

Obstacles of Indonesia Language Teachers in the Implementation of the Independent Learning Curriculum at SMPN 18 Bengkulu City

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Abstract

The Merdeka curriculum focuses on diverse intracurricular learning and on developing students' competencies and character so that it is more flexible and gives students enough time to learn concepts and strengthen their skills as a whole. The independent curriculum will begin in stages at SMPN 18 Bengkulu City in 2021. With the change in the curriculum in implementing it, of course there are obstacles experienced by schools and teachers at SMPN 18 Bengkulu City, especially Indonesian language teachers. Therefore, this study aims to find out what are the obstacles faced by Indonesian teachers in the implementation of the Independent Learning Curriculum in Indonesian language subjects at SMPN 18 Bengkulu City. This research is qualitative descriptive. The data collection process uses observation, interview, and documentation techniques. The data analysis used by the researcher is data reduction, data presentation, and conclusion drawn. The results of the study show that the implementation of the independent curriculum at SMPN 18 Bengkulu City began in 2021. In this study, Indonesian teachers faced three obstacles: teaching module planning, classroom learning methods, student heterogeneity, differences in talents and interests that make determining differentiated learning that suits students' needs, and determining assessments that are in accordance with the material. Plus, there are many types and forms of assessment in project learning, which makes it difficult for teachers to define project-based learning.

Keywords: *Constraints, Application, Independent Curriculum*

Introduction

Education will certainly always undergo development and change from time to time, and every rule will always be updated according to the progress of the times. In addition to human resources, education will also always undergo development and change from time to time, and every rule will always be updated according to the progress of the times. (Febriani Et Al., 2023)

Article 1 of Law No. 20 of 2003. Determining that "the curriculum is the plan and arrangement of objectives, content, subject matter and guidelines for the implementation of learning activities to achieve certain educational goals".

Based on the decree (Ministry of Education and Culture number 56 of 2022 concerning guidelines for the implementation of the curriculum in the context of learning recovery. It includes three curriculum options that can be used by educational units for recovery learning, and the structure of the independent learning curriculum, provisions linked to learning and assessment, and also the workload of teachers.

(KEPMENDIKBUDRISTEK, 2022) The Independent Curriculum combines diverse intracurricular learning. This curriculum content is optimized so that it gives students more time to learn concepts and skills and strengthen their abilities. (Source) Et Al., 2023)

In an effort to produce a high-quality workforce based on the Pancasila student project, Nadiem Makarim changed the thirteenth curriculum to an independent curriculum. Literacy, ability, and character are expected traits. Curriculum 13 and the independent curriculum have undergone significant changes. Educators face many challenges and difficulties due to changes in learning in addition to changes in learning tools. There is a Pancasila profile project in the independent curriculum, which will certainly reduce the amount of time spent learning theory. This project also requires cooperation from all parties in the school. (Hartawati & Karim, 2024)

Curriculum updates have a great effect on the learning process because with this update, learning processes, models, or methods will be more effective and efficient, and progress will be made to improve the quality of education in Indonesia and improve the quality of education as a whole. Learning and curriculum are mutually exclusive. The curriculum as a program or plan is meaningless unless it is applied in the form of learning. Conversely, learning will not be effective without a clear curriculum as a reference. Unlike what we imagine, the problem of creating a curriculum is not a difficult or complicated one. Objectives, content, methods, and evaluations are components of the curriculum that must be considered when developing a curriculum. (Windayanti & mihrab Afnanda, n.d. .)

Previous research was also conducted by: First, Meisin's research entitled "Teachers' Problems in Implementing the Independent Learning Curriculum for Grades 1 and IV students at SDN 17 Rejang Lebong". In the thesis, the researcher explains the problems faced by teachers in implementing the independent curriculum. The implementation of the independent curriculum in grades I and IV of SDN 17 Rejang Lebong has gone quite well. What has been implemented is project-based learning, conducting assessments, subject-based learning, making report cards, ATP teaching tools, CP and teaching modules are still being worked on in groups. The obstacles faced by teachers are in analyzing CP, compiling ATP and creating teaching modules, difficulties in determining the right learning methods and strategies and the lack of teachers' ability to use technology. The limited number of students' books and the teacher's lack of ability to use varied learning methods and media, in the implementation of project-based learning, teachers have difficulty in determining projects in grades I and IV in project-based learning, determining the form of assessment that is in accordance with the learning objectives to be achieved. The similarity of this research with that carried out by the researcher is the obstacles in implementing the independent curriculum in elementary schools. The difference is in the location of the study and the Class, the researcher chose class VIII while the research was class I and IV. (MEISIN, 2022)

Third, the journal by Restu Rahayu et al, which raised the title "Implementation of the Independent Curriculum in Driving Schools". In the journal, it is explained that among them are driving schools that have the spirit of moving to make a change. This includes the implementation of the new paradigm curriculum, namely the independent curriculum. However, for maximum results in the implementation of this curriculum, cooperation is needed to increase the interest of school members in making changes. Driving schools do not mean large schools with complete infrastructure, but driving schools are

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schools led by principals who have passed driving school training and of course the principal wants to make changes in the field of education. To achieve the goal of an independent curriculum in driving schools, high enthusiasm is needed from all elements, including school principals. In the discussion of the journal's research, the principal succeeded in bringing a new concept, namely paperless, and providing a special dashboard as a digital administrative storage. So that the principal can easily monitor the teacher's administration periodically. In addition to the principal, teachers in driving schools are also an important factor in the success of implementing an independent curriculum in schools, teachers must be able to become tutors, facilitators, and inspirers for students so that they can motivate students to be active, creative and innovative. The similarity of the paper with the thesis that the researcher made lies in the outline, namely analyzing the independent curriculum. Meanwhile, the difference between the work and the thesis that the researcher made is in the discussion. The journal is more detailed about the discussion of the implementation of the independent curriculum, while this thesis discusses the problems that occur and the efforts made to respond to the problems that occur. (Blessed are you) Et Al. , 2022). Based on the description above, the author is interested in describing the obstacles faced by educators, especially Indonesian language teachers.

Method

Qualitative research aims to gain an understanding of reality through the process of inductive thinking. Therefore, a qualitative descriptive approach is used in this study. The researcher is involved in the situation and setting of the phenomenon studied in this study. Researchers are expected to always focus on the reality or event in the context being studied. In qualitative research, the researcher conducts research objectively on the subjective reality being studied; In this case, subjectivity applies to the reality being researched from the researcher's point of view. (Adlini Et al., 2022)

A qualitative descriptive method is a method used to analyze or interpret findings, but not to draw broad conclusions" It is a research method that describes, describes, and analyzes objects in a given situation, using all the data obtained from field activities. (MSDM, 2020)

Results and Discussion

Independent Learning Curriculum: According to BSNP, or the National Education Standards Agency, the independent learning curriculum is an educational program that uses a talent and interest approach. Where learners can choose a subject they are interested in and match their talents. Minister of Education, Culture, Research, and Technology Nadiem Makarim established the independent learning program as part of the evaluation of the 2013 curriculum improvement. The prototype syllabus is a simplification of the 2013 syllabus which uses a project-based learning system. Since 2020, in the midst of the COVID-19 pandemic, efforts have been made to implement a curriculum that allows students to participate independently. (Susilowati, 2022)

The Concept of Independent Learning: The Minister of Education and Culture prioritizes freedom of thought. Nadiem Makarim (2021) states that learning independence is the most suitable philosophy to change existing learning approaches. Freedom of thought must start with educators. This concept aims to provide freedom of thought to teachers and students. Thus, as the main actor in the learning and education process, educators have the authority to independently change the curriculum before it

is applied to students in the learning process. This free learning concept is expected to improve teachers' ability to produce interesting, fun, and meaningful learning. (Herpanda&NeviyarniS, 2022)

Results of interviews and observations at SMPN 18 KOTA Bengkulu

Some of the obstacles faced by Indonesian teachers when planning, implementing, and assessing the learning of the independent curriculum are as follows:

1. Obstacles for Indonesian teachers in lesson planning

As a result of interviews and observations conducted by researchers, Indonesian teachers who designed the learning tools have collaborated with other teachers in the preparation of learning tools, which is one of the indicators of planning for the implementation of the independent curriculum in Indonesian learning. Teaching materials are a collection of facilities or media that support the learning process.

One of the obstacles in compiling learning tools is to analyze learning achievements, formulate learning objectives, compile learning objectives, and create teaching modules. Other obstacles include difficulty determining fun and targeted learning strategies and methods. Teachers must understand the condition of students when determining these strategies and methods.

Furthermore, the obstacles faced by teachers when making lesson plans are the teacher's lack of understanding of IT (management and use of computer-based technology) and the lack of teachers' skills in ICT. Compared to the previous curriculum, which centered only on intracurricular (face-to-face) learning, the independent curriculum combines intracurricular around 70-80% of lesson hours and 20-30% co-curricular through a Pancasila profile strengthening project. Thus, teachers must be able to plan extracurricular activities without putting a mental or material burden on students so that they are not depressed.

2. Obstacles for Indonesian Language Teachers in the Implementation of Learning

Not only learning planning is necessary for the success of independent curriculum learning, but also how learning is carried out in accordance with the learning plan that has been made. Based on the findings and interviews conducted by the researcher, there are several obstacles faced by Indonesian teachers when implementing independent learning. One is that the talents and interests of learners are different, which makes it difficult for teachers to identify what they want to learn.

Indonesian textbooks discuss writing various types of texts (reports, advertisements, articles, reviews, poems, speeches, and others), as well as improving language skills through reading, listening, speaking, and speaking. Students who do not have the ability to write poems, speeches, etc., are still obstacles faced. Furthermore, there is a limited time constraint to complete project-based learning assignments.

3. Indonesian Teachers in Learning Assessment

Based on the findings of interviews and observations conducted by researchers, teachers did not experience significant difficulties in conducting formative and summative assessments because they had also conducted assessments on the previous curriculum. However, they still face obstacles in determining assessments that are in accordance with the material and project-based ones due to the many types and forms of assessments, differences in learning interests Learners, and catchability Learners. As a result of interviews and observations conducted by researchers at SMP Negeri 18 Bengkulu City, researchers found that Indonesian teachers collaborated with other teachers in developing learning tools. This is because the process of compiling learning

tools includes analyzing learning outcomes, creating learning objectives, creating learning objectives, and determining the difficulty of the teaching modules. Teachers also face difficulties in determining learning strategies and methods so that learning is fun and Learners active. Before designing learning properly, teachers must understand the conditions Learners and classes. Determining learning strategies and methods is an important step that must be taken by teachers so that learning is fun and achieves goals.

The success of the independent learning curriculum does not only depend on the learning plan; The implementation of learning must also be in accordance with the learning plan. Some of the obstacles faced by Indonesian teachers during learning using learning media, according to the researchers' findings. Learners Have difficulty understanding the material taught due to the lack of learning methods used. Teachers face problems with determining what projects to do and the lack of time allocation for project-based learning. With background Learners Of course, it is an obstacle for teachers in implementing learning.

This is in accordance with the theory expressed by Mulyasa in his book entitled *Becoming a Teacher Driving Freedom of Learning*, which states that freedom of learning prioritizes the learning process that can increase creativity Learners through the application of techniques and approaches that can improve the ability to Learners. Problem-based learning, project-based learning, research, observation, questions and answers, and presentations are the methods used. Teachers are also required to create creative and innovative learning in designing anything that can be taught to the Learners those who fit the profile of Pancasila. The independent learning curriculum is a curriculum that encourages Learners to become more independent and creative by giving them the opportunity to learn in a relaxed way.

Conclusion

The obstacles of Indonesian Language Teachers in the Implementation of the Independent Learning Curriculum at SMP Negeri 18 Bengkulu City are: On the planning, implementation, and assessment of learning. One of the problems faced is to compile learning tools such as learning outcomes, learning objectives, learning objectives, learning objectives, and teaching modules. There are also obstacles in determining different learning strategies and methods because the talents and interests of students are different. This leads to difficulties in determining differentiated learning and determining methods and strategies that suit each student's talents and interests.

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