

ANALYSIS OF TEACHER BARRIERS IN IMPLEMENTING THE MERDEKA CURRICULUM IN ELEMENTARY SCHOOLS AROUND THE KEMBARAN SUB-DISTRICT OF BANYUMAS

Indah Permata Dewi ^{1*}, Badarudin ²

^{1,2*}Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Of Muhammadiyah Purwokerto

indahpermade@gmail.com

Abstract: This study aims to describe the implementation of the Merdeka Curriculum along with the obstacles in implementing the Merdeka Curriculum and solutions in overcoming obstacles to the implementation of the Merdeka Curriculum. The method applied by researchers is descriptive qualitative. The research subjects were elementary school educators in grades I and IV at SD UMP, SD Negeri Karangsooka, and SD Negeri 1 Bojongsari. Interviews, questionnaires, and documentation were used to collect data. Triangulation techniques were used to validate the data. In terms of data analysis, which was carried out through selecting data, decomposing data, and making conclusions. The results of this analysis establish that first, primary schools have implemented the new curriculum through a structured teaching process and produce products, and assessments in accordance with the new curriculum. Second, the obstacles of educators implementing the new curriculum in planning, implementing, and evaluating teaching are experiencing obstacles in describing Learning Outcomes, setting Learning Objectives, determining the Flow of Learning Objectives and Teaching Modules, and determining teaching methods and techniques. Third, the solutions used by educators in dealing with obstacles to implementing the Merdeka Curriculum are the need for training, collaboration with fellow teachers at the same grade level, and regular Teacher Working Group meetings.

Keywords: *Teacher Barriers, Implementation, Merdeka Curriculum*

INTRODUCTION

Education is all forms of cycles to change the attitudes and behavior of individuals to develop humans through efforts and approaches to teaching, education has goals that are achieved (Fransiska et al., 2023). Education is stated according to Article 3 of the National Education System Law No. 20 of 2003, the goal is to foster students' abilities to form people who are devoted and have faith in God, humans who behave well, are educated, capable, imaginative, independent and become democratic and reliable citizens (Arkam & Mustikasari, 2021).

The curriculum is one of the many aspects of teaching that cannot be separated. Educational goals can be said to be successful with the curriculum. In education, the curriculum is used as a guide for teaching and learning activities (Pawero, 2018). According to (Lestari, 2023) curriculum is a plan and arrangement regarding learning materials and methods that have been agreed upon to direct the implementation of teaching and learning to obtain teaching objectives so that the curriculum becomes an important tool in education. Along with the improvement of the education period in Indonesia, educational policies and programs have also changed. According to Insani in his journal explained that education in Indonesia has now changed the curriculum 10 times, starting in 1947 (Priantini et al., 2022). In 1997, education made corrections to the 1994 education plan, in 2004 education implemented a skills-based curriculum program, and the 2006 training education plan implemented a basic level of teaching, in 2013 the public authority passed the public training service was changed back to the 2013 Curriculum education program, while in 2018 there was an update to the 2013 Curriculum modification and currently, in 2021/2022 education is implementing the Merdeka Curriculum plan (Rahayu et al., 2022).

The Merdeka Curriculum in its learning focuses on knowledge and develops students according to their stage. Learning with the Merdeka Curriculum provides meaningful and enjoyable lessons (Priantini et al., 2022). The development of the Merdeka Curriculum is implemented to improve the quality of education. The Merdeka Curriculum is implemented to develop courage and independence in thinking, enthusiasm for learning and having a great attitude of curiosity, self-confidence, and optimism, increasing freedom of opinion and being able to gain success, numeracy literacy skills and focusing on the character of the Pancasila student profile (Rizki & Fahkrunisa, 2022; Yunaini et al., 2022).

Curriculum implementation has many obstacles. This problem is based on the results of research conducted by Ghufran Hasyim and Andi Prastowo (2022) which outlines that teachers experience complexity in assessment and limited knowledge in implementing the Merdeka Curriculum (Achmad et al., 2022). In addition, based on a journal by Nurcahyono & Putra (2022) explained that educators experienced obstacles in implementing the Merdeka Curriculum program, one of which was in mathematics. The obstacles faced by educators, especially when planning, implementing, and evaluating

Merdeka Curriculum learning. This shows that there are still educators who experience obstacles in the Merdeka Curriculum program. Meanwhile, in the Merdeka Curriculum program, educators should have the option to carry out innovative and creative learning (Mastur, 2023). Based on the journal, obstacles are situations where this causes the implementation to be disrupted and not carried out properly (Nurcahyono & Putra, 2022). This obstacle faced by educators is an obstacle in the implementation of the Merdeka Curriculum.

Based on the results of an interview with one of the supervisors of the Korwilcam Dindik Kembaran, Banyumas Regency, there are 31 elementary schools, of these schools have implemented the new curriculum, namely the Merdeka Curriculum. It can be concluded that there are obstacles when implementing the Merdeka Curriculum in several schools. This happened at SD UMP, SD Negeri Karangsooka and SD Negeri 1 Bojongsari. From the results of interviews with educators, there are grade 1 and grade 4 educators at SD UMP, SD Negeri Karangsooka, and SD Negeri 1 Bojongsari facing obstacles in implementing the Merdeka Curriculum. The obstacles faced by teachers include the implementation of the Pancasila Student Profile Strengthening Project, where teachers experience limited costs, time, and energy. Then, teachers have difficulty teaching students because the material is classified as difficult, not in accordance with the student's learning stage. The companion book to the Merdeka Curriculum for Grade 1 has too many story sentences and too heavy sentences, there are difficult questions that are not suitable for the level of grade 1 children so the teacher has difficulty teaching the material. Then, the teacher is still in the process of adjusting to the implementation of the Merdeka Curriculum. In this process, teachers are required to study the Merdeka Curriculum independently using the Merdeka Teaching Platform. In its implementation, teachers feel less optimal and have limited time to view materials or videos on the platform. This makes educators lack information about the Merdeka Curriculum so that, in teaching and learning activities, it is not optimal.

Based on the findings of the interviews that have been carried out, the three areas of learning planning, implementation, and evaluation are the main focus of observations related to the obstacles faced by teachers.

Based on the explanation that has been described, the researcher aims to conduct research on the topic "Analysis of Teacher Barriers in Implementing The Merdeka Curriculum in

Elementary Schools Around The Kembaran Sub-District of Banyumas”. The purpose of this study is to thoroughly describe how the Merdeka Curriculum is implemented in elementary schools, as well as describe the obstacles faced by educators in implementing the Merdeka Curriculum and describe the teacher's solution in dealing with the obstacles experienced.

RESEARCH METHODS

Descriptive qualitative research methodology was applied in this study. This approach is applied to explain in depth about the matter to be studied, the data is obtained from the subject under study, and the data is in the form of notes or documents (Sugiyono, 2015: 15). This research uses two types of data, namely primary and secondary. Interviews, questionnaires, and documents were applied to collect primary data from grade I and IV educators at SD UMP, SD Negeri Karangsoaka, and SD Negeri 1 Bojongsari. Secondary data sources are data that complement the main data, namely related documents, documentation, and pictures of relevant research activities.

Interviews, questionnaires, and written documentation were the means of combining data applied in this study. Questionnaires and interview guidelines are the tools of this research. Data checking criteria are necessary to determine the veracity of the data. This was done to maintain the validity of the research findings. Triangulation is the validation method used to uphold this credibility. According to Miles and Huberman (in Sugiyono, 2015) argue, the act of data analysis is participatory and continuous until the end, saturating the data with information. Data analysis activities include combining data, selecting data, describing data, and making conclusions.

RESULTS AND DISCUSSION

1. Implementation of Merdeka Curriculum at SD UMP, SD Negeri Karangsoaka, and SD Negeri 1 Bojongsari

Merdeka Curriculum centers on fundamental concepts and fosters student competencies at every level so that children can learn more thoroughly, purposefully, enjoyably, and without rushing. Project-based teaching and learning make learning activities dynamic and appropriate by giving learners the space to explore everything in the world, including natural problems, and surrounding areas to support the improvement of personality and

abilities in the Pancasila Learner Profile. The target of this direction is to improve learners' reading and numeracy skills or content-specific knowledge. Learning Outcomes are requirements that children must fulfill at each stage of development, according to their needs, abilities, and qualities. The Merdeka Curriculum emphasizes quality learning as a means of preparing students for the difficulties of the modern world rather than meeting minimum completion requirements (Rahmadayanti & Hartoyo, 2022). The Merdeka Curriculum has just been established, as a result, teachers are still confused about how to implement it, resulting in obstacles that arise in the process of planning, implementing, and evaluating learning.

Based on the researcher's findings, the implementation of the Merdeka Curriculum at SD UMP, SD Negeri Karangsoa and SD Negeri 1 Bojongsari has been running for almost a year. While the implementation is still tiered, mainly only for grades I and IV, grades II, III, V, and VI use the 2013 Curriculum. Of course, as something new, there are many obstacles in implementing the Merdeka Curriculum. SD UMP, SD Negeri Karangsoa, and SD Negeri 1 Bojongsari have all incorporated various aspects of the Merdeka Curriculum. Among them is the use of the Pancasila Learner Profile in conjunction with Project-Based Learning. This project is separated into group tasks that are completed at the end of each chapter. SD UMP, SD Negeri Karangsoa, and SD Negeri 1 Bojongsari have also developed Learning Objectives, Learning Objective Flow and Teaching Modules made in groups. In implementing Merdeka Curriculum in grades I and IV, educators use subject-based learning rather than thematic learning.

2. Obstacles Experienced by Teachers in Planning, Implementing, and Assessing Learning in Implementing the Merdeka Curriculum

Barriers to the implementation of the Merdeka Curriculum for grade I and IV teachers at SD UMP, SD Negeri Karangsoa, and SD Negeri 1 Bojongsari. Some of the obstacles experienced by educators when planning, implementing, and assessing learning in the Merdeka Curriculum include: According to the findings of interviews and questionnaires collected by researchers, educators face obstacles in making lesson plans, especially in analyzing the Learning Outcomes that students must achieve because they are created according to student development, then form them into Learning Objectives and are arranged in the form of a Learning Objective Flow. Learning in developing Teaching Modules that are in accordance with the needs or idiosyncrasies of students. Furthermore,

teachers have obstacles in determining learning methods and techniques that are suitable for students so that the implementation of learning makes students feel happy, comfortable and participate dynamically in teaching and learning activities.

The obstacles experienced by teachers in implementing class project-based learning for grades I and IV in particular, there is a lack of time allocated for project-based learning and experiencing obstacles in determining class projects. The lack of utilization of learning methods and media by educators in teaching and learning activities results in monotonous classroom conditions, so the teaching and learning process which should be lively and exciting is not fully implemented. Then, the teaching content is so broad that students are constrained to master the subjects provided, educators continue to process with the selection of class projects for grades I and IV, and not enough time has been allocated for project-based learning.

Based on the results of interviews and questionnaires that have been conducted by researchers, educators do not face significant obstacles in carrying out diagnostic, formative, and summative assessments; but are hampered in determining assessments that are equivalent to the learning objectives to be achieved; choosing assessments during project-based learning is difficult for educators because of the various forms of assessment available. This is in accordance with the statement of Mujiburrahman dkk., (2023) that formative assessment can be in the form of assessment at the beginning and assessment during learning. The assessment conducted at the beginning of learning supports learning that uses differentiated learning so that students receive learning according to their learning needs. A summative assessment is an assessment carried out to prove the achievement of overall learning objectives, so this assessment is often carried out at the end of the learning process, the end of the school year, or the end of the education level.

Research on the implementation of assessment in learning carried out by educators, the data collected by educators has implemented diagnostic, formative, and summative assessments, but there are minor obstacles faced during its implementation. It can be said that there are no obstacles in the implementation of assessment in the Merdeka Curriculum at SD UMP, SD Negeri Karangsoka, and SD Negeri 1 Bojongsari because educators have previously carried out the assessment; but the form of assessment used

in the Merdeka Curriculum has various things that limit teachers from choosing the appropriate type of assessment to ensure that relevant learning objectives are met.

3. Solutions in Overcoming Obstacles to the Implementation of the Merdeka Curriculum

Solutions that can be carried out by educators in overcoming obstacles to implementing the Merdeka Curriculum for Grades I and IV at SD UMP, SD Negeri Karangsoka, and SD Negeri 1 Bojongsari. Based on the results of interviews and questionnaires, every teacher must face various obstacles in implementing the Merdeka Curriculum. According to the findings of this study, the teacher's strategy to overcome current obstacles is that educators take part in the Merdeka Curriculum Implementation training to improve the ability of educators and collaborate with friends at the same grade level. Conducting monthly meetings with the Teacher Working Group (KKG) to overcome obstacles in the Merdeka Curriculum to provide training to increase educators' understanding of the Merdeka Curriculum. Because there is not enough time allocation in project-based learning, educators make every effort to manage time as efficiently as possible. The educator's solution for learning assessment is to seek additional knowledge or references about learning assessment and attend training regularly. This is in accordance with Caswel's theory in Sartini, (2022) which states that the curriculum concept must be community-based, so that the curriculum has an interactive nature and emphasizes the activities of educators, namely educators participating in adjusting curriculum developments. So that teachers no longer stammer in delivering material. Teachers regularly participate in independent curriculum self-training in the Teacher Working Group.

CONCLUSIONS

The implementation of Merdeka Curriculum at SD UMP, SD Negeri Karangsoka, and SD Negeri 1 Bojongsari is going well, but it is being implemented in stages, especially only for grades I and IV, while grades II, III, V, and VI continue to follow the 2013 Curriculum. Project-based learning, diagnostic, summative, and formative assessments, and learning content-based learning have all been adopted. Barriers to implementing the Merdeka Curriculum for teachers include planning, implementing, and evaluating learning. The obstacles experienced include, among others, making Learning Outcomes

into Learning Objectives, making Learning Objective Flows and turning them into teaching modules, and obstacles faced in determining appropriate learning methods and strategies. Educators have difficulty dividing time for project-based learning in grades I and IV, as well as in implementing project-based learning. Holding regular meetings with the Teacher Working Group, attending training on implementing the Merdeka Curriculum, and collaborating with fellow teachers at the same grade level are educators' solutions to overcome obstacles to implementing the Merdeka Curriculum.

APPRECIATION WORDS

This journal article was written by Indah Permata Dewi based on the results of the research “Analysis of Teacher Barriers in Implementing The Merdeka Curriculum in Elementary Schools Around The Kembaran Sub-District of Banyumas” as the final project for completing studies in the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto. Thanks to the supervisor Mr. Badarudin, M.Pd., to the supervisor of Korwilcam Dindik Kembaran, and the entire education community of SD UMP, SD Negeri Karangas oka and SD Negeri 1 Bojongsari who have cooperated well in this research. The researcher realizes that this article still has many shortcomings, for that the researcher hopes for constructive criticism and suggestions from readers.

REFERENCES

- Achmad, G. H., Ratnasari, D., Amin, A., Yuliani, E., & Liandara, N. (2022). Penilaian Autentik pada Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5685–5699.
- Arkam, R., & Mustikasari, R. (2021). Pendidikan Anak Menurut Syaikh Muhammad Syakir Dan Relevansinya Dengan Tujuan Pendidikan Di Indonesia. *Mentari: Jurnal Pendidikan Anak Usia Dini*, 1(1).
- Fransiska, J., Dumiyati, D., Mariam, P., Hikmah, N., & Haris, M. (2023). Education Management in the Independent Curriculum in Elementary Schools. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 11(1), 78.
- Lestari, N. A. P. (2023). Analysis of 2013 curriculum problems so it is changed into a merdeka curriculum. *Jurnal Pendidikan Dasar Nusantara*, 8(2), 263–274.
- Mastur, M. (2023). Strategy The principal's Leadership Style in Implementing "Merdeka Belajar" in Schools. *Kelola: Jurnal Manajemen Pendidikan*, 10(1), 10–21.
- Mujiburrahman, Kartiani, B. S., & Parhanuddin, L. (2023). Asesmen Pembelajaran Sekolah Dasar Dalam Kurikulum Merdeka. 1(1), 30–38.
- Nurchayono, N. A., & Putra, J. D. (2022). Hambatan Guru Matematika Dalam Mengimplementasikan Kurikulum Merdeka Di Sekolah Dasar. 6(September), 377–384.
- Pawero, A. M. V. D. (2018). Analisis Kritis Kebijakan Kurikulum Antara KBK, KTSP, dan K-13. In *Jurnal Ilmiah Iqra* (Vol. 12).
- Priantini, D. A. M. M. O., Suarni, N. K., & Adnyana, I. K. S. (2022). Analisis Kurikulum Merdeka Dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187.
- Rizki, R. A., & Fahkrunisa, L. (2022). Evaluation of Implementation of Independent Curriculum. *Journal of Curriculum and Pedagogic Studies (JCPS)*, 1(4), 32–41.
- Sartini. (2022). Meningkatkan Kemampuan Adaptasi Guru Untuk Menyelesaikan Pelatihan Mandiri Melalui KKG Intra Sekolah Terfokus.
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- Yunaini, N., Rukiyati, R., Prabowo, M., Hassan, N. M., & Hermansyah, A. K. (2022). The Concept of the Independent Learning Curriculum (Merdeka Belajar) in Elementary Schools in View Progressivism Educational Philosophy. *JIP Jurnal Ilmiah PGMI*, 8(2), 95–105.