

Comparative Study of the Implementation of the Merdeka Curriculum in Pancasila Education Subjects

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Abstract

The problems faced are in the form of teacher difficulties in implementing the Merdeka Curriculum. This study aims to compare the implementation of the Merdeka Curriculum by teachers of the Pancasila Education MGMP in Grobogan and Pacitan Regencies. The method used is descriptive qualitative with data collection through questionnaires and analyzing the aspects faced by teachers so that they have difficulties in implementing the Merdeka Curriculum. The results of the study indicate that teacher mastery in implementing the Merdeka Curriculum is still classified as "good". The difficulties faced tend to be related to the development of learning tools and the implementation of learning based on TPACK and numeracy literacy which have not been used consistently.

Keywords: Merdeka Curriculum, TPACK, Pancasila Education

Introduction

The latest curriculum developments are related to the implementation of the Merdeka Curriculum. The Merdeka Curriculum is not implemented simultaneously and massively, this is in accordance with the policy of the Ministry of Education, Culture, Research, and Technology (Kemendikburistek) which provides flexibility for educational units in implementing the curriculum. Several programs that support the implementation of the Merdeka Curriculum (IKM) are the Mover School (SP) program and the Center of Excellence Vocational High School (SMK-PK) where the Ministry of Education and Technology in the program provides support in the implementation of the prototype curriculum (KP) from the two activities, good experience was gained in implementing KP so that it became a good practice and learning content

from the implementation of KP in SP/SMKPK was well identified and could be a learning experience for other educational units (Ministry of Education and Culture, 2022).

In principle, whenever there is a change in the curriculum, educators, especially teachers, must be able to adapt, starting from the principles of learning to the assessment process, as well as good cooperation between students, teachers, and parents so that the implementation of the curriculum can run optimally (Megandarisari, 2021). This is reinforced by the statement that in essence the curriculum is in the teacher, if the teacher cannot understand the applicable curriculum, then the desired educational goals will not be achieved so that the teacher's ability to adapt becomes an important thing even though it takes time. (Yanti, AA, & Fernandes, 2021).

Teachers as the main actors in the world of education must always be ready for all policy changes that occur in the realm of

education. What is currently needed is the real role of the parties involved to continue to socialize the National Curriculum, so that teachers are truly ready to implement it. The new curriculum can only run if socialization has been carried out effectively and efficiently. In addition, there are three things that need to be considered in carrying out dissemination, including the readiness of teachers, geographical conditions and the dissemination of information (Supriatna Nugraha, 2022).

Teachers as the main subject play a role and are expected to be able to become the driving force in taking actions that provide positive things for students. (Ainia, 2020). The existence of an Merdeka Curriculum is one form of restructuring in the national education system in Indonesia in order to adapt to developments in the era. (Yamin, M & Syahrir, 2020). Educational reform cannot be done solely using an administrative approach, but must involve cultural transformation. (Satriawan, 2021). In line with the concept that independent learning can then be accepted considering the vision and mission of Indonesian Education in the future for the sake of creating quality human beings who are able to compete in various fields of life. (Sibagariang, 2021).

The correct education policy will be reflected through efforts to implement the curriculum that is applied because the curriculum is the heart of education which determines the continuity of education. (Damayanti et al., 2023). Success in implementing the Independent Learning Curriculum is not only seen from the learning planning, but also seen from the implementation of learning in accordance with the learning plans that have been made. (Zulaiha et al., 2022).

Method (for original research)

Setting and Participants

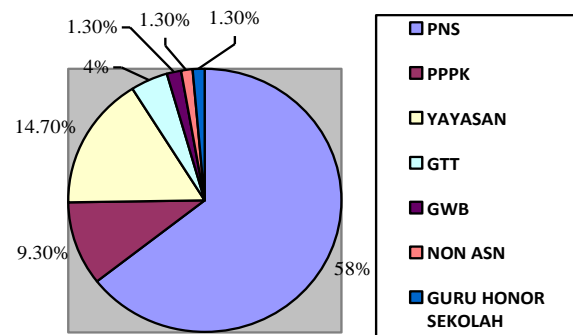
The research was conducted in Grobogan Regency and Pacitan Regency. The subjects of the research consisted of 75 teachers from MGMP PPKn SMP/MTs Grobogan Regency and 59 teachers from MGMP PPKn SMP/MTs Pacitan Regency.

Data Collection

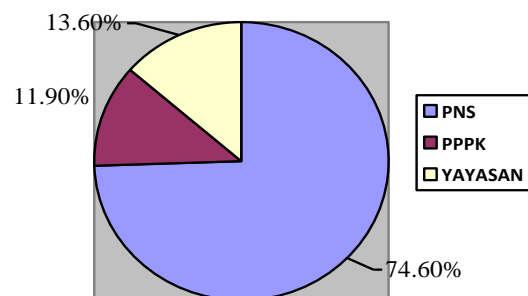
Data collection using descriptive qualitative techniques that can see and hear more closely and in detail the individual's explanation and understanding of their experiences. The method used is through a questionnaire distributed to the research subjects, namely the MGMP PPKn SMP/MTs teachers of Grobogan Regency and MGMP PPKn SMP/MTs of Pacitan Regency.

Results and Discussion

The Citizenship Education and Learning Group Research has partners in the Subject Teachers' Conference (MGMP) PPKn SMP/MTs in Pacitan Regency and the Subject Teachers' Conference (MGMP) PPKn SMP/MTs Grobogan Regency which have problems related to curriculum development concerning planning, implementation, and assessment of learning based on the latest curriculum (Merdeka Curriculum). The status and organizational structure are contained in the following infographic:

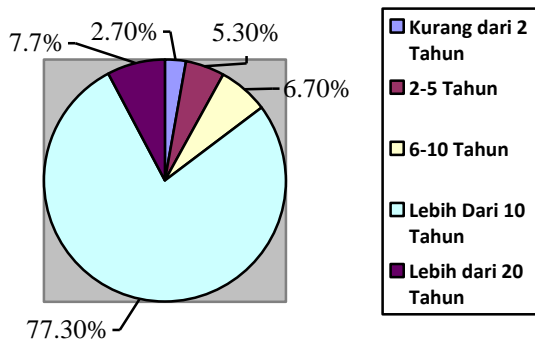


Picture 1. Status of Member Teachers of MGMP PPKn SMP/MTs Grobogan Regency.

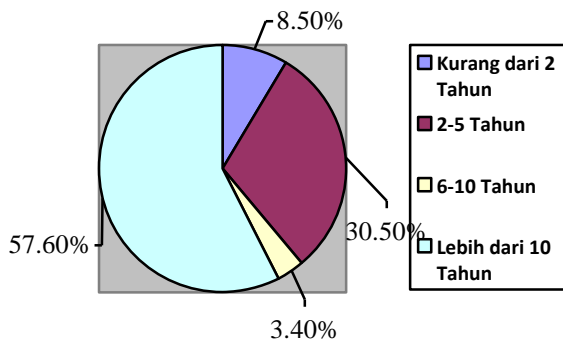


Picture 2. Status of Member Teachers of MGMP PPKn SMP/MTs Kab. Pacitan.

Based on the data above, it shows that teachers in MGMP PPKn SMP/MTs Kab. Grobogan and Pacitan are dominated by teachers with PNS status with a total of 51 teachers in MGMP PPKn SMP/MTs Kab. Grobogan and 44 teachers in MGMP PPKn SMP/MTs Kab. Pacitan. Meanwhile, teachers with PPPK status are 7 teachers in MGMP PPKn SMP/MTs Kab. Grobogan and 7 teachers in MGMP PPKn SMP/MTs Kab. Pacitan. Teachers who are still classified as Non-Asn, namely GTT, GWB, Foundation Teachers, and Honorary Teachers, total 17 teachers in MGMP PPKn SMP/MTs Kab. Grobogan and 8 teachers in MGMP PPKn SMP/MTs Kab. Pacitan.



Picture 3. Length of Teaching of Member Teachers of MGMP PPKn SMP/MTs Kab. Grobogan.

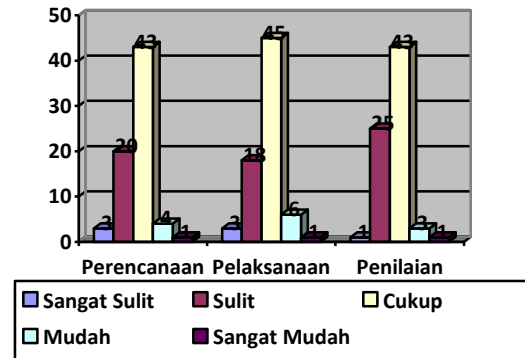


Picture 4. Length of Teaching of MGMP PPKn SMP/MTs Member Teachers in Pacitan Regency.

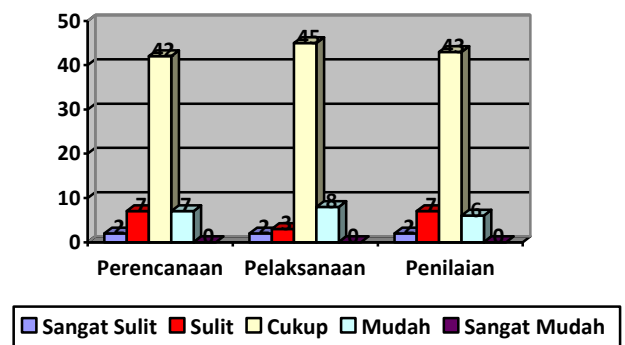
Based on the data above, teachers who have served for more than 10 years are 36 teachers in MGMP PPKn SMP/MTs Kab. Grobogan and 34 teachers in MGMP PPKn SMP/MTs Kab. Pacitan. Then, teachers who have served for a period of 6-10 years are 5 teachers in MGMP PPKn SMP/MTs Kab.

Grobogan and 2 teachers in MGMP PPKn SMP/MTs Kab. Pacitan. Furthermore, teachers who have served for a period of 2-5 years are 4 teachers in MGMP PPKn SMP/MTs Kab. Grobogan and 18 teachers in MGMP PPKn SMP/MTs Kab. Pacitan. Meanwhile, teachers who have served for less than 2 years are 2 teachers in MGMP PPKn SMP/MTs Kab. Grobogan and 5 teachers in MGMP PPKn SMP/MTs Kab. Pacitan.

Teachers' problems were collected through a community service preparation questionnaire filled out by members of the MGMP PPKn SMP/MTs Grobogan Regency and Pacitan Regency, with several indicators. Common problems that exist in partners are illustrated in the following infographic:



Picture5. Infographics on Difficulties in Planning, Implementing, and Assessing MGMP PPKn Learning in Junior High Schools/Islamic Junior High Schools in Grobogan Regency.



Picture 6. Infographics on Difficulties in Planning, Implementing, and Assessing MGMP PPKn SMP/MTs Pacitan Regency.

The difficulties experienced by teachers in MGMP PPKn SMP/MTs Kab. Grobogan in terms of planning,

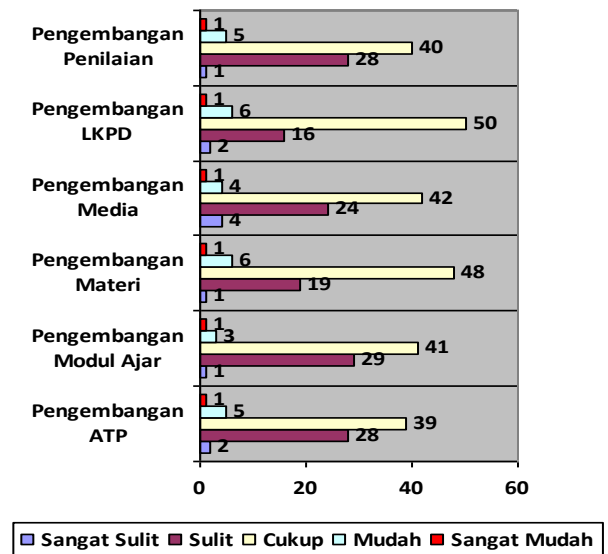
implementation, and teacher assessment are illustrated in the infographic above. From 73 teachers who filled out the questionnaire, data was obtained that the difficulties in learning planning were 3 teachers who chose very difficult, 20 teachers chose difficult, 45 teachers chose quite difficult, 4 teachers chose easy, and 1 teacher chose very easy. The distribution of data on difficulties in implementing learning were 3 teachers who chose very difficult, 18 teachers chose difficult, 45 teachers chose quite difficult, 6 teachers chose easy, and 1 teacher chose very easy. Furthermore, for the category of difficulties in learning assessment, data was obtained from 1 teacher who chose very difficult, 25 teachers chose difficult, 43 teachers chose quite difficult, 3 teachers chose easy, and 1 teacher chose very easy.

The difficulties experienced by MGMP PPKn SMP/MTs teachers in Pacitan Regency in terms of planning, implementation, and teacher assessment are illustrated in the infographic above. From 52 teachers who filled out the questionnaire, data was obtained that the difficulties in learning planning were 2 teachers who chose very difficult, 7 teachers chose difficult, 35 teachers chose quite difficult, 7 teachers chose easy, and none chose very easy. The distribution of data on difficulties in implementing learning were 2 teachers who chose very difficult, 3 teachers chose difficult, 39 teachers chose quite difficult, 7 teachers chose easy, and none chose very easy. Furthermore, for the category of difficulties in learning assessment, data was obtained from 2 teachers who chose very difficult, 6 teachers chose difficult, 38 teachers chose quite difficult, 5 teachers chose easy, and none chose very easy.

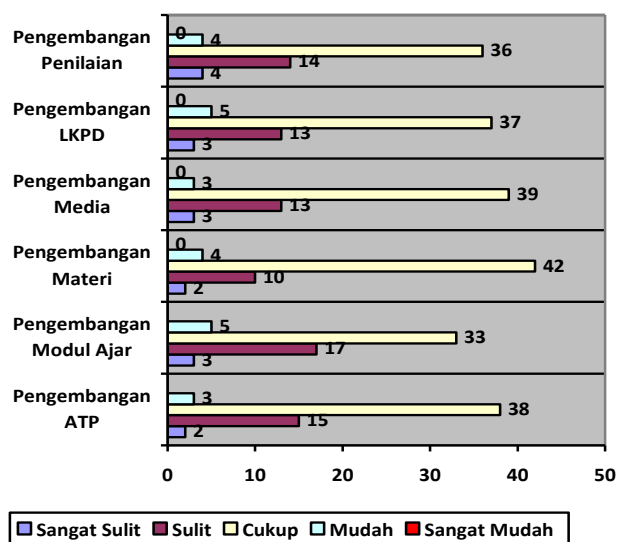
Based on the data above, it can be shown that the level of difficulty of teachers in the category of planning, implementation, and assessment of learning is dominated by a sufficient level. There are some who find it difficult so that further analysis is needed to

determine the follow-up plan and solution to the problem.

Related to data on teacher difficulties regarding ATP development, teaching module development, material development, media development, LKPD development, and assessment/evaluation development which are depicted in the following infographic:



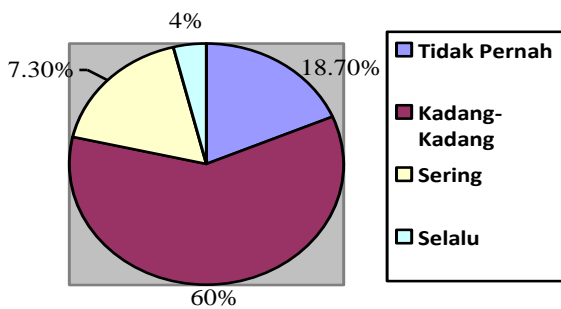
Picture 7. Infographics on Difficulties in Developing ATP, Teaching Modules, Materials, Media, LKPD, and Assessment of Teachers Members of MGMP PPKn SMP/MTs Grobogan Regency.



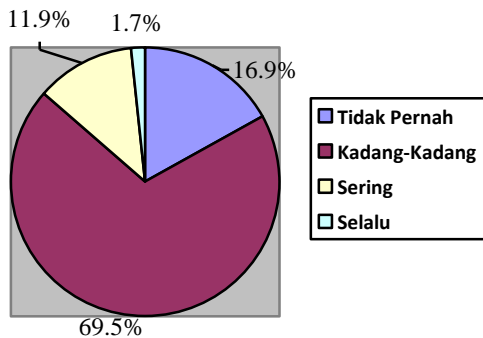
Picture 8. Infographics on Difficulties in Developing ATP, Teaching Modules, Materials, Media, LKPD, and Assessment of Teachers

Members of MGMP PPKn SMP/MTs Pacitan Regency.

Based on the data above, it shows that teachers in MGMP PPKn SMP/MTs Grobogan and Pacitan Regency are mostly quite good at developing ATP, Teaching Modules, Materials, Media, LKPD, and Assessments. However, there are quite a lot of teachers who still have difficulties.



Picture 9. Infographics on the Use of TPACK and the Use of Numeracy Literacy in the Learning of MGMP PPKn Member Teachers of SMP/MTs, Grobogan Regency.



Picture 10. Infographics on the Use of TPACK and the Use of Numeracy Literacy in the Learning of MGMP PPKn SMP/MTs Member Teachers in Pacitan Regency.

The data shows that in the aspect of TPACK utilization and the use of numeracy literacy in learning, it is dominated by the choice of sometimes, which means that the majority of respondents are still not consistent in utilizing TPACK and using numeracy literacy in learning. This is indicated by 73

respondents of PPKn teachers of MGMP Grobogan Regency, there are data in the utilization of TPACK and the use of numeracy literacy, there are data that in the aspect of TPACK utilization, there are 14 teachers who choose never, 43 teachers who choose sometimes, 13 teachers who choose often, and 3 teachers who choose always. For the aspect of using numeracy literacy in learning, there are 5 teachers who choose never, 38 teachers who choose sometimes, 23 teachers who choose often, and 7 teachers who choose always.

Meanwhile, Based on 52 respondents of PPKn teachers of MGMP Pacitan Regency, there is data on the use of TPACK and the use of numeracy literacy, there is data that in the aspect of TPACK utilization, there are 8 teachers who choose never, 36 teachers who choose sometimes, 7 teachers who choose often, and 1 teacher who chooses always. For the aspect of the use of numeracy literacy in learning, there are 2 teachers who choose never, 34 teachers who choose sometimes, 15 teachers who choose often, and 1 teacher who chooses always.

Conclusion

Teachers as the main subjects who play a role and are expected to be able to be the driving force to take actions that provide positive things to students. Based on the results of the data obtained, it shows that the implementation of the Merdeka Curriculum among teachers in the MGMP PPKn SMP / MTs Grobogan Regency and Pacitan Regency can be categorized as good but still do not utilize TPACK and numeracy literacy consistently

There is a need to strengthen and improve the competence of teachers in the field which will have an impact on the implementation of learning based on the Merdeka Curriculum that is easy and better based on TPACK and numeracy literacy.

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