



Elementary School Teacher Problems in Facing the Independent Curriculum as Seen from Driving Schools

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ARTICLE INFO

Article history:

Received June 26, 2023

Accepted November 10, 2023

Available online November 25, 2023

Kata Kunci:

Problematika Guru, Kurikulum Merdeka, Sekolah Penggerak

Keywords:

Teacher Problems, Independent Curriculum, Driving School



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ABSTRAK

Kurikulum merdeka adalah kurikulum yang dikembangkan sebagai kurikulum yang lebih fleksibel, berfokus pada materi esensial, dan menjadi salah satu konsep kurikulum yang menuntut kemandirian siswa. Penerapan kurikulum merdeka tentu saja berhubungan dengan guru di sekolah, peran guru sangat dibutuhkan dalam menerapkan kurikulum merdeka saat pembelajaran berlangsung. Penelitian ini bertujuan untuk menganalisis problematika yang dialami guru sekolah dasar dalam menghadapi kurikulum merdeka di sekolah penggerak. Jenis penelitian yang dilaksanakan adalah penelitian deskriptif. Subjek penelitian ialah guru kelas I dan IV di sekolah penggerak yang berjumlah 26 orang guru. Pengumpulan data menggunakan metode angket skala likert. Analisis data menggunakan persentase. Temuan hasil penelitian ini menunjukkan bahwa terdapat 3 aspek yang menjadi problematika guru sekolah penggerak dalam menghadapi kurikulum merdeka yaitu aspek mengembangkan hasil belajar secara menyeluruh, pembelajaran melalui proyek, dan mengembangkan karakter siswa. Faktor yang menyebabkan problematika guru sekolah penggerak dalam perubahan kurikulum yaitu aspek kekurangpahaman guru terhadap kurikulum, kurangnya proses sosialisasi terhadap kurikulum baru, kurangnya kesadaran guru, dan rendahnya motivasi guru. Penelitian ini mampu mengatasi problematika guru dalam menghadapi kurikulum merdeka pada siswa sekolah dasar sehingga dapat meningkatkan penyelenggaraan pendidikan di seluruh Indonesia.

ABSTRACT

An independent curriculum is a curriculum that is developed as a more flexible curriculum, focuses on essential material, and is one of the curriculum concepts that demands student independence. The implementation of the independent curriculum is, of course, related to teachers at school; the role of teachers is very much needed in implementing the independent curriculum when learning takes place. This research aims to analyze the problems experienced by elementary school teachers in dealing with the independent curriculum in driving schools. The type of research carried out is descriptive research. The research subjects were class I and IV teachers at the driving school, totalling 26 teachers. Data collection used the Likert scale questionnaire method. Data analysis uses percentages. The findings of this research show that 3 aspects could be improved for driving school teachers in facing the independent curriculum, namely developing overall learning outcomes, learning through projects, and developing student character. Factors that cause problems for school teachers driving curriculum changes are teachers' need for more understanding of the curriculum, lack of socialization process for the new curriculum, lack of teacher awareness, and low teacher motivation. This research can overcome the problems of teachers in dealing with the independent curriculum for elementary school students to improve education implementation throughout Indonesia.

1. INTRODUCTION

The Independent Curriculum is a new design created by the government for improving the quality of education in order to produce students with graduates who excel in facing future challenges (KS Putra et al., 2023; Zulaiha et al., 2022). The design of this independent curriculum is the first step in restoring learning in Indonesia due to the Covid-19 pandemic (Sumarsih et al., 2022; Zahir et al., 2022). The independent curriculum, previously known as the prototype curriculum, was developed as a curriculum

framework that is more flexible and focuses on essential material (Onwumere et al., 2021). An independent curriculum is a curriculum concept that demands independence. Every student is given the freedom to access knowledge obtained from formal and non-formal education (Manalu, Juliati Boang, 2022). This independent curriculum focuses on the freedom to learn independently and creatively, which will later have an impact on creating students who have an independent character (Dawson et al., 2016).

In fact, the independent curriculum shows that there are problems in implementing the independent curriculum during the pandemic, namely that the textbooks for students are incomplete, and the problem of training students' soft skills through various school and learning activities (Efendi & Suastra, 2023; Indarta et al., 2022). The lack of teacher skills or experience in mastering and applying basic skills to implement an independent curriculum, creativity and innovation by involving various media and learning models to encourage students to learn is a problem (Loilatu et al., 2022). Limited soft skills abilities of educators, limited teachers in preparing teaching tools, and less varied learning strategies from educators (Jannah & Atmojo, 2022). There are problems in compiling learning tools, namely not being able to read CP well, not being able to prepare Learning Objectives (TP) from existing Learning Achievements (CP), not being able to compile ATP (Learning Objective Flow) from TP, and having difficulty developing teaching modules (Rindayati et al., 2022). The principle's lack of knowledge about the leadership competency model at the driving school, so that achieving the goals of the driving school will be difficult to achieve if the Principal does not have the knowledge (Rahayuningsih & Rijanto, 2022). Teachers do not yet understand in depth about driving schools and there are no expert trainers so that if there are difficulties in the process there is no place to ask (Ujang Cepi Berlian, Siti Solekah, 2022; Angga et al., 2022). Apart from that, there are many guidelines that must be fulfilled, there is a lack of special attention from the government such as facilities and infrastructure that support learning activities. Apart from that, there is a lack of socialization from schools regarding parents' understanding of e-books which still means parents and students are not used to using them. Most parents and students are still accustomed to using printed books, while the books in the driving school program are all in the form of electronic books (Umi Fatonah, 2016).

One of the implementation of the curriculum Independence is closely related to the role of driving schools. The driving school was created to create a generation with high dignity in accordance with the character of Pancasila (Waruwu et al., 2022). The driving school program encourages education units to carry out self-transformation for learning in schools, develop overall student learning outcomes which include literacy and numeracy, and realize the Pancasila Student Profile (Iis et al., 2022; Malikah et al., 2022). Apart from that, it is hoped that the driving school program will be able to perfect the previous school transformation program (SSH Putra et al., 2022). The driving school program is a program that improves the quality of student learning which consists of 5 interventions to accelerate the school to move 1-2 years further forward within a period of 3 years (Julaiha July, Nurul Farhaini, Rollin fadilah Hasibuan, 2022). The previous research findings stated that the first obstacle was that teachers did not understand how to derive or translate CP into learning objectives, so that the material provided did not refer to essential material. The heterogeneity of students in the class is related to the level of student understanding, students' thinking abilities, students' skills, learning styles, levels of self-confidence, and levels of concentration, teachers find it difficult to determine the learning and assessment models to use. Limited teacher references regarding learning models that can accommodate differentiated learning. Limited facilities and infrastructure owned by schools, especially internet networks, hardware such as computers. Teachers have limited prior knowledge and mastery of material and contextual matters, so teachers have difficulty in organizing learning (Fitriyah & Wardani, 2022; Nurcahyono & Putra, 2022). Teachers' problems in implementing the Merdeka Belajar Curriculum are in planning, implementing and assessing learning, namely difficulties in analyzing CP, formulating TP and compiling ATP and Teaching Modules, determining learning methods and strategies, lack of ability to use technology, limited student books, lack of ability to use methods and media. learning, teaching materials are too broad, determining class I and IV projects, lack of time allocation for project-based learning, determining the form of assessment and form of assessment in project-based learning (Zulaiha et al., 2022). Based on several research results regarding the problems of teachers in driving schools in facing the independent curriculum, there is one problem that is highlighted in the implementation of learning, namely the lack of teacher skills in implementing the independent curriculum. This phenomenon is also visible from the results of observations that have been made. The teacher's soft skills ability in implementing the independent curriculum is a problem. However, no research has been found regarding this phenomenon. Therefore, this research aims to analyze the problems of driving school teachers in facing the independent curriculum.

2. METHOD

The research carried out was descriptive research. Descriptive research is research that aims to describe the condition of a subject or object based on visible facts or what they are (Rosnelli & Darwin, 2022). This research focuses on actual problems that existed in the field when the research took place. Descriptive research describes variables related to the problem under study without considering the relationship between variables (Rahardja, 2019). This research was carried out in the 2022/2023 academic year targeting primary schools in Buleleng. The subjects of this research were class I and IV teachers at driving elementary schools in Buleleng Regency, with a total of 26 teachers. Data analysis uses percentages, data analysis in this research refers to quantitative data analysis, in the form of presenting and calculating measurement results. Data analysis was carried out on the results of data obtained through filling out questionnaires by respondents. Data collection in this research was carried out using questionnaires. Method the data collection used in this research was a non-test method, using a questionnaire. The questionnaire used is a questionnaire with a Likert scale. This Likert scale uses several statement items and questions to measure an individual's attitudes and behavior by selecting one of 4 options for each item which include Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Questionnaire indicators consist of 2 dimensions. This is because these dimensions are adapted from sources from previous research carried out by several researchers related to the problems experienced by elementary school teachers regarding the independent curriculum. From the results of this research, statement items can be grouped into several dimensions as a basis for creating indicators of teacher problems consisting of several statements in each dimension. The questionnaire/questionnaire instrument grid is presented in Table 1.

Table 1. Questionnaire/Questionnaire Instrument Grid

Variable	Indicator	Sub indicators	Item No		Many Items
			(+)	(-)	
Elementary School Teacher Problems in Facing the Independent Curriculum as Seen from Driving Schools in the Buleleng Regency Area	Teachers' problems or problems in dealing with the independent curriculum	1. Develop comprehensive learning outcomes		1	1
		2. Carrying out learning that focuses on essential knowledge and is appropriate to the phase	2		1
		3. Carrying out learning through project work	9	3,4	3
		4. Developing student character	5		1
		5. Realizing the achievement of the Pancasila Student Profile	6		1
		6. Improving numeracy literacy		7	1
		7. Prepare a learning environment that is safe, comfortable, inclusive and fun	8		1
		8. Reflect on learning		10	1
	Factors that cause teacher problems in curriculum changes	1. The teacher's lack of understanding of the curriculum	11	12	2
		2. The factor is the lack of a socialization process for the new curriculum	13, 14	15	3
		3. The factor is the lack of teacher awareness in adapting to changes in the education system	16	17	2
		4. Factors of low teacher motivation	18	19,20	3
Amount			10	10	20

An instrument is said to be appropriate or valid if the instrument created can measure what it should measure, so a validity test is needed to prove this. The validity test used is the content validity test. The validity of the instrument content is determined using expert judgement or using the Gregory formula. The expert in question is a person who has expertise in their field, in a field that is appropriate to the instruments for research (Prihono et al., 2019). Based on the calculations, it can be concluded that the content validity for the instrument describing the problems of teachers facing the independent curriculum in terms of driving schools obtained a score of 1.00, so the instrument is in the very high content validity category.

3. RESULT AND DISCUSSION

Result

This research obtained data on elementary school teachers' problems in facing the independent curriculum, presented in the form of a table containing teacher problems, total, score, average score, percentage of results from respondents filling in questionnaires, category quality, and category meaning. This description is outlined in [Table 2](#).

Table 2. Percentage Results of Teacher Problem Data in Facing the Independent Curriculum

Problematic Teachers in Dealing with the Independent Curriculum	Total Score	Average	%	Category	Category Meaning
Develop overall learning outcomes	63	2.42	60.50	Tall	Teachers experience high problems in developing student learning outcomes Overall
Carrying out learning that focuses on essential knowledge and according to the phase	58	2.23	55.75	Currently	Teachers experience quite problems in implementing learning that focuses on students' knowledge
Carrying out learning through project work	195	7.5	62.50	Tall	Teacher experiencing high problems in implementation project-based learning
Develop student character	64	2.46	61.50	Tall	Teacher experience high problems in forming students' character
Realizing the achievement of the Pancasila student profile	57	2.19	54.75	Currently	Teachers have quite a problem in realizing the achievement of the Student Profile Pancasila
Improving numeracy literacy	61	2.34	58.50	Currently	Teachers experience quite problems in implementing numeracy literacy at school
Prepare a safe, comfortable, inclusive and enjoyable learning environment	54	2.07	51.75	Currently	Teacher experienced quite a problem in preparing the lesson which is conducive
Reflect on learning	53	2.03	50.75	Currently	Teacher experienced quite a problem in implementing it learning reflection

Based on the data in [Table 2](#), there are 8 problematic aspects for teachers in facing the independent curriculum. The most problematic aspects are developing comprehensive learning outcomes, project-based learning, and developing student character. Furthermore, data in the medium category means that the teacher is experiencing quite a lot of problems in this aspect. There are 4 aspects that are measured as causes of problems for driving school teachers in facing the independent curriculum. As a result of the data processing carried out, the problematic factors for driving school teachers in facing the independent curriculum are presented in [Figure 1](#).

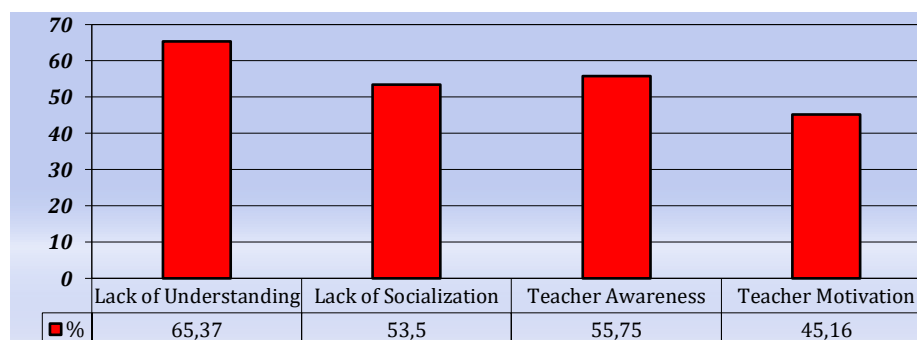


Figure 1. Graph of Percentage of Factors Causing Problems for Driving School Teachers in Facing the Independent Curriculum

Based on the data in [Figure 1](#), there are 4 problematic aspects for teachers in dealing with the independent curriculum. The most problematic aspect is the teacher's lack of understanding of the curriculum. Furthermore, data in the medium category means that the teacher is experiencing quite a lot of problems in this aspect. There are 3 aspects that are in the medium category, namely the lack of socialization process regarding the new curriculum. The factor is the lack of teacher awareness in adapting to changes in the education system curriculum. Factors of low teacher motivation.

Discussion

The problems experienced by driving school teachers in implementing the independent curriculum are developing comprehensive learning outcomes, project-based learning, and developing student character. The causal factor of this problem is the teacher's lack of understanding of the curriculum. The problem that teachers have in implementing an independent curriculum is that they do not have experience with independent learning, the access that teachers have to learning is not evenly distributed. The most important problem is inadequate teacher competence. The lack of competence and level of teacher motivation certainly has a big influence on the success of implementing the independent curriculum. Teachers are still stuck to the previous curriculum, so interest in developing is still quite low. Teachers do not have experience of independent learning so they cannot guide learning in accordance with students' talents and interests. As a result, it is difficult for teachers to carry out learning in class according to the demands of the independent curriculum ([Rahmadhani et al., 2022](#); [Suhandi & Robi'ah, 2022](#)). Research regarding teacher competency shows that teachers are considered unable to manage the class optimally and teachers are deemed to still be unable to master the material, thus failing to present meaningful and beneficial learning activities for students ([Agustina et al., 2023](#)).

Furthermore, this research also shows the problems of teachers in developing overall learning outcomes because teachers have not been able to develop innovation in classroom learning. Teachers' difficulties in providing active and creative learning are caused by teachers' insight into how to teach. Teachers have not carried out various studies or discussions on changes in students over a certain period of time, so that they can develop learning that is appropriate to students' conditions. Thus innovation in learning is very necessary in developing student learning outcomes. Innovation through classroom learning which simultaneously increases student motivation and learning achievement requires a learning design ([Asih et al., 2021](#)). This learning design includes learning tools that integrate learning development and learning scenarios that enable increased student motivation and learning achievement, thereby achieving maximum learning outcomes.

Factors that influence learning outcomes include children's intelligence, students' readiness or maturity in participating in learning activities, students' interest in learning, the model of presenting learning material provided by the teacher, and a pleasant learning atmosphere, thus making students happier in learning ([Surya et al., 2018](#)). In learning activities, teachers need to create innovative learning activities that are fun and encourage children to be able to express creativity and can improve student learning outcomes ([Dian Laksana, 2021](#)). Apart from that, implementing project learning is also a problem for teachers. Teachers experience difficulties in implementing project-based learning, due to the lack of teacher competence in innovative learning. Apart from that, limited time in implementing learning is also an obstacle in implementing project-based learning. This is in line with research which states that teaching staff are less able to package learning well ([Isrokatun et al., 2022](#); [Rimang & Ulviani, 2023](#)). Lack of teacher competence is caused by several things, namely too much work, teacher commitment and support from his colleagues, leadership of the school principal, involvement in professional development activities, effectiveness of teacher working groups as a forum for professional development of elementary school teachers, mismatch between curriculum requirements and guidance in the field, and weak working relationships between teachers and parents ([Riastini, 2021](#)).

The next problem is the teacher's weakness in developing student character. The character of each student is certainly different, consisting of moral, social and emotional aspects. These differences in student character make it difficult for teachers to understand individual student character. Teachers as learning resources must be able to understand student psychology, the application of learning methods and strategies that will be used. By understanding these three things and implementing them well, student character will become better, so that student character will develop and achieve learning goals ([Nuralita, 2020](#)). Students have the right to get what they want in order to develop as optimally as possible according to their respective abilities, talents and interests ([Asmahasanah et al., 2023](#); [Janawi, 2019](#)). The teacher's lack of sensitivity to the abilities, talents and interests of each student causes some students to take the wrong steps, some of them even lack self-confidence and ultimately give up their intention to develop their character. The curriculum is not only related to educational planning and learning activities, the curriculum

also includes everything that influences the personal development and formation of students in order to improve the quality of education (Zulaiha et al., 2022).

The problems of driving school teachers in facing the independent curriculum are influenced by the factor of the teacher's lack of understanding of the curriculum. Teachers' lack of confidence makes them make mistakes when implementing an independent curriculum in schools. Teachers in elementary schools are given standard materials with certain guidelines, but they do not know the standard structure, whereas to be a teacher you must have the quality of competence that can produce potential in students (Syaripudin et al., 2023). Their learning curriculum contains problems originating from various scientific disciplines, so that students are given an understanding of material about social and individual problems. Teachers are less able to combine problems from various scientific disciplines because teachers have difficulty providing an understanding that can cover material from each scientific discipline so that it becomes one unit in the learning process (Huda, 2017; Ariesca et al., 2021). The problem of driving school teachers in facing the independent curriculum is also influenced by the lack of a socialization process regarding the new curriculum. Lack of information and instilling understanding among teachers regarding the independent curriculum makes it difficult for teachers to understand the curriculum as a whole. The consolidation of the independent curriculum must begin with the association stage, namely studying the contents of the independent curriculum for teachers to better understand it before implementing it in learning (Ariyanti & Hidayat, 2023). Teachers need information in the form of socialization about the independent curriculum which can be done via Google Meet so that teachers can know curriculum policies (Nurcahyono & Putra, 2022; Nurmitasari et al., 2022).

The problems of driving school teachers in dealing with the independent curriculum are also influenced by factors lack of teacher awareness in adapting to changes in the education system. The difficulties faced by teachers are because teachers are still based on the old curriculum and are reluctant to learn new things. Some teachers still maintain traditional ways of delivering learning material. They think that using a new curriculum will make it difficult for them because they are required to always be able to update their knowledge from various sources. All these challenges must be integrated into modern teachers who can be produced in schools as formal educational institutions (Nurmitasari et al., 2022). This challenge needs to be addressed with the first step in making a paradigm shift in learning. The teacher's age factor influences readiness to face the development of the independent curriculum, older teachers are usually reluctant to learn the new curriculum, so adjustments are difficult to implement. Teachers' understanding and awareness of changes is an obligation. The teacher's task is to expand self-awareness and reduce estrangement and alienation from change (Huda 2019).

The problem of driving school teachers in facing the independent curriculum is influenced by the factor of low teacher motivation. Teachers have not been moved to improve the quality of learning by following the new curriculum. Teachers still do not have critical awareness in understanding the nature of the teacher's role in learning so they do not have a progressive, adaptive and futuristic attitude towards life and developments over time. Previous research states that some teachers still do not fully understand the meaning of independent learning. Teachers are also still stuck to the previous curriculum so it is difficult to break old habits (Susilowati, 2022). Other research findings state that teachers must change the paradigm from traditional learning to more creative learning because the ultimate goal of learning activities is to shape the character of students (Zulaiha, 2022). In this independent curriculum learning, teachers are required to be more creative and innovative in designing their learning (Nurcahyono, 2023). This research has limitations. The limitation of this research is that it only uses a questionnaire to collect data, so the data is still in the form of teacher perceptions. Another limitation is that the driving schools studied were only in Buleleng Regency. The implications in this research regarding the current independent curriculum are a curriculum that focuses on learning on students. The many differences between the previous curriculum and the independent curriculum make teachers confused. The applied learning focuses more on project learning that supports student character development in accordance with the Pancasila student profile. These differences create new challenges for teachers. These challenges cause teachers to need to be more active in developing their competencies, such as improving their ability to manage learning, teacher personality in educating students, and skills that are directly related to teacher performance in mastering the curriculum.

4. CONCLUSION

In implementing the independent curriculum, there are still many teachers who do not understand the implementation of the independent curriculum. This is due to the problems of driving school teachers in facing the independent curriculum which is influenced by teachers' lack of understanding of the

curriculum, lack of socialization, lack of teacher awareness and low teacher motivation. Teachers have not been moved to improve the quality of learning by following the new curriculum.

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