

Teacher Understanding in Implementing Independent Curriculum at Junior High School in Manokwari, West Papua

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Abstract

The purpose of this research is to find out how the teachers understand and also the challenges they face in implementing the Independent Curriculum, to find out what the understanding and challenges faced by teachers at SMP Negeri 01 Manokwari in implementing the independent curriculum. The author uses qualitative research. The data source used was the results of interviews with teachers at SMP Negeri 01 Manokwari. Interviews were conducted with 5 teachers selected using purposive sampling. From the data obtained by researchers after interviewing the teachers, it was discovered that the teachers understood the independent curriculum and also faced challenges such as the transition from the old curriculum, misconceptions, facilities and infrastructure and management.

Keywords: Teacher, Understanding, Independent Curriculum

INTRODUCTION

Curriculum plays an important role in shaping educational experience. “curriculum is not just a list of subject to be taught; its a guide for what will be learned” (Darling & Hammond, 2013). Curriculum defines what knowledge, skills, and values students will acquire, guiding educators in their instructional decisions. maximum (Elisa, 2018). Curriculum is basically a system, meaning that the curriculum is a unit or totality consisting of several component, where one component are interconnected and influence each other in order to achieve goals. The aim of implementing a curriculum in educational units are a reference for the realm of education implementation at the educational unit level (Restiana et al 2021).

Independence curriculum is a curriculum with various curricular learning where the content will be more optimal so that students have enough time deepen the concept and strength then competence. In the learning process the teacher has flexibility to choose a variety of learning tools so that can be adapted to the learning needs and interests of students. This curriculum there are projects to strengthen the achievement of Pancasila student profiles. Then, its develop based on certain themes set by the government. This project does not aim to achieve learning achievement targets, so it is not tied to subject content. Sukmawati et al. (2021) argue that the implementation of independent curriculum needs to be integrated into every classroom lesson. The research above is also related to Sahid (2023) Stated that, beside profer curriculum the tecaher also need to provide a sense of comfort when communicating and interacting properly between the teacher and students. Components in the curriculum generally, there are five components in creating a curriculum, namely as Curriculum Objectives, Learning Strategy, Curriculum Organization, and Evaluation (Bisri M, 2020).

Almasiri (2023), advantages and disadvantages of the independent program in general Each program implemented in Indonesia has advantages and disadvantages, independent program focuses more on essential knowledge and student development based on stages and processes. Susanti et al in (2023), The

results of the research are in the form of problems in the implementation of the merdeka curriculum originating from the government in the form of less than optional guidance and assistance in the implementation of the merdeka curriculum. In addition, there are also problems originating from teachers in the form of a lack of teacher ability to utilize independent teaching platform and utilize technology to learn and understand merdeka curriculum. Nasution (2023) The results of the study describe the obstacle in implementing the curriculum, namely the teachers still have experience with low learning independence, limited references, uneven access to learning, time management and so on.

METHOD

This research applied qualitative descriptive method. According to Creswell (2021) Qualitative method is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. The population that the researcher involve in this research is 56 Teachers in SMPN 1 Manokwari. According to Sugiyono (2017) the sample is part of the population which is the source of data in research, where the population is part of the number of characteristics possessed by the population. The sample that used from the population are five teachers. These teachers are math teacher, English teacher and bahasa Indonesia teacher, 1 principal, 1 vice principal for curriculum. The reason why the researchers choose these teachers because the principal is the head of the school so he understands about the curriculum that they implement in their school, the vice principal of curriculum because he is the one who responsible in managing the curriculum and the three teachers are the representation of the other teachers.

The researcher applied purposive sampling. According to Creswell (2015), purposive sampling means that the researcher selects individuals and places to research because they can specifically provide an understanding of the research problem and phenomenon in the study. The researcher choose this method because the population of the teachers in the school is 56 teachers and the researcher will choose 5 sample as the subject of the research. Those 5 sample choose with purposive sampling with criteria: The teacher is an official teacher in the school; The teacher must have 5 year teaching experience & certified; The teacher has been using the Curriculum merdeka in his/her class; The teacher is teaching in 8th grade; The Teacher joined workshop/training about merdeka curriculum.

RESULT

Based on the results of interviews with teachers, vice principal for curriculum affair and principals , it appears that the teachers who are at SMP Negeri 1 Manokwari already really understand This independent curriculum is because he said that SMP Negeri 1 Manokwari was the driving school that implemented this independent curriculum before other schools this was conveyed by the teachers, found in these statement.

When was the merdeka curriculum implemented in their school?

EngT : [“... Iya jadi kurikulum merdeka ini launchingnya tahun 2022, namun untuk sekolah kami penerapannya itu dari 2021 karena kami adalah sekolah penggerak angkatan pertama karena kami adalah sekolah uji coba...”]

[“... the launch will be in 2022, but for our school the implementation will be from 2021 because we are the school driving the first generation because we are a trial school ... ”]

VP : [“Tiga tahun yang lalu mulai 20... ini 2023/2024, 2022/2023, berarti mulai 2021/2022. Tahunpelajaran 2021/2022 kami merupakan sekolah pertama bersama

dengan SMP IT begitu, jadi kami mulai 2021/2022 itu sudah melaksanakan kurikulum merdeka”]

["Three years ago starting 20... this is 2023/2024, 2022/2023, meaning starting 2021/2022. "For the 2021/2022 academic year, we are the first school together with an IT Middle School, so starting from 2021/2022 we have implemented the independent curriculum"]

In this interview the researcher found that the two statements above both stated that this curriculum had been implemented at SMP Negeri 1 Manokwari for approximately 3 years. This is in line with what the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture, Anindito Aditomo, said, the Independent Curriculum was prepared in 2020 and then implemented and evaluated in stages since 2021.

However, this is different from the statement from the Indonesian language teacher who stated

IndoT : *[“... kurikulum mulai diterapkan di smp negeri satu manokwari itu sudah berlangsung pada tahun 2019 dan dari tahun 2019 yang peratama kali memulai itu adalah smp negeri 1 untuk perintis kemudian sudah mulai melaksanakan itu sampai tahun 2024 ini”]*

[“... the implementation of the curriculum began to be implemented at SMP Negeri 1 Manokwari, which took place in 2019 and from 2019, which was the first to start that is SMP Negeri 1 for pioneers then he has started implementing it until 2024”]

In this statement he said that this curriculum has been in place since 2019. The statement given by this teacher is different from other teachers who use different curricula regarding when this curriculum was first implemented. In this statement, the researchers sought to find out whether it was true that the independent curriculum had started to be implemented in 2019 and the researchers found that this curriculum had only been prepared in 2020 and was evaluated starting in 2021 and established in the 2023/2024 academic year. In the statement given by the teacher, the researcher concluded that there was a little misinformation, so he stated that. By becoming teachers at the driving school, the teachers at SMP Negeri 1 have studied the independent curriculum While this curriculum is still being tested and has not been made official, the teachers in SMP Negeri 1 Manokwari already learn it and apply it in their school long before the independent curriculum is official. So, most of the teachers in SMP Negeri 1 Manokwari understand the independent curriculum.

DISCUSSION

This research was conducted to find out about the teachers understanding and the challenges in implementing the independent curriculum in SMP Negeri 1 Manokwari. From the school side, namely the principal and teachers, they have tried their best to implement this independent curriculum in their school. The findings of the divide into two points, the first one is Teachers understanding towards independent curriculum in school, the second is about the challenges that the teachers found in implementing the independent curriculum.

The teachers understanding about the independent curriculum based on the interview that the research did, the teachers in SMP Negeri 1 Manokwari are had been understand about independent curriculum in more or less 3 years of implementation. In the process of implementing this independent curriculum, teachers are given training and guidance obtained from the government and from the schools themselves. (Fauzi, 2022) states that there are strong and inhibiting factors in implementing the Merdeka curriculum, including: schools must carry out training for teachers and teaching staff regarding changes. In facing these challenges, the school has tried as hard as possible to understand and implement this

independent curriculum in their classes. Many efforts have been made by the school to implement this independent curriculum, the school began training for teachers on the independent curriculum and then continued with group learning, teachers use available facilities and infrastructure to teach student and other efforts.

CONCLUSION

From the research that has been done about the teachers understanding and challenges in implementing the independent curriculum in SMP Negeri 1 Manokwari, the research conclude that. Teachers in SMP Negeri 1 Manokwari are understand about the independent curriculum in their school and implementing it in their classes. This is proven by the results of the interview in findings, teachers in SMP Negeri 1 Manokwari has been using this curriculum for about 3 years of implementation. Also, all the teachers can describe about their experience in implementing independent curriculum is a prove that they are understand about the curriculum. The challenges that the teachers face in implementing this curriculum is various, such as lack of facilities, the transition from old curriculum, misconception, and the management but the school and the teachers are also trying their efforts to face these challenges.

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