

## IMPLEMENTATION OF TEACHER PEDAGOGIC COMPETENCE IN IMPLEMENTING KURIKULUM MERDEKA LEARNING AT SD NEGERI 3 ARCAWINANGUN

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**Abstract:** *This study aims to determine the teacher's pedagogical competence in implementing Kurikulum Merdeka-based learning at SD N 3 Arcawinangun. This type of research applies qualitative methods. Observation, interviews, and documentation were used to collect data. The technical data analysis process was triangulated in the form of reducing data and presenting the final data by drawing conclusions based on Miles and Huberman's data analysis model. According to the findings of the research, this curriculum model liberates teachers and students in terms of teaching and learning, allowing them to develop the desired creativity or knowledge. Teacher knowledge, teacher preparation, teacher ability, and teacher development are factors that prevent teachers from implementing teacher pedagogical competence in this specific curriculum. Mastering the characteristics of students, mastering learning theories and educational learning principles, curriculum development, educational learning activities, and developing student potential are all supporting factors for teachers in implementing teacher pedagogic competence in the teaching-learning process.*

**Keywords:** *Teacher Competence, Pedagogic, Kurikulum Merdeka*

## INTRODUCTION

Education plays an important role in shaping a nation's future generations. Education is a deliberate effort to pass down a legacy from generation to generation. During the teaching-learning process, students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Rahman et al., 2022: 2-3). Education is also guaranteed in *Undang-undang Nomor 20 Tahun 2003 Pasal 5 Ayat 1*, which states that every citizen has the same right to a quality education. Thus, education is one of the efforts to improve a nation's quality.

In Indonesia, education is oriented toward *Kurikulum Merdeka* (Independent Curriculum) learning, which is one of the efforts to improve educational quality as a path of curriculum development. The curriculum is widely introduced by the Ministry of Education and Culture in every educational unit; however, this curriculum is not required to be implemented by all schools because every school's capacity differs from one another. *Kurikulum Merdeka* is expected to be gradually implemented in all educational levels, including *SD* (Elementary School), *SMP* (Junior High School), *SMK/SMA* (Senior High School), and higher education. The implementation is governed by the Minister of Education, Culture, Research, and Technology (*Kemendikbudristek*) Decree Number 162/M/2001 regarding *Sekolah Penggerak*. This is a curriculum wherein the educational structure is divided into two main activities: intra-curricular learning, which must be achieved by students in each subject and serves as a reference in the learning process, and projects to strengthen the profile of Pancasila students, meaning it must be owned by students and act as a graduate competency standard for students (Hamdi et al., 2022: 11). *Kemendikbudristek* has obtained data on the availability of education units to implement the curriculum.

Teachers play an important role in educating the nation as educators. As a learning manager, the teacher operates as a facilitator who creates a fun and effective learning environment that develops teaching materials, improves students' ability to listen, and masters the educational goals which they must achieve in order to improve careers, quality awards, and teachers' welfare so they can work professionally. One of the factors that contribute to the success of the education unit program in the learning

process is the availability of facilities and infrastructure, which are resources, an indicator of school quality that needs to be continuously improved, as well as the advancement of science, technology, and important parts that must be carefully and continuously organized. This is reflected in the teacher's pedagogical competence. The application of pedagogic competence in *Kurikulum Merdeka* learning is still a separate topic of discussion.

Teacher pedagogical competence in its implementation has seven aspects, including recognizing and understanding student characteristics, developing curriculum, mastering learning theory and principles in learning, establishing students' potential, building learning activities with educational principles, good communication with students, and carrying out assessment and evaluation processes (Ministry of National Education). A teacher must be able to understand their students' personalities; the goal is for learning activities that are personalized to the student's learning styles and personalities. Curriculum development needs to be initiated by the teacher in order to be synchronous with the school's vision and mission. According to Kessler-Hopek, T. (2019: 98), teachers are required to have prior experience with various curriculum standards in order to participate in the process. Teachers must also understand learning theory and the underlying principles so that students can absorb what is explained properly and clearly using educational principles and good communication between teachers and students.

Based on the findings of a preliminary study done by researchers at SD N 3 Arcawinangun, the school has established a new curriculum, known as *Kurikulum Merdeka* learning. Although this curriculum is still relatively new, it has been implemented in grades I and IV. However, teachers' pedagogical competency has not been effectively implemented. Some aspects that have not been fully carried out are including identifying the learning characteristics of students, especially in class I and class IV which are still in the process of adjustment that become separate obstacles for teachers. Teachers encounter limitations in understanding the curriculum policy, and the teachers are in the stage of understanding the learning material preparation, planning, and instruction which is synchronous with the curriculum.

In the initiation of *Kurikulum Merdeka* learning's pedagogic competence. It is still regarded as unfamiliar, teachers who teach do not receive special training, class

teachers carry out learning using the teacher's pocketbook guide, and learning is applied continuously and in class using the existing teaching method. *Kurikulum Merdeka* has not yet been implemented for all students in the same level of elementary schools; it is currently available in grades I and IV. Based on the previous discussion, the researcher intends to undertake research entitled "Implementation of Teacher Pedagogic Competence in Implementing *Kurikulum Merdeka* Learning at SD Negeri 3 Arcawinangun."

## RESEARCH METHODS

The approach used in this research is descriptive qualitative. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. The research method is used in natural object conditions, where the researcher is the key instrument (Sugiyono, 2016: 13-14). Qualitative research is descriptive research. The goal of qualitative research is to use facts from the field to describe a process of educational activities as study material in order to identify shortcomings and weaknesses to make improvements (Rukminingsih, 2022:88-92). A case study is an in-depth examination of data and a thorough examination of the interaction of the factors involved. Case study research attempts to investigate individuals in extensive detail. Researchers are attempting to identify the critical factors that contribute to the development of these variables (Hardani, 2020: 62).

This study was carried out at SD N 3 Arcawinangun, which is located at Jalan Inpres No. 10, Arcawinangun, East Purwokerto District, Banyumas Regency, from the beginning of May to the end of May 2023. A review of the results of pre-research observations was used to determine the location. SD N 3 Arcawinangun is one of the schools that has implemented the *Kurikulum Merdeka* learning in grades I and IV, according to the review. Interviewing techniques, observation, and documentation studies were used to collect data. The interviews in this study will be semi-structured, with the use of interview guidelines to help researchers remain organized. Questions will be developed based on the facts in the field. The homeroom teacher for class I, the homeroom teacher for class IV, the school principal at SD N 3 Arcawinangun, and regional coordinating supervisors will be interviewed. Researchers used observation techniques to try to observe the learning process of students in class III SD N 3

Arcawinangun in order to identify problems that occurred during learning. In qualitative research, documentation techniques aim to enhance research data in the form of written sources, images, and any other information obtained related to the research.

## FINDINGS AND DISCUSSION

Preparations for the implemented curriculum have primarily been made by the school, class I teachers, class IV teachers, and the school principal. SD Negeri 3 Arcawinangun explained that school preparation for the independent curriculum is to support teachers' abilities in implementing *Kurikulum Merdeka* learning, specifically by participating in activities such as training, zoom, or outreach, as well as reading the existing platforms. Aside from these activities, the class I and IV teachers explained that at SD Negeri 3 Arcawinangun is required to participate in training and outreach activities, schools also require teachers to create CP (learning outcomes), ATP (learning objectives), and teaching modules or teaching materials. Annual and semester programs are also implemented. This is done in order to achieve higher educational goals. The government is attempting to improve the curriculum. According to Hamdi, S., C. Triatna, and Nurdin. (2022), the government is making various efforts to continue to improve through systematic steps. Curriculum changes are implemented by implementing a separate curriculum. Teachers perceive its application to be less felt, so it can be identified as follows:

1. Teacher pedagogical competence in *Kurikulum Merdeka* learning

A professional teacher must have pedagogical competence as a basic skill. In the learning process, pedagogic competence is a practice in teacher performance behavior. The process of teacher work behavior in learning is based on pedagogic competence components such as student characteristics, learning theory and educational principles of learning, and curriculum development. For learning activities that educate students in developing their potential, students are expected to go through the learning process to maximize their potential (Lubis, 2018: 16).

Based on interviews with the East Purwokerto Korwilcam supervisor regarding learning the independent curriculum at SD N 3 Arcawinangun, the teacher provides *Kurikulum Merdeka*-based learning both in class I and class IV adapted to 21<sup>st</sup>-century abilities. The results of the study also found that the learning process that took place was not fully effective. Researchers discovered that students

were not focused on learning, did not pay attention to the teacher, played on their own, and disrupted other friends. When students are active and pay attention to the teacher while learning, they understand and quickly grasp the material. As soon as students do not focus on learning, do not pay attention to the teacher, play by themselves, and distract other students, they are unable to answer questions from teachers about the learning material.

## **2. Teacher inhibiting factors in implementing teacher pedagogic competencies in *Kurikulum Merdeka* learning**

### **a. Teacher Knowledge Factor**

Based on the teacher's knowledge of the curriculum, the teacher is still adjusting to the learning that has just been implemented in grades I and IV. Teachers feel that their knowledge is still lacking regarding the independent curriculum. The curriculum has not had much socialization, seminars, or webinars for teachers so it can be said that teachers learn while progressing independently. In interviews conducted by researchers with *Korwilcam* supervisors, and school principals, the factor that cause teacher obstacles in implementing teacher pedagogic competencies in independent curriculum learning is the teacher's knowledge factor.

### **b. Teacher Preparation Factor**

Based on teacher preparation, teachers must follow rules and guidelines such as CP (learning outcomes), ATP (learning goal flow), teaching modules, and teaching materials. Teachers receiving training still have little information, and socialization is also given when the curriculum has started running so in the preparatory stage, teachers are still lacking. In line with Hidayah, R., Wangid, MN, & Wuryandani, W. (2022: 81). One's initial response to the curriculum demonstrates that the teacher is only up to the point of giving a positive or negative opinion on current changes in curriculum evaluation. Researchers conducted interviews on the factors that cause teacher obstacles in implementing pedagogic competence; teachers are given unexpected information, there

is still little socialization, teacher training is lacking, difficulty adapting, and facilities and infrastructure are inadequate.

**c. Teacher Ability Factor**

Based on the teacher's ability in *Kurikulum Merdeka*, the teacher must have an understanding before implementing the curriculum. However, in reality, the implementation was carried out only when the teachers were given training and a lot of information was sought regarding the independent curriculum. In interviews with Korwilcam supervisors conducted by researchers, school principals felt that teachers' ability was still lacking, because teachers still lacked information. Teachers also sought information independently regarding the independent curriculum for implementing what they have learned. Teachers apply what they possess and comprehend in the classroom because the teacher is still in the learning stage and persists to learn, and in the context of the teacher learning while progressing. Recognizing that there will be significant differences in learning if teachers are trained on a regular basis in all phases of curriculum development (determining aims and objectives, selecting content, determining and implementing strategies and teaching methods, and evaluating learning outcomes and curriculum) (Konokman, G. Y., et al, 2018: 70).

**d. Teacher Development Factors**

Teachers use the independent learning platform as a resource for learning. In interviews with Korwilcam supervisors and school principals in teacher development, researchers discovered that they still have difficulties and a lack of learning. Teachers frequently lack time to study because their job involves not only teaching but also administration. Furthermore, teachers continue to be limited in their knowledge. In practice, this means that the teacher must continue to learn while going directly to class, where this independent curriculum is implemented in classes I and IV.

**3. Factors supporting teachers in implementing teacher pedagogic competencies in *Kurikulum Merdeka* learning**

**a. Mastering the characteristics of students**

The teacher understands the characteristics of students through everyday learning based on the results of observations and interviews conducted during the research. Teachers accomplish this through direct interaction with students, approaches to parents, and knowledge of parents' work as well as parents' background and home conditions. Students' understanding of learning is assessed through formative and summative tests, as well as responses to teacher questions. Children's emotional social development can be seen in how they communicate with friends and teachers, whether the response is positive or negative, and then in how they get along whether the child cares, is indifferent, or even gets angry easily.

**b. Mastering learning theory and educational learning principles**

According to the findings of the research interviews, the teacher understands various theories and principles related to IKM, specifically through PPG using more teaching aids or media so that children more easily understand the material presented, props or the media may utilize instruments that are around people or the surroundings can also make it related to learning material. Children prefer learning through media to directly discovering the results.

**c. Curriculum development**

Based on the findings of the research interviews, the teacher understands the principles of IKM through the use of CP (learning achievement), ATP (learning goal flow), learning modules, and implementing modifications. Adjusted to the child, the child's condition, the environmental conditions, as well as the existing facilities and infrastructure and the setting surrounding the school.

**d. Educational learning activities**

According to the findings of the interviews conducted during the research, the teacher used various educational and creative approaches, strategies, and techniques in IKM by serving as the primary example of students demonstrating ethical values. Teachers, according to Saraswati, AJ, Bramasta,



D., and Eka, KI (2020), provide examples of acting and behaving in ways that demonstrate concern for others. Another thing the teacher does is ask each child individually which material they did not understand. The teaching materials can be used and implemented, including the use of P5 (a project to improve Pancasila student profiles).

**e. Development of potential learners**

Based on the findings of the interviews conducted during the research, the teacher identified the potential of students in IKM by asking the children a series of questions about the material, which was repeated several times. We can see from there that the child is more dominant or tends to go where the teacher later directs them to more activities, such as being able to participate in the FLS2N competition. Potential can be realized if the school receives support from teachers, families, and the environment. The teacher engages students in a variety of learning activities to encourage them to achieve their best by instilling the principle of honesty in them, without them realizing that the concept of honesty can lead to healthy competition among students. Competition in the classroom causes teachers to look for students who are more prominent in certain subjects, which can then be honed further in extracurricular activities so that they can later compete for achievements. The teacher conducts a variety of learning activities to help students realize their full potential, including their creativity, by serving klepon and lopis (traditional foods). Students must participate in extracurricular activities and scouts that are tailored to their interests and talents.

**f. Communication with students**

According to the findings of the research interviews, the teacher understands various strategies through an individual approach and greets the teacher in daily activities so that learning activities in the classroom have an atmosphere that supports student motivation. In accordance with Badarudin, B. (2019: 81), the obligation of teachers is to create a learning atmosphere that motivates students to study properly. The teacher gives impressions, messages, and advice prior to the lesson, which will later be practiced on a daily basis so that politeness appears to the teacher.

**g. Assessment and evaluation**

Based on the findings of the research interviews, the teacher comprehends the principles of assessing and evaluating learning processes and outcomes based on the characteristics of the subjects taught via attitude assessment, oral assessment, and written assessment (absence), and uses written or unwritten evaluations, which are then applied in the application. According to Martin, C., Mraz, M., and Polly, D. (2022: 419), teachers use formative assessment to assess student understanding before, during, and after instruction. The teacher determines the important aspects of the process and learning outcomes to be assessed and evaluated using portfolios, written assessments, and written evaluations that are adapted to the child's condition. The procedure for evaluating and assessing learning processes and outcomes is determined by the teacher, including the purpose, the scope of formative and summative material, what type of assessment will be carried out, use (what the assessment results look like), feedback, and follow-up whether repairs or enrichment. The teacher creates instruments for measuring and evaluating learning processes and outcomes in IKM, such as assessment sheets and questions, which are considered assignments, homework, and tests. If it is still incorrect, remedial education is offered as a form of student evaluation.

**CONCLUSION**

Based on the discussion that has been carried out, several conclusions are obtained as follows:

**1. Teacher pedagogical competence in carrying out *Kurikulum Merdeka* learning at SD Negeri 3 Arcawinangun**

Teacher pedagogical competency in learning the independent curriculum at SD N 3 Arcawinangun provides independent curriculum-based learning in both classes I and IV that matches 21<sup>st</sup>-century abilities. The teacher provides learning in class that is also specific to the characteristics of the students so that the student's abilities can develop. Independent

curriculum-based learning liberates teachers and students in terms of teaching and learning in order to develop desired creativity or knowledge.

**2. Teacher inhibiting factors in implementing teacher pedagogic competencies in carrying *Kurikulum Merdeka* learning at SD Negeri 3 Arcawinangun**

Teacher knowledge, teacher preparation, teacher ability, and teacher development are the factors that prevent teachers from implementing teacher pedagogic competencies in carrying out independent curriculum learning. The first factor is that the teacher's knowledge continues to be inadequate due to a lack of knowledge related to this curriculum; this independent curriculum includes the new curriculum that is implemented, so in terms of knowledge, the new teacher obtains it after receiving information about the new curriculum. The second factor is teacher preparation in implementing the independent teacher curriculum that was given unexpectedly, so preparation is still lacking, beginning with unpredictable information, minimal socialization, unfulfilled teacher training, teachers who are still difficult to adapt due to curriculum changes, and incomplete facilities and infrastructure such as package books. They rely solely on their senses without fully comprehending their experience. The third factor is that teachers' abilities are perceived to be lacking due to the reality that teachers remain short of information; teachers also seek information independently regarding the independent curriculum in order to implement their learning. The final factor is teacher development, in which teachers continue to struggle because they are unaware of the independent curriculum.

**3. Factors supporting teachers in implementing teacher pedagogic competencies in carrying out *Kurikulum Merdeka* learning at SD Negeri 3 Arcawinangun**

Mastering student characteristics, learning theory, and learning principles, curriculum development, educational learning activities, developing student potential, communication with students, and assessment and evaluation are all factors that help teachers implement teacher pedagogic competencies in carrying out independent curriculum learning. The first factor is mastering the characteristics of students, which the teacher accomplishes by interacting directly with students, approaching students, approaching parents, and

understanding the work of parents as well as their background and home conditions. The second factor is mastering learning theory and educational learning principles, which teachers understand through PPG and use more learning media in order for children to understand the material presented with less difficulty. Curriculum development, using learning outcomes, learning objectives flow, and learning modules, is the third factor. The fourth factor is educational learning activities; the teacher is aware of the student's level of comprehension. The fifth factor is student development; the teacher can optimally guide student achievement. The sixth factor is communication with students, which can be accomplished through an individual approach and greeting teachers in their daily activities. The final factor is assessment and evaluation, which are based on the characteristics of the subjects being educated and the applicable assessment.

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