

TEACHERS SELF-EFFICACY IN IMPLEMENTING THE MERDEKA CURRICULUM AT KUTASARI 3 PRIMARY SCHOOL

Echa Rixma Fauziah^{1*}, Badarudin²

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

^{1,2}Jl. KH. Ahmad Dahlan, Dusun III, Dukuhwaluh, Kec. Kembaran, Kabupaten Banyumas, Jawa Tengah 53182

echarixmaf@gmail.com^{1*}
badarudinbdg@gmail.com²

Abstract: This study describes the teacher's strategy in increasing self-efficacy, and the barriers experienced by teachers in implementing the Merdeka Curriculum in classroom learning. The research method used was descriptive qualitative. Data collection was conducted through interview and direct observation methods, with teacher research participants at SD Negeri 3 Kutasari Baturraden Banyumas. The findings of this study explain that self-efficacy can provide strength for teachers to face various challenges in teaching in the transition of learning from the 2013 Curriculum to the Merdeka Curriculum. Teachers need to master how to provide good learning for students. Problems related to self-efficacy in implementing the Merdeka Curriculum such as teachers' difficulties in the learning system implemented in the Merdeka Curriculum. This is due to the age factor of teachers who are in the pre-retirement period which makes the learning process less effective. In addition, teachers also need to be more innovative in educating students and be able to improve teachers' competencies such as pedagogical, professional, personal and social competencies.

Keywords: Self-efficacy, Teacher, Merdeka Curriculum

INTRODUCTION

Education in Indonesia is currently experiencing many developments and problems, that need to be addressed starting from the applied learning curriculum, and human resources, and infrastructure to support learning activities. Education requires quality human resources to improve the quality of education. This is in line with the opinion of Ningrum, (2016: 2) who says that in this case, the teachers play an important role in improving the quality of education in schools. One of the ways to improve the quality of education is to increase human resources in the field of education, especially teachers. Teaching is an important profession in the world of education. A profession that demands expertise, responsibility, and loyalty is that of the teacher. This is in line with Jamin's opinion (2018: 20), which states that a person who does not have the expertise or preparation in the field cannot carry out a profession or a job. This profession then evolves and is supported by three things: expertise, commitment, and skills, which form an equilateral triangle with professionalism at the centre.

Teachers must be competent as law no.14/2005 article 10 paragraph 1 applies to teachers and lecturers who have pedagogical, professional, personal, and social skills in their teaching activity. Competence is the basic knowledge, skills, and values that must be present and, from the perspective of a professional coach, are reflected in habits of thought and action. This is in line with Badarudin, (2019) who states that the personality of teacher plays a significant role in determining the teacher's identity or actions that are attractive in the eyes of other people. In order to become a professional educator and have a good personality, teachers must have good self-efficacy. Self-efficacy is important for a teacher to have, a teacher who has good self-efficacy shows that the teacher is professional. Therefore, it can be concluded that a teacher must have self-efficacy in order to have confidence in imparting knowledge to his/her students. In addition to increasing human resources in education, the government continues to improve the education system, one of which is to change the curriculum.

The Indonesian government's efforts to improve the education system, include changes to the curriculum in elementary schools. The world of education cannot be separated from the curriculum. The curriculum in the Law of the Republic of Indonesia No. 20 of 2003

on the National Education System is a set of plans and arrangements regarding objectives, content, and learning materials, as well as the methods used as guidelines for organising learning activities to achieve certain educational goals. The curriculum becomes a guide for the implementation of education. The curriculum is the basis for the process of implementing education to achieve a national educational goal. In simple terms, there is no learning process without a curriculum. In line with this, the curriculum should not be underestimated, but used by educators as a tool and reference in the implementation of learning to achieve national education goals. A total of eleven curriculum changes have been made in the Indonesian education system. These curriculum changes aim to improve the previous curriculum.

The curriculum is constantly updated, and the improvement of the curriculum is of course influenced by various factors, including the rapid development of science and technology in the field of education. Curriculum changes are a policy of the party responsible for education in Indonesia, in this case, the Ministry of Education and Culture. Curriculum changes are carried out systematically according to time and technology. The 2013 curriculum has been changed or refined to become an independent curriculum. The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, (2022), proposed the idea of changing the curriculum, namely the Free Learning Curriculum. Digitalisation and the conditions of the COVID-19 pandemic are one of the starting points for making plans for the Independent Curriculum. The Independent Learning Curriculum is a new curriculum innovation to make the learning process more effective. This is in line with the opinion of Khoirurrijal, (2022) who stated that the Independent Curriculum provides a freedom that prioritises the interests and talents of students which can create creativity and delight students. The Minister of Education Nadiem Makariem, (2022) hopes that the Merdeka Curriculum will give teachers the freedom to choose teaching materials that are appropriate to the students conditions and do not burden the students. Teachers will also have to be more innovative in educating students and be able to improve skills such as pedagogical, professional, personal, and social skills. However, during the socialisation of the Independent Curriculum, the government did not facilitate teachers with training and support. Teachers are required to learn independently through the Merdeka Teaching platform provided by the government.

Therefore, not all teachers have good Self-Efficacy in implementing the Merdeka Curriculum.

The implementation of the Merdeka Curriculum in different schools is seen as immature. This statement is in line with the findings of Silaswati's research, (2022) which states that teachers' understanding of the Merdeka Learning Program and its implementation in elementary schools is still not as expected with a percentage of 60% because the Merdeka Learning Program has not been implemented in elementary schools for a long time. Based on the results of a preliminary study conducted in SD Negeri 3 Kutasari, Baturraden District, Banyumas Regency on the implementation of learning in the Merdeka Curriculum which states that the Merdeka Curriculum has been implemented in SD Negeri 3 Kutasari in the 2022/2023 academic year. The author found some data related to the implementation of learning in the Merdeka Curriculum encountered problems such as in the learning process, teachers need to adjust the new curriculum (Merdeka Curriculum) because there are differences with the previous curriculum, so teachers must first study this new curriculum, in addition to the lack of socialisation related to the Merdeka Curriculum, there is no training or mentoring for schools that apply the independent curriculum so teachers must learn independently through the independent teaching platform (PMM). The existence of this independent curriculum is a new challenge for teachers in implementing it so self-efficacy must be owned by a teacher.

Based on the background that has been explained, it is the basis for researchers to carry out research related to "Teacher Self-Efficacy in Implementing of the Merdeka Curriculum at SDN 3 Kutasari". This research was conducted in order to be able to describe in detail how the teacher's strategy is to increase self-efficacy, as well as to describe the obstacles experienced and to describe the teacher's solutions in dealing with the obstacles experienced so that when the Merdeka Curriculum is implemented in classroom learning it can run effectively. This study has identified several issues that need to be addressed. Due to the limited research time this research is limited by one problem. This problem is limited by analysing the teacher's self-efficacy in implementing the Merdeka Curriculum which is studied independently through the independent teaching platform so the teacher must have strategies and supporting factors to increase self-efficacy in implementing the Merdeka Curriculum so that it runs effectively. Since the

purpose of this study is to describe teachers' self-efficacy in implementing the Merdeka Curriculum, besides that it is also to describe teacher strategies to increase self-efficacy in implementing the Merdeka Curriculum and also to describe the factors that influence teachers' self-efficacy in implementing the Merdeka Curriculum.

RESEARCH METHODS

The research below is qualitative descriptive research. The data collection technique is done through triangulation, the data obtained is usually qualitative, the data analysis is qualitative/inductive, and the results of qualitative research should be used to interpret meaning, uniqueness, construct events, and generate hypotheses. Sugiyono, (2017). This research uses qualitative or oral methods from the data collected. In the following research, the researcher will explain in detail about the self-efficacy of teachers in implementing the Merdeka Curriculum in SD Negeri 3 Kutasari, Baturraden District, Banyumas Regency. In connection with the transition of learning from the 2013 Curriculum to the Merdeka Curriculum, apart from that the teacher's self-efficacy in relation to the learning process in the classroom has not fully mastered how to implement it well, because the teacher has not fully adapted to the new curriculum, namely the Merdeka Curriculum. So in the socialisation of the Merdeka Curriculum, the government does not facilitate teachers with training and support. Teachers are required to learn independently through the Merdeka Teaching platform provided by the government. Therefore, not all teachers have good self-efficacy in implementing the Merdeka Curriculum.

A person's level of self-efficacy is so varied that, these conditions reflect several aspects that influence the perception of one's abilities. According to Bandura (1997), self-efficacy is influenced by gender, culture, external motivation, the nature of the task, status, a person's role in the environment, and knowledge of their abilities. Strategies for increasing self-efficacy need to be possessed by the teacher, aiming so that learning can be carried out effectively, strategies that must be owned by the teacher namely, being confident that they can complete certain tasks as well as possible, confident that they can motivate themselves in carrying out tasks, confident that they can strive persistently, hard,

and diligently, and believe that they can solve problems in various situations. Thus, for the teacher to be able to provide a learning experience that is in harmony with the needs and desires of students and to carry out good and planned learning according to the Merdeka Curriculum, the teacher must have good self-efficacy. So, the following research was carried out to describe how teacher self-efficacy in implementing the Merdeka Curriculum at SDN 3 Kutasari.

Data analysis is the stage of searching and gathering information in a structured manner through the results of interviews, documentation, and field notes using organizing the data into several categories, dividing them into units, synthesizing, modelling, and selecting which ones are crucial and which ones have been studied. Conclude in a way that is easy for researchers and other people to understand (Sugiyono, 2017). If the answers analyzed are unsatisfactory, the researcher continues the question again until a certain time limit and obtains data that is declared credible. Miles and Huberman (1984) argue that qualitative data analysis is carried out interactively and continuously until it is finished until the data is saturated. Data analysis techniques used in qualitative research are the results of interviews, data reduction, data analysis, data interpretation, and data analysis used by the author.

RESULTS AND DISCUSSION

Based on the results of interviews and observations conducted by the author, there are problems in implementing the Merdeka Curriculum at SD Negeri 3 Kutasari, Baturraden District, Banyumas Regency. This statement is by the results of research conducted by Silaswati, D. (2022), namely the level of understanding of elementary school teachers regarding the Merdeka learning program and its implementation with a resulting percentage of 60% is said to be still not as expected because the Merdeka learning program has not been implemented in elementary schools for a long time. The implementation of learning in the independent curriculum encountered problems such as in the learning process, teachers needed to adjust the new curriculum (Merdeka Curriculum) because there were differences with the previous curriculum, so teachers had to study this new curriculum first, in addition to the lack of socialization regarding the

Merdeka Curriculum, there was no training or mentoring for schools that implement an Merdeka Curriculum so that teachers must learn independently through the Merdeka Teaching Platform (Platform Merdeka Mengajar). Implementation of the Merdeka Curriculum in every school, schools must pay attention to the policy initiated by Anwar Makarim (2022) where Merdeka learning aims to restore the state education system by giving freedom to schools, teachers, and students to innovate. independent and creative.

The freedom to innovate must come from the teacher as the driving force of national education. One of the challenges teachers face when implementing an Merdeka Curriculum in schools is that they have to prepare learning content that is creative, innovative, and challenging on a daily basis. This is in line with Rahayu, (2022: 6316) who states that the concept of Merdeka Curriculum learning brings the national education system back to its legal essence and gives freedom to schools to include core curriculum competencies in assessment. To achieve this, teachers must be able to work with materials in a comfortable atmosphere and use technology as a learning tool. One of the challenges teachers face when implementing an Merdeka Curriculum in schools is that they have to prepare learning content that is creative, innovative, and challenging every day. Involving teachers in the curriculum development process is very important so that the content of the curriculum is adapted to the needs of students in the classroom.

The results of the interviews with supervisors, principals, and 2 teachers regarding self-efficacy in implementing the Merdeka Curriculum contained several problems. The problem encountered by the first researcher is related to self-efficacy in implementing the Merdeka Curriculum, namely teachers have difficulties in the learning system implemented in the Merdeka Curriculum, especially for senior teachers making the learning process less effective. creative, innovative, and challenging learning every day. As the Merdeka Curriculum learning process uses a variety of meaningful learning methods to help students develop skills such as the use of project-based, and problem-based learning methods, in this case, the teacher must have high creativity and innovation, and encourage teacher participation in curriculum development is very important to adapt the content curriculum to the needs of students in the classroom. This makes it necessary for the teacher to continue to learning in order broaden their knowledge.

The second problem encountered by researchers is confidence in the delivery of material in an Merdeka Curriculum, which requires teachers to be able to adapt learning to the level of ability and character of students, for example by adjusting the scope of learning materials to facilitate learning for students who have an interest and level of expertise adjusting the learning process so that teachers can involve students in meaningful learning activities related to learning to enrich their learning experience and adjust learning outcomes with the aim that students can demonstrate understanding and application, show product results and feel responsible for the products that have been made, by conditioning the learning environment, aims to provide freedom, comfort, and security of learning to students from a psychological and physical perspective. Often the teachers give each other advice, this makes the teachers feel helped each other and not feel alone in preparing teaching materials and materials so that learning activities can be carried out effectively. This is to Bandura's statement (1997) that the influence of counselling on self-efficacy is closely related to the position and authority of the counsellor. In addition, social persuasion acts as an additional tool that strengthens a person's belief that they are capable of achieving what they want.

The third problem encountered by researchers is the belief in the application of discipline and class management in the Merdeka Curriculum. In this study, the data obtained required teachers to be able to develop teaching modules that can meet the essential criteria where understanding the concept must be from a learning experience, interesting and meaningful as well as challenging which aims to foster interest in learning. In addition, the teacher must also be able to involve students actively in the learning process, relevant and contextual because the knowledge and experience they have before are by the context at the time and where the students are.

Continuous learning with the flow of learning activities by the learning phase of students to be able to develop teaching modules that meet essential criteria where understanding of concepts must be from learning experiences, interesting, meaningful, and challenging which aims to foster interest in learning and involve students to be active in the learning process. Teachers also have to exchange information with other teachers in developing teaching modules. This is to Bandura's statement (1997) that the source of knowledge is also influenced by the experiences of other people by the way they see what has been

achieved by other people. Based on the results of this study, it means that teachers who have good self-efficacy make teachers more confident in solving learning problems. By having self-efficacy the teacher can evaluate whether the system or teaching materials used in applied learning can be useful or not. The teacher tries to solve the identified problems in such a way that they can be solved and can avoid problems beyond the limits of the ability of the Kutasari 3 Public Elementary School teacher.

CONCLUSION

Self-efficacy is very important in giving teachers strength to face various challenges in teaching. This is related to the transition of learning from the 2013 Curriculum to the Merdeka Curriculum which requires teachers to have self-efficacy in their learning systems. In addition, teachers' self-efficacy is related to the learning process, where teachers are required to fully master how to deliver well. Teachers must be able to adapt to the new curriculum, namely the Merdeka Curriculum. The problem found in this study is related to self-efficacy or self-confidence in implementing the Merdeka Curriculum such as teachers having difficulties in the learning system implemented in the Merdeka Curriculum. This is due to the age factor of the teacher who is nearing retirement, making the learning process less effective. The importance of self-efficacy or self-confidence that every teacher must have, makes it no longer difficult for teachers to implement learning in the Merdeka Curriculum This is in line with the statement made by the Minister of Education Nadiem Makariem (2022) that the importance of self-efficacy or self-confidence of teachers in this Merdeka Curriculum will give teachers the freedom to choose teaching materials that are appropriate to the conditions of the students and do not burden the students. Besides that, teachers also need to be more innovative in educating students and able to improve skills such as pedagogical, professional, personal, and social competence.

ACKNOWLEDGEMENTS

This journal article was written by Echa Rixma Fauziah, based on the results of Teacher Self-Efficacy in Implementing the Independent Curriculum at SD Negeri 3 Kutasari as a final assignment for the completion studies at the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Purwokerto. Thanks to the superintendent of Baturaden Regional coordinating team, Principal, and teachers of SD N 3 Kutasari, Baturaden District, Banyumas Regency for allowing us to conduct this research. Thanks to Mr Badarudin M.Pd as the supervising lecturer who has provided suggestions and input the completion this research. The rest of the content is the responsibility of the author.

REFERENCES

- Ashton, P.T. dan Web, R.B. (1986). *Making a Difference : Teachers' Sense of Efficacy and Student Achievement*. New York: Longman.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman
- Bonne, L., & Johnston, M. (2016). Students' Beliefs About Themselves as Mathematics Learners. *Thinking Skills and Creativity*, 20, 17–28.
- Badarudin, B. (2019). Peran Kepala Sekolah Dasar Dalam Mempersiapkan Sumber Daya Pendidik Menghadapi Implementasi Kurikulum 2013. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 10(2), 74–84.
- Creswell, J. W. (2013). *Research Design: Pendekatan Kuantitatif, Kualitatif, dan Mixed* (Edisi Ketiga). *Pustaka Pelajar*, 311.
- Eliza, D., Husna, A., Utami, N., & Putri, Y. D. (2022). Studi Deskriptif Profesionalisme Guru PAUD Berdasarkan Prinsip-Prinsip Profesional Guru pada Undang-Undang No. 14 Tahun 2005. *Jurnal basicedu*, 6(3), 4663-4671.
- Indonesia, P. R. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003. Pemerintah Republik Indonesia*
- Jamin, H. (2018). Upaya Meningkatkan Kompetensi Profesional Guru. *Jurnal Penelitian Pendidikan*, 19–36.
- Makarim, N. A., & Wahyuni, D. (2022). Pedoman penerapan kurikulum dalam rangka pemulihan pembelajaran.

- Milles dan Huberman, Analisis Data Kualitatif, Jakarta: Universitas Indonesia Press, 1992, hlm. 16.
- Ningrum, E. (2016). Pengembangan Sumber Daya Manusia Bidang Pendidikan. *Jurnal Geografi Gea*, 9(1).
- Rahayu, R. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319.
- Restu Rahayu, I., Rosita, R., Sri Rahayuningsih, Y., & Herry Hernawan, A. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319.
- Rosnelli, Y. M., & Darwin, S. Z. Y. (2022). Implementation Of Prototype Curriculum In School. *Journal of Positive School Psychology*, 4108-4126.
- Sidiq, U. dkk. (2019). Metode Penelitian Kualitatif di Bidang Pendidikan. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Silaswati, D. (2022). Analisis Pemahaman Guru Dalam Implementasi Program Merdeka Belajar di Sekolah Dasar. *COLLASE (Creative of Learning Students Elementary Education)*, 5(4), 718-723.
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8248-8258.
- Tambunan, E. S., Tambunan, W., & Kailola, L. G. (2021). Pengaruh Kepemimpinan Kepala Sekolah dan Self-Efficacy Guru Terhadap Peningkatan Profesionalisme Guru di SMP Negeri 1 Habinsaran. *Jurnal Pendidikan Tambusai*, 5(2), 3343–3352.
- Warmansyah, J., Amalina, A., & Febriyani, E. (2022). Analisis Korelasi Self-Efficacy Guru Paud Dalam Penggunaan Teknologi Dengan Kesiapan Mengajar Secara Online. *MAp (Mathematics and Applications) Journal*, 4(1), 9–17.