

Analysis of Teacher Competency in the Merdeka Curriculum at SD Negeri Galiran

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Abstrak

Penelitian ini merupakan hasil penelitian yang menjelaskan tentang analisis kompetensi guru pada kurikulum Merdeka di SD Negeri Galiran. Guru merupakan pendidik yang berada di garda terdepan dalam menjalankan roda pendidikan dan memiliki peran penting dalam proses pembelajaran. Guru harus mampu mengimplementasikan kurikulum pada setiap satuan pendidikan. Kurikulum merupakan suatu rencana dan pengaturan mengenai materi pembelajaran yang diterapkan dalam proses pembelajaran. Latar belakang penelitian ini adalah kurangnya kompetensi guru pada kurikulum Merdeka di SD Negeri Galiran. Kurikulum Merdeka digagas oleh Menteri Pendidikan dan Kebudayaan, Nadiem Anwar Makarim. Dalam kurikulum Merdeka, peserta didik memiliki hak untuk berpikir kreatif dalam proses mencari ilmu pengetahuan dengan menggunakan berbagai sumber belajar. Tujuan penelitian ini adalah untuk menganalisis kompetensi guru pada kurikulum Merdeka di SD Negeri Galiran. Metode penelitian ini bersifat deskriptif kualitatif dengan metode studi kepustakaan dan teknik analisis isi untuk memperoleh data yang relevan. Hasil penelitian ini adalah guru perlu meningkatkan kemampuannya dalam bidang teknologi dan guru perlu mengembangkan kompetensi dalam mengimplementasikan kurikulum di sekolah dasar.

Kata kunci: *Guru, Kurikulum Independen, Pendidikan*

Abstract

This research is the result of research that explains the analysis of teacher competency in the Merdeka curriculum at SD Negeri Galiran. The teacher is an educator at the forefront in running the wheels of education and has an important role in the learning process. They must be able to implement the curriculum in each educational unit. The curriculum is a plan and arrangement regarding learning materials that are applied in the learning process. The background to this research is the lack of teacher competence in the Merdeka curriculum at SD Negeri Galiran. The Merdeka curriculum was initiated by the Minister of Education and Culture, Nadiem Anwar Makarim. In the Merdeka curriculum, students have the right to think creatively in the process of seeking knowledge using various learning sources. The aim of this research is to analyze teacher competency in the Merdeka curriculum at SD Negeri Galiran. This research method is descriptive qualitative with library study methods and content analysis techniques to obtain relevant data. The results of this research are that teachers need to improve their abilities in technology and teachers need to develop competence in implementing the curriculum in elementary schools.

Keywords : *Teacher, Independent Curriculum, Education*

INTRODUCTION

The curriculum is a mandatory device that is used as a handle in the implementation of education and learning processes held in schools. According to the Undang-Undang Republik Indonesia Number 20 of 2003 concerning the national education system, the curriculum is a plan for plans and arrangements about the objectives, content and learning materials, as well as how to be used as guidelines in the implementation of learning with the aim of achieving goals in the education process.

The curriculum is also the basis of the development of teaching materials used in the learning process. The curriculum is a tool to achieve the goals of education and be used as a guideline for the implementation of education. On the other hand, learning plays a role in the curriculum, because it can help evaluate in the effectiveness of the curriculum. The learning process provide feedback to teachers and education institutions. The curriculum is a system that plans and agreements in explaining the goals, content, learning materials, learning methods, and functions a guidelines in the learning process. The curriculum functions as a reference for teachers and students in developing and implementing learning processes that are carried out effectively and efficiently, and assist in evaluating the effectiveness of the curriculum.

Along with the development from year to year, the curriculum in Indonesia has experienced a very significant change in meeting the needs of students who are increasing in the learning process. Therefore, the Ministry of Education and Culture Nadiem Anwar Makarim developed new policies, the merdeka curriculum with the concept of independent learning. I marisa (2021) freedom of learning is part of a new policy at the Ministry of Education and Culture of the Republic of Indonesia.(Simon Paulus Olak Wuwur, 2023)

The merdeka curriculum was initiated by the Indonesian government to provide freedom and freedom to the education unit in developing curriculum in accordance with local needs, student characteristics and global challengers that will be faced. The application of an merdeka curriculum in elementary scholls has the aim to develop creativity, independence, social intelligence, and students skills, foster patriostism an national values. However, the application of the Merdeka curriculum also rasises several problems, namely impressed to force several schools, not all teachers can welcome the socialization of the Merdeka curriculum, and the lack of comnpetencies possessed by human resources in schools.. teachers understanding and preparation is still lacking in implementing an independet curriculum iin elementary school. Teachers still need to improve competence in applying the free curriculum in elementary school. Teachers still need to improve competence in applying the freee curriculum. In addition, there are limited resources. For example the limitation of books, the lifting of learning and training for teachers. Not only teachers who experience obstacles, students also need time in changing attitudes and mindset. For example increasing the character of curiosity, social intelligence, and independence. This change cannot be done spontaneously but requires time.

The merdeka curriculum focuses of the process of developing patriotism and national values. However, in the process of integrating these values in the learning process it becomes a challenge, especially if the teacher and students do not undestand the values and significance of these values. Based on these problems, the researcher took the title “ analysis of teacher competency in the Merdeka curriculum at SD Negeri Galiran”. The purpose of this study is to find out the results of teacher competency analysis in the independent curriculum.

Teacher Competency

From a national policy perspective, the government has formulated four types of teacher competencies, as stated in the explanation of UU No.14 concerning teachers and lecturers in 2005 in 10 paragraph (1), namely pedagogical, personal, social and professional competence. One of the teacher competencies that is considered to be able to help with this problem is pedagogical competency (Aditiya & Fatonah, 2023)

Teacher competency is an ability possessed by teachers, namely knowledge, skills, thought processes, adjustments, attitudes and values adopted in the teacher profession. Improving teacher pedagogical competencies includes; mastering the characteristics of students, mastering learning theory and educational learning principles, curriculum development, learning activities that educate, developing the potential of students, communication with students, assessment and evaluation, will provide extraordinary meanings in the process of building participant learning experiences (Aditiya & Fatonah, 2023)

The role of teacher competencies in education is very important because they are the main key in shaping the quality of education and student development. Competence is a persons ability to be able to carry out his duties properly, correctly, and in accordance with existing rules. Four teacher competencies include a combination of knowledge, skills, attitudes, and principles needed

to teach effectively and contribute to student success. Teachers with high competencies are able to design and send interesting and effective learning experience. (Yulianto et al., 2023)

Based on the opinions of the experts above, it can be concluded that teacher competence, namely the ability possessed by the teacher includes knowledge, skills, thought processes, adjustments, attitudes and values adopted in the teacher profession. To improve the teachers pedagogical competence, namely mastering characteristics, mastering learning theory and learning principles that educate, curriculum development and the like.

Merdeka curriculum

The curriculum is an educational program and not a teaching program, so the program designed as teaching material and also learning experiences. The curriculum plays an important role in learning because it functions as a reference for teachers and students in developing and improving their abilities. Learning is defined as assistance provided by educators so that the process of acquiring knowledge and knowledge, mastery of skills and nature, as well as the formation of attitudes and trust in students. Student – centered learning, or student-centered learning approach, is the most popular educational approach today. Therefore, students have many opportunities to participate in the learning process. This learning method encourages students to find new things, and the teacher acts as a facilitator ((Etiyasningsih & Bariroh, 2024)

The curriculum can be considered as the core of education that has a very important role, therefore, the curriculum is the main guide for all educational programs that aim to create interactive, effective, and productive learning. The curriculum can be simplified as a guide for the implementation of learning in schools, becoming a foundation for the teaching-learning process. More than just a document, the curriculum also acts as a means and guidelines for educators in achieving national education goals. In it includes the goals that must be achieved, the material to be taught in the learning process, as well as learning programs and activities that must be implemented to achieve educational goals (Firdaus & Permana, 2020)

METHODS

This research method uses a descriptive qualitative approach, namely research by describing the condition of the variable objects studied without comparing and having an independent nature. This research method uses literature study. Literature study is a method of collecting data by understanding and studying theories from various literature related to research (Adlini et al., 2022). The library study stage includes preparing the necessary equipment, providing a working bibliography, organizing time and writing research materials. The research location is SD Negeri Galiran. Data collection uses the results of observations and interviews. The data analysis technique in this research is content analysis technique.

RESULTS AND DISCUSSION

The results of research using observations, documentation, and interviews show a picture of teacher competencies in carrying out learning activities according to the merdeka curriculum. Various information obtained from the results of observations, documentation, and interviews certainly provide an accurate picture in this study.

Tabel 1. Observation results related to teacher professional competencies aspects

No.	Observed aspects
1.	The nature of language
2.	Function of Indonesian. The teacher understands Indonesian literary theory
3.	Knowledge in solving mathematical problems
4.	Observe natural phenomena
5.	Natural science in everyday life
6.	Structure of natural science
7.	Social science scientific material
8.	Develop social science scientific material
9.	The main points of social science in the context of Indonesian diversity

No.	Observed aspects
10.	Scientific material that supports civic education learning activities
11.	Principle of national personality
12.	Basic competencies in five subjects
13.	Learning objectives for five subjects in elementary school
14.	Utilize information and communication technology in communicating
15.	Utilice information and communication technology for self-development

(Aryzona et al., 2023)

Based on the results of interviews conducted by researchers, teachers, do not experience much difficulty in carrying out diagnostic, formative and summative assessments, but are hampered in determining assessments that are appropriate to the learning objectives to be achieved. Determining assessments during project-based learning is 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 Indrastoeti and Siti Istiyati (Windayanti et al., 2023) in their book entitled *Assessment and Evaluation of Learning in Elementary Schools* which states that in general assessment is divided into two, namely formative assessment and summative assessment and there are also those who say assessment for learning and assessment of learning. Formative assessment is an integral part of the learning process which is carried out with the aim of monitoring the extent to which a learning process has gone as planned. Meanwhile, a summative assessment is carried out at the end of the learning unit to determine the level of effectiveness of the learning program.

In addition, interview findings reveal that instructors who have implemented the Merdeka curriculum in SD Negeri Galir still face several challenges. A teacher's effectiveness or ability is also based on a lack of previous experience with independent learning. In the digital era, some instructors even have difficulty acquiring or using basic skills for teaching purposes, such as Ms. Word and IT based learning media. In fact, to encourage students to learn independently, teachers must be creative and imaginative by utilizing various media or learning methods.

Finding references for implementing independent learning is difficult for teachers. Books written for teachers or students distributed by bookstores or independent publishers do not include references that could help teachers find information about how to successfully support student-centered learning and designing appropriate educational activities.

Teachers are also still very constrained regarding knowledge and assessment of the curriculum independence, teaching materials are still very minimal and knowledge and assessment of the Merdeka curriculum is still very lacking. Because teachers' understanding of the Merdeka curriculum is still lacking and is not in line with the learning paradigm of the Merdeka curriculum, they encounter obstacles and challenges in implementing learning, so teachers' efforts to overcome existing problems include school principals and teachers taking part in training on the implementation of the Merdeka learning curriculum in order to improve the quality of students.

CONCLUSIONS

Based on the analysis of this research, the idea of Merdeka curriculum by the Minister of Education and Culture, Nadiem Anwar Makarim, is a form of improving the quality of education in Indonesia. So it can be concluded that the implementation of the Merdeka curriculum has not been carried out optimally. This is caused by teachers' lack of competence and not implementing the Merdeka curriculum optimally. This is due to teachers' lack of understanding of the Merdeka curriculum. Even though the school principal has provided training related to the Merdeka curriculum, teachers have not implemented it optimally. Apart from that, some teachers have not mastered technology and there are no modules that can be used as guidelines for making teaching materials.

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