

Analysis of Teachers' Problems in the Implementation of the Independent Curriculum at MI Darul Ulum Jelakatur

Zumaroh¹, Khoirotn Ni'mah², Retno Nuzilatus Shoimah³

¹²³Universitas Islam Darul 'Ulum Lamongan

*Correspondence author: zumaroh.2020@mhs.unisda.ac.id

ARTICLE INFO

Article history

Receive 20-08-2024

Revised 10-09-2024

Accepted 20-09-2024

Keywords

Problematic

Teacher

Independent Curriculum

ABSTRACT

The Independent Curriculum has been implemented at MI Darul Ulum Jelakatur since 2022/2023 in stages. In its implementation, it is inseparable from the problems of planning, implementation and assessment in learning. Therefore, this study aims to: 1) Determine the problems of teachers in the implementation of the Independent Curriculum at MI Darul Ulum Jelakatur, 2) Determine the factors that cause teachers to experience obstacles in the implementation of the independent curriculum at MI Darul Ulum Jelakatur, 3) Determine the efforts made by teachers to overcome problems in the implementation of the independent curriculum at MI Darul Ulum Jelakatur. This type of research is qualitative research using a descriptive approach. The research subjects in this study are the head of the madrasah, curriculum waka, class I teachers and class II teachers. The collection of research data was carried out by observation, interviews and documentation. The data analysis techniques used in this study are the Miles and Huberman model of data reduction, data presentation and conclusion drawn. The results of the study show that: 1) Teachers' problems in the implementation of the Independent Curriculum include planning, implementation and assessment of learning, 2) The factors that cause teachers to experience obstacles in the implementation of the Independent Curriculum are the lack of teachers' understanding of the Independent Curriculum, not all teachers have participated in the Independent Curriculum training, and limited learning resources for student package books, 3) Efforts made by teachers in overcoming problems in the implementation of the Independent Curriculum is by the way teachers participate in regular meetings with the KKG and participate in training.

Introduction

The education system in Indonesia has consistently undergone changes in the direction of educational development, starting from curriculum changes, education system

development, quality improvement, teaching and learning processes, the use of infrastructure for the education system and even improving the quality of teachers as educators. Based on these changes, the progress of the existing education system is certainly inseparable from the role of the education system in Indonesia (Sholihah, 2021). So with the renewal of the curriculum is an idea that provides flexibility for teachers and students to determine for themselves the learning system that will be implemented.

Renewal of the educational curriculum is a demand that must be made in order to improve the quality of human resources in a nation. The curriculum is an important part of the formal education system, also known as the schooling system (Winnuly et al., 2024). This curriculum renewal is an important step taken by the government in an effort to improve the quality of education in Indonesia and create a generation that has high-quality human resources who can compete with other countries. This lesson plan directs teachers in providing lessons to students so that they are ready to meet the needs of society (Zulaiha et al., 2023).

History has recorded that the curriculum in Indonesia has undergone several changes (Insani, 2019), starting from the 1947 curriculum (1947 arrangement), the 1952 curriculum (1952 Lesson Plan Explained), the 1964 curriculum (1964 Education Plan), the 1968 curriculum, the 1975 curriculum, the 1984 curriculum (1975 Curriculum Improvement), the 1994 curriculum and the 1999 curriculum supplement, the 2004 curriculum (ability-based), the 2006 curriculum (Curriculum at the Unit Level), and the 2013 curriculum.

After the 2013 curriculum, now Indonesia is implementing an independent curriculum. Based on the decision of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 004/H/KR/2022 decided on the Education Unit for the Implementation of the Independent Curriculum in the 2022/2023 Academic Year. Therefore, all educational units in Indonesia must follow and implement the independent curriculum according to the willingness of their respective educational units.

The Independent Curriculum is a new curriculum with diverse learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. The Independent Curriculum aims to create a curriculum that is more relevant to the needs of students and provide freedom for teachers to choose various learning tools so that learning can be adjusted to the learning needs and interests of students and develop more interesting learning materials to create quality learning that suits the needs of students and the learning environment.

According to (Ningrum & Suryani, 2022) The Independent Curriculum prioritizes a creative and fun attitude based on the interests and talents possessed by students. In its application, Teachers have an important role in learning, namely teachers must be able to develop creativity and improve academic abilities and also be able to use good learning methods and media. The use of various methods and media in learning helps teachers hone their creativity in designing learning, which will later lead students to fun learning. The selection of the right learning methods and media will certainly help students understand

learning and make learning not monotonous so that the goals of the Independent Curriculum will be well achieved. Therefore, the readiness of teacher planning is very important in implementing the Independent Curriculum. No matter how good the curriculum is, if teachers do not have good skills or qualifications, the curriculum will not run well.

In several studies that have been conducted by previous researchers, it is known that in the implementation of the Independent Curriculum, some teachers experience difficulties, including still lack of readiness to carry out the teaching and learning process. The various difficulties experienced by teachers are influenced by two factors, namely internal factors and external factors (Prihatien et al., 2023). This includes the lack of supporting facilities and infrastructure as well as the lack of teacher competence in utilizing technology. Teachers also have difficulties in making learning tools in accordance with the curriculum applied to each class. The new policy accompanying this curriculum is considered difficult because of the lack of provisions received by teachers, and this will certainly have an impact on the success of the independent curriculum in improving student learning outcomes. Such a learning process is ineffective because it will result in less development of students' abilities and the learning outcomes they achieve. Teachers as parties directly involved in the implementation of the curriculum must be ready to implement the independent curriculum. Whether or not the educational goals set are achieved or not is entirely in the hands of teachers.

Based on the results of observations and interviews of researchers at MI Darul Ulum Jelakatur, this school has implemented the independent curriculum in grades I, II, IV, and V while in grades III and VI it is still implementing the 2013 curriculum. Researchers have found several problems in the implementation of the independent curriculum, such as the fact that the teacher and student manuals do not yet exist, there are still shortcomings in learning infrastructure, teachers have difficulties in making learning tools, especially in making teaching modules and preparing ATP, some teachers lack mastery of technology in learning, teachers have difficulties in conditioning learning time, and some teachers have not participated in teaching training in this independent curriculum. Thus, that is the problem in the implementation of the independent curriculum, because basically, like schools that have not been able to implement the independent curriculum, they will find it a little difficult to implement it

Seeing the existing problems, based on the above background, the researcher wants to conduct an in-depth research on "Analysis of Teacher Problems in the Implementation of the Independent Curriculum at MI Darul Ulum Jelakatur" to find out the problems as well as the efforts of teachers in the implementation of the independent curriculum, because considering that this independent curriculum is a new curriculum.

Methods

The method used in this study is a qualitative research method using a descriptive approach. Qualitative research is research that uses scientific methods to express a phenomenon in a certain way to describe data and facts through comprehensive words to

the research subject (L.J. Moleong, 2022). Research with a descriptive approach is a type of research that seeks to describe an event that occurs directly, systematically, accurately, perceive the existing facts.

The research subjects in this study are the head of the madrasah, curriculum waka, class I teachers and class II teachers. The collection of research data was carried out by observation, interviews and documentation. The data analysis technique used in this study is the Miles and Huberman model which states that the activities in qualitative data analysis are carried out interactively and continue until the end (Ahmad & Muslimah, 2021). The steps in the data analysis process include data reduction, data presentation and conclusion drawn.

Results and Discussion

Based on the results of observations, interviews and documentation that have been carried out at MI Darul Ulum Jelakatur on June 1 – June 23, 2024, it can be described as follows:

1. Teachers' Problems in the Implementation of the Independent Curriculum at MI Darul Ulum Jelakatur

In the implementation of the independent curriculum, of course, obstacles arise in learning. Some of the problems faced by teachers are in the planning, implementation, and assessment of learning in the independent curriculum, which are as follows:

a. Teachers' Problems in Learning Planning

Based on the results of interviews conducted by researchers, teachers are faced with difficulties when developing a learning plan, namely when analyzing the learning outcomes that students will achieve because they are made in stages, then formulating them in the form of Learning Objectives (TP) and compiling them in the form of Learning Objectives Flow (ATP). Not only that, teachers who cannot use technology properly will have difficulties in making lesson plans. This was experienced by one of the teachers who admitted that it was difficult to compile the Teaching Module. In addition, the problem experienced by teachers is that they still have difficulties in determining the right learning methods and strategies for students so that the learning process is fun and students also actively participate in the learning process.

This is in accordance with the theory put forward by (Faridah, 2019) in her book entitled Learning Planning which states that learning planning is a general description of the steps that a teacher will take in the classroom in the future to achieve the goals that have been set effectively. and efficient. Thus, as a learning designer, the teacher is in charge of making a learning program plan (including organizing teaching materials, presentation and evaluation) which is his responsibility in accordance with the learning objectives that have been set. The essence of learning planning is to determine the optimal learning method to achieve the desired learning outcomes.

From the research that has been conducted by researchers at MI Darul Ulum Jelakcatur, it can be seen that teachers have not prepared learning plans such as ATP and Teaching Modules. Because the Independent Curriculum has just been implemented, teachers still have difficulty understanding and identifying the Learning Outcomes (CP) given from the center to be formulated in the form of Learning Objectives (TP) and compiled in the form of Learning Objectives Flow. In addition, teachers still have difficulty in determining the right learning methods and strategies for children so that the learning process is fun and students also actively participate in the learning process, sometimes the learning plan made is not always the same as reality. Looking at the condition of students and classes, unexpected changes may occur. These changes can come from changes in the learning model to be used. This is what requires a teacher to understand the condition of students and classes before designing lessons so that they can be realized properly.

b. Teachers' Problems in Learning Implementation

The success of the independent curriculum does not only depend on the learning plan, but also how learning is carried out in accordance with the plan that has been made. A process in which there are interaction activities between teachers and students and mutual communication that takes place in learning to achieve learning goals.

Based on the results of interviews that have been conducted by researchers, there are several problems experienced by teachers when carrying out learning, such as difficulties in implementing the Pancasila Student Profile because it is necessary to understand the character of students through adaptation to daily students, and teachers experience difficulties in project-based learning in social science learning due to limited time allocation in learning activities and limited learning media in the form of LCD projectors and still lack of learning support facilities so that learning is not optimal. In addition, the problems experienced by teachers are also due to the lack of learning methods used by teachers in teaching.

This is in accordance with the theory put forward by (Mulyasa, 2021) in his book entitled *Becoming a Teacher Driving Freedom of Learning* said that Freedom of Learning prioritizes a learning process that is able to foster student creativity, through approaches and methods that can train students' high-level thinking skills. The methods used are *scientific, problem based learning, project based learning, inquiry*, observation, question and answer, and presentation. The effectiveness of approaches and methods in learning is highly determined by teachers, namely teachers who drive Freedom of Learning.

From the research that has been conducted by researchers at MI Darul Ulum Jelakcatur, it can be seen that teachers are still having difficulty in instilling 6 characters of the Pancasila Student Profile in students with various characteristics that each student has. In addition, teachers have also not been able to get out of their comfort zone in teaching because they still look comfortable using such

methods and the lack of teachers' ability to use learning media. Meanwhile, in this independent curriculum, a teacher is required to be as creative and innovative as possible to design learning and make the material more interesting so that students feel comfortable and at home during the learning process.

c. Teachers' Problems in Learning Assessment

Based on the results of interviews that have been conducted by researchers, teachers in evaluating learning use two methods, namely formative assessment and summative assessment which are carried out during the learning process and at the end after the teaching and learning process is completed. Teachers do not have much difficulty in conducting formative and summative assessments, but are hampered in determining assessments that are in accordance with the learning goals they want to achieve. The determination of assessment in project-based learning is indeed confusing for teachers because there are many types or forms of assessment such as presentations, projects, products, oral, written and so on.

This is in accordance with the theory put forward by (Jenny, 2017) in her book entitled *Assessment and Evaluation of Learning in Elementary Schools* saying that broadly assessment is divided into two, namely formative assessment and summative assessment. Formative assessment is an integral part of the learning process with the aim of achieving the learning process that has gone according to plan. Meanwhile, summative assessments are carried out at the end of the learning unit to determine the level of effectiveness of the learning program.

From the research that has been conducted by researchers at MI Darul Ulum Jelakatur, that teachers have carried out formative and summative assessments even though there are several obstacles experienced when implementing. It can be said that at MI Darul Ulum Jelakatur there have not been many difficulties in carrying out assessments based on the Independent Curriculum because previously teachers had often conducted assessments, but the forms of assessment used in Independent Learning were different, which is why teachers chose the appropriate form of assessment so that the desired learning goals were achieved.

2. Factors Causing Teachers to Experience Obstacles in the Implementation of the Independent Curriculum at MI Darul Ulum Jelakatur

The independent curriculum as a transitional curriculum from the 2013 curriculum raises various difficulties felt by teachers. The factors that cause these difficulties trigger internal difficulties in the implementation of the independent curriculum. The factors that cause teachers to experience obstacles in the implementation of the independent curriculum at MI Darul Ulum Jelakatur include the following:

a. Teachers' Lack of Understanding of the Independent Curriculum

Some teachers do not understand the independent curriculum and need guidance from fellow teachers and some teachers experience confusion with the independent curriculum where in the past the term RPP is now replaced by

teaching modules and the form of the subject is different. According to (Salsabilla & Juanda, 2023) said that in the independent curriculum, the role of teachers is very important in compiling teaching modules. But in reality, there are still many teachers who do not really understand how to organize and organize it in developing teaching modules. An unplanned learning process can be ensured when delivering content to students will not be systematic, so that the learning that occurs is not balanced between teachers and students.

From the results of the research that researchers have conducted, some teachers do experience difficulties and still do not understand the components of the independent curriculum. Teachers' understanding is still inconsistent with the concept of an independent curriculum, so there are still teachers who need time to understand more about what the independent curriculum should be.

b. Not All Teachers Have Participated in the Independent Curriculum Training

One of the factors that causes teachers' obstacles in implementing the independent curriculum is that not all teachers have participated in the independent curriculum training. It has been explained that only the Head of Madrasah has conducted official independent curriculum training organized by the Ministry of Religion, while the other teachers are only a few who have participated in training such as those organized by several educational institutions and participated in free online training. According to (Bagus & Aug, 2022) said that one way to improve teachers' abilities is to provide them with training, especially in terms of the implementation of the independent curriculum. Therefore, to understand, apply, and develop them, teachers need training and mentoring.

From the results of the research that has been carried out by researchers, it is true that only the head of the madrasah understands the independent curriculum well while the other teachers do not understand the implementation of the independent curriculum because of the lack of training followed by teachers. So, the insight into the independent curriculum is not broad and needs to be studied again. This is due to some teachers who are old enough so that the will to advance is lacking, therefore only a few teachers have just participated in some independent curriculum training.

c. Limited Student Package Book Learning Resources

Limited package books are also one of the constraints for teachers in implementing the independent curriculum. There are only a few package books so that it is an obstacle for teachers in the implementation of learning. This is in accordance with the theory put forward by (Dedy, 2022) in his book that textbooks or so-called textbooks are used to support teachers in delivering learning materials to achieve learning goals. Textbooks contain units of learning material that students must follow through a series of activities and exercises such as reading texts, analyzing texts, discussing text content, reflecting, and etc.

From the results of the research that the researcher has done, it turns out that after the researcher saw that on the bookshelf in the classroom there were only a few independent curriculum package books, during the learning process the teacher also still used several previous K13 package books. Because of the limited number of books, the package books that have been provided are made alternately with their friends. The lack of books makes learning less than optimal because what should be each student holding a book individually ends up being made alternately with his friends so that in teaching and learning activities the teacher feels dissatisfied in the delivery of his teaching material.

3. Teachers' Efforts in Overcoming Problems in the Implementation of the Independent Curriculum at MI Darul Ulum Jelakatur

Implementing something new like a curriculum is not a natural thing if everything goes well without any problems. In addition, there are several solutions that can be an effort to solve the problems that occur. Among them are:

- a. Teachers participate in regular meetings with the Teacher Working Group (KKG) to discuss the development of the Independent curriculum

In overcoming various difficulties or obstacles in this independent curriculum, teachers participate in regular meetings with the Teacher Working Group (KKG) to overcome various problems in learning planning, implementation and assessment in the independent curriculum. Teachers share with other school teachers to find out the problems of implementing the independent curriculum and what solutions can be done. In addition, KKG can also improve teachers' ability to apply creative and innovative learning methods and strategies and will help in creating a more conducive and supportive learning environment for students. With regular meetings with the KKG, it can increase teachers' knowledge about the independent curriculum more deeply.

- b. All teachers are asked to take part in the independent curriculum implementation training

The efforts made by the head of the madrasah are by inviting all teachers to take part in training on the implementation of the independent curriculum in order to add deeper insights and for the progress of the madrasah. According to (Wahira et al., 2023) said that the implementation of the Independent Curriculum Understanding Training aims to provide understanding to teachers in its implementation. Independent curriculum understanding training is very helpful for teachers to understand and implement the independent curriculum which teachers must understand as one of the important topics in the training carried out.

- c. Create discussion groups and hold training related to learning methods/models

In learning, teachers still use these learning methods that make students bored easily, so teachers need broader knowledge about interesting learning methods/models. This is in accordance with the theory put forward by (Lufri,

2020) in his book saying that, in the teaching and learning process, of course, the learning method is important because with the appropriate learning method/model, it will foster student enthusiasm. One way to solve problems is to try new things by creating a group of fellow teachers to discuss learning methods/models that are suitable and appropriate in learning. In addition, discussions with other teachers will help thinking to apply more varied learning methods and also follow existing trainings.

d. Compiling textbooks independently or with the Teacher Working Group (KKG)

The limited number of student textbooks makes teachers more proactive in compiling their own textbooks, such as adding material by writing on the blackboard and making their own worksheets to overcome the shortage of package books for students. This is in accordance with the theory put forward by (Septi, 2022) in his book, saying that with the existence of textbooks, teaching and learning activities in schools become more complete and smooth and effective. With textbooks, students' basic skills and knowledge have been acquired before entering the classroom so that while in the classroom they can be used for activities to strengthen memory, understand concepts, think critically, develop and knowledge.

e. Teacher group creates a project guide design Together

The teacher assigns students to continue the project work at home if the project has not been completed in class. The teacher group also made a project guide design with other classroom teachers to be given to students so that in this project task it will be easier for students to work on the tasks given by the teacher. According to (Meila, 2020) said that the Pancasila Student Profile is a form of elaboration of national education goals that can be used as a reference for educators in building the character and competence of students. The Pancasila student profile consists of 6 dimensions, namely 1) faith, fear of God Almighty and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity. In realizing the Pancasila Student Profile, it can be done through learning at school, including face-to-face (intracurricular), extracurricular, and co-curricular project learning.

Conclusion

In the implementation of the independent curriculum, there are several obstacles that are experienced by teachers, including the problems of teachers in the application of the Independent Curriculum in planning, implementation and assessment, namely teachers have difficulty analyzing CP, formulating TP, compiling ATP and Teaching Modules, determining appropriate learning methods and models, lack of teachers' ability to use technology, limited time allocation in project-based learning and determining appropriate forms of assessment with the purpose of learning. The factors that cause teachers to experience obstacles in the implementation of the Independent Curriculum are the lack of teachers' understanding of the independent curriculum, not all teachers have participated in

the independent curriculum training, and limited learning resources for student package books. Efforts made by teachers in overcoming problems in the implementation of the Independent Curriculum are by participating in regular meetings with the KKG, all teachers are asked to take part in independent curriculum training, create discussion groups and hold training related to learning methods/models.

Reference

- Ahmad, & Muslimah. (2021). Memahami Teknik Pengolahan dan Analisis Data Kualitatif. *Proceedings*, 1(1), 173–186.
- Bagus, I., & Agus, P. (2022). Persepsi Guru Terhadap Pentingnya Pelatihan Pengembangan dan Pelaksanaan Kurikulum Merdeka. *Jurnal Inovasi Penelitian*, 03(05), 13–20.
- Insani, F. D. (2019). Sejarah Perkembangan Kurikulum Di Indonesia Sejak Awal Kemerdekaan Hingga Saat Ini. *As-Salam: Jurnal Studi Hukum Islam & Pendidikan*, 8(1), 43–64. <https://doi.org/10.51226/assalam.v8i1.132>
- L.J Moleong. (2022). Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif. In *Rake Sarasin* (Issue Maret).
- Meila Noor Syafria, I. A., Pratiwi, I. A., & Kuryanto, M. S. (2020). Analisis Proyek Penguatan Profil Pelajar Pancasila Dalam Impelementasi Kurikulum Prototipe Di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3(2), 524–532.
- Ningrum, A. R., & Suryani, Y. (2022). Peran Guru Penggerak dalam Kurikulum Merdeka Belajar. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 6(2), 219. <https://doi.org/10.29240/jpd.v6i2.5432>
- Prihatien, Y., Amin, M. S., & Hadi, Y. A. (2023). Analisis Kesulitan Guru Dalam Penerapan Kurikulum Merdeka di SD Negeri 02 Janapria. *Journal on Education*, 6(1), 9232–9244.
- Salsabilla, I. I. E. J., & Juanda. (2023). Analisis Modul Ajar Berbasis Kurikulum Merdeka. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 37–38.
- Sholihah, D. A. (2021). Pendidikan Merdeka dalam Perspektif Ki Hadjar Dewantara dan Relevansinya Terhadap Merdeka Belajar di Indonesia. *LITERASI (Jurnal Ilmu Pendidikan)*, 12(2), 115. [https://doi.org/10.21927/literasi.2021.12\(2\).115-122](https://doi.org/10.21927/literasi.2021.12(2).115-122)
- Wahira, W., Hamid, A., & HB, L. (2023). Pelatihan Pemahaman Kurikulum Merdeka Belajar Pada Guru Sekolah Dasar. *EJOIN: Jurnal Pengabdian Masyarakat*, 1(2), 43–47. <https://doi.org/10.55681/ejoin.v1i2.572>
- Winnuly, W., Munawaroh, M., & Hidayah, S. F. N. (2024). ANALISIS PEMBIASAAN NILAI-NILAI AKHLAKUL KARIMAH SEBAGAI UPAYA PEMBANGUNAN KARAKTER PADA ANAK USIA DINI DI DAERAH TERDEPAN, TERLUAR DAN TERTINGGAL (3T) KABUPATEN ROTE NDAO. *MAANA: Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 1–16.
- Zulaiha, S., Meldina, T., & Meisin. (2023). Problematika Guru Dalam Menerapkan Kurikulum Merdeka. *Journal on Education*, 6(1), 2056–2063. <https://doi.org/10.31004/joe.v6i1.3197>