IV, there are 4 policy adjustments in implementing a Kurikulum Merdeka. (1) The implementation of the National Standardized School Examination which was previously carried out

nationally, in this Kurikulum Merdeka, the School Examination is carried out where the implementation is handed over to the Education unit, (2) the National Examination which is replaced with Computer-Based National Assessment (3) Simplification of lessons plan (4) Implementation of new student submission which is more flexible.

First, the implementation of the National Standardized School Examination in Public elementary schools throughout Menanga District which was previously carried out nationally, in this Kurikulum Merdeka, the School Examination is carried out, where the implementation is handed over to the Education unit. In this case, related to school-based management, this is very good, because the implementation can be determined by each Education unit which still follows the rules and regulations given by the Education Office and from the center such as the question grid but to determines the form and technicality of the implementation is returned to the Education unit. During the implementation of the School Examination, in Rendang District, Karangasem Regency, there is a Principal Working Group which in providing policies regarding the form and technicality of preparation is the Principal Working Group as the organizer. Where in the preparation for the School Examination questions still refers to the teachers, and each teacher continues to make questions collected and in the Principal's Working Group there is a question audit team, which is in charge of checking the questions where if most of the questions have a mastery of the material that is close and appropriate then the questions are used and distributed. After going through the audit, the questions were printed in several schools in Cluster 3 of Menanga Village and had similarities between this one cluster.

The second implementation of the National Examination was abolished and replaced with a National Assessment. The abolition of the National Examination and replacement with the Computer-Based National Assessment is one of the policies of the Minister of Education and Culture, Nadiem Makarim. This National Examination and Computer-Based National Assessment has differences. In the National Examination the aspects assessed are only knowledge, but in the Computer-Based National Assessment, it is not only knowledge that is measured, but also the ability to think critically, process and analyze something, and the ability to obtain something through literacy. This is also following the profile of Pancasila students, namely critical thinking. The profile of Pancasila students consists of six dimensions,

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namely 1) Faith, Piety to God Almighty and Noble Character, 2) Global Diversity, 3) independence, 4) Mutual Cooperation, 5) Critical Reasoning and 6) Creative. (Kemendikbud Ristek, 2021).

The application of Computer-Based National Assessment in Public elementary schools throughout Menanga District is said to be appropriate, where in the learning process the aspects assessed are not only knowledge, there are several other aspects such as attitudes, spiritual attitudes, character, discipline, and independence. In addition, the Computer-Based National Assessment is an evaluation program for improving the quality of education in all education units. The implementation of the Computer-Based National Assessment is followed by grade 5 at the elementary school level. Computer-Based National Assessment can be done semi-online or fully online. A full online Computer-Based National Assessment requires the client's computer and proctor's computer to have a stable internet connection. As for the Computer-Based National Assessment semi-online, the client's computer does not have direct internet access. The client's computer will be connected to a proctored computer that has internet access. The implementation of the Computer-Based National Assessment at a Public elementary school in Menanga Subdistrict encountered several obstacles including 1) The geographical location of the Public elementary school in Menanga District which is located in the highlands, resulting in difficulty in the internet network in the region. 2) There is still a lack of facilities and infrastructure in the implementation of Computer-Based National Assessment because it is still under adjustment and is a new policy. 3) The majority of parents of students who work as farmers and only a small percentage of students know the use of facilities and infrastructure in this Computer-Based National Assessment. The implementation of a Computer-Based National Assessment at SD 5 Menanga is very appropriate, reflecting on the problems that occur hopefully it supporting the smooth running of a Computer-Based National Assessment next, it is necessary to carry out training on the introduction of the use of features both on computers and laptops as well as features on the Computer-Based National Assessment server for students, especially students whose majority are located in rural areas, It is also hoped that the government will help procure computers or laptops with a customized number of students from the school.

Third, lessons plan simplification. In Kurikulum Merdeka, Lessons Plan is also called the teaching module. Teaching modules are teaching materials that are

systematically designed and attractive so that they serve to facilitate students in the learning process. (Supeno et al., 2021) . There are several improvements from the 2013 curriculum to Kurikulum Merdeka, especially at the elementary school level, in the 2013 curriculum the class hours are arranged per week. The Education Unit regulates the allocation of learning time regularly every week in each semester and the learning approach used is scientific, but in Kurikulum Merdeka the Education unit can manage class hours flexibly which is divided into two activities, namely intracurricular activities and projects to strengthen the profile of Pancasila students and the use of differentiated learning that adjusts to the stage of student achievement. In adjusting this Kurikulum Merdeka, teachers at Public elementary school throughout Menanga Subdistrict are fully prepared to implement this Kurikulum Merdeka, but it still, need to be developed again because there are no appropriate teaching modules and become modeling for schools that implement this curriculum. And in the learning process, which is something new, has not been fully implemented and teachers need to be included in training activities related to implementing this Kurikulum Merdeka such as workshops on the preparation of teaching modules, preparation of project modules to strengthen the profile of Pancasila students so that what is the learning objective can be achieved.

Four, student submission systems are more flexible. student submission in Public elementary schools in Menanga Subdistrict has 4 supporting villages, namely Turmeric Village, Tegenan Village, Pempatan Village. Sukan Village During the implementation of student submission at a Public elementary school in Menanga Subdistrict, no significant problems were found, because the Public elementary school in Menanga District always refers to the rules and policies of the local government. If viewed from the requirements that have been determined by the Education Office have been met, the student submission process will be implemented. Previously, socialization has also been carried out with parents of students regarding the requirements of student submission which is carried out every year.

In general, the readiness to implement a Kurikulum Merdeka in Public elementary schools throughout Menanga District is ready, but there is a need for teacher capacity development, because this is something new, there is still a need for adjustments from previous policies, adjustments both to school principals, teachers, and students. For teachers, it is still necessary to develop an

understanding of this Kurikulum Merdeka through literacy, and participation in training activities and workshops related to Kurikulum Merdeka.

CONCLUSIONS

The results of the research carried out at a Public elementary school in Menanga Subdistrict are analyzing the readiness of teachers in implementing a Kurikulum Merdeka and obtaining results that adjustments in this Kurikulum Merdeka policy are ready and carried out, such as, first, the implementation of National Standardized School Examination which was previously carried out nationally, in this Kurikulum Merdeka, a School Examination is carried out where the implementation is handed over to the Education unit. This is a good policy, where in its implementation teachers can determine the form and technicality of the implementation of school examinations but still follow the rules and regulations of the local government. The second implementation of the National Examination was abolished and replaced with a National Assessment. Abolition of the National Examination and replaced with a Computer-Based National Assessment, this policy is also very good in Computer-Based National Assessment not only knowledge that is measured but also the ability to think critically, process and analyze something as well as the ability to obtain something through literacy. However, there are several obstacles to implementing this policy, such as 1) The geographical location of the Public elementary school in Menanga District, which is located in the highlands, resulting in difficulty in the internet network in the region. 2) There is still a lack of facilities and infrastructure in the implementation of Computer-Based National Assessment because it is still under adjustment and is a new policy. 3) The majority of parents of students who work as farmers and only a small percentage of students know the use of facilities and infrastructure in this Computer-Based National Assessment. The third is the simplification of the Lessons Plan or called the teaching module in Kurikulum Merdeka. Because the Kurikulum Merdeka teaching module is a new policy, there are still not many teaching modules developed in the learning process in grades I and IV., and finally a more flexible student submission system. Recommendations for the next research "Development of Kurikulum Merdeka Teaching Modules in grades 1 and 4"

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