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TEACHER READINESS IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN TERMS OF PEDAGOGICAL COMPETENCE IN SIDOREJO 02 SARADAN MADISON ELEMENTARY SCHOOL

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Abstract

The purpose of this study was to describe the readiness of teachers in implementing the Merdeka Curriculum in terms of Pedagogical competence at SD Negeri Sidorejo 02, Saradan sub-district, Madiun district. The type of research is qualitative. The data source is the activity of formulating the Merdeka curriculum module. Data retrieval techniques with interviews. The results of the research understanding of differentiated learning, holistic learning, and assessment activities, have not been well understood. So that the formulation of the Merdeka curriculum module is not optimal for the direction of learning. The conclusion is that formulating the independent curriculum module needs improvement. The form of improvement, namely: understanding learning models and stages, such as: problem-based learning models, project-based learning models, differentiated learning models, and P5 implementation requirements, namely: holistic, contextual, learner-centered, and exploration.

Keywords: Merdeka Curriculum, competence, pedagogic.

Introduction

Change is a sure thing, so teachers need to pay attention to every change and improve their competence. The definition of competence, researchers describe below according to several figures. Dessler and Gary (2017: 408) explain that competence is a specification of a person that can be seen and observed in terms of knowledge, skills and attitudes-behavior, for example: leadership style, teaching style, and so on. Wibowo (Tjahyanti and Chairunnisa, 2021) explains that competence is the ability to carry out a job based on knowledge, skills, and work attitudes that are in accordance with the job he holds. According to Edison, et al,

(2016: 142) explains that competence is the ability of individuals to carry out the chosen job correctly and there is excellence based on knowledge, skills, and attitudes. Based on the description above, researchers can describe the notion of competence as the ability possessed by individuals in carrying out work carried out with the support of knowledge, skills and attitudes.

Competence in the world of education, especially in elementary schools (SD), is directed at the competence of a teacher. According to Law Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1) states that teacher competencies that need

to be possessed include: pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. In this study, researchers focused on pedagogical competence because it relates to learning.

Kurniawan and Astuti (2017) explain that the definition of pedagogics etymologically the word pedagogy comes from the Greek words, *paedos* and *agogos* (*paedos* = child, and *agoge* = leading and guiding). paying attention to the understanding, pedagogics is the ability to understand the character and carry out interesting learning activities for students. This process aims to provide the right knowledge and learning methods to students. Meanwhile, Lundgren and Pynes (Nellitawati, 2019) explain that the definition of pedagogical competence is the role of the teacher as an educator who masters knowledge, including having knowledge related to subject matter and other knowledge related to subjects that are the focus of the teacher before being delivered and discussed with students in class, theory and being able to practice when educating, theory and subject matter, educational technology, evaluation theory and learning psychology.

Lestari and Purwanti, (2018) explain the definition of pedagogical competence is the ability to manage learning which includes: understanding the theory of student development, designing and implementing learning, evaluating learning outcomes, and developing students' potential in self-actualization. Rahman (2014) pedagogical competence is the ability to manage learning, which includes planning, implementing and evaluating student learning outcomes. Mumpuniarti (2020) explains that pedagogical competence is an ability related to understanding students and managing educational and dialogical learning. Meanwhile, according to Law No. 14 of 2005, it is explained that pedagogical competence is the ability to manage learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

The definition of pedagogical competence described above, researchers can synthesize as follows. Pedagogical competence is the ability of teachers to understand the process of learner development (both cognitively, affectively, and skills), be able to plan and implement learning, formulate and carry out learning evaluations, and be able to develop the potential of students so that they can act in the surrounding community. Based on the description above, researchers can group the pedagogical competencies that teachers need to have are: theory of learner development, designing and implementing learning, formulating and implementing learning evaluations, and developing the potential of students to be able to actualize in their environment.

The grouping of pedagogical competencies needs to be examined for indicators. Suyanto and Asep (Purwandari, 2017) explain that pedagogical competence is divided into subcompetencies that have essential indicators, namely: a) understanding the theory of learner development, has essential indicators: understanding learners by utilizing personality principles, and identifying initial abilities; b) designing learning based on learning theory and learning theory, has essential indicators: understanding the educational foundation, applying learning and learning theories, determining learning strategies based on student characteristics, determining competencies to be achieved, and teaching materials, and preparing teaching plans based on the chosen strategy; c) implementing learning, has essential indicators: setting the learning setting, and implementing conducive learning; d) designing and implementing

learning evaluation, has essential indicators, namely: designing and implementing continuous evaluation of learning processes and outcomes with various methods, analyzing the results of evaluating learning processes and outcomes to determine the level of learner achievement, and utilizing the results of learning assessment to improve the quality of further learning programs; e) developing students' potential to actualize themselves, has essential indicators: facilitating students to develop various academic potentials, and facilitating students to develop various non-academic potentials.

Indicators of pedagogical competence are the basis for being able to carry out learning in elementary schools based on the curriculum. In the 2023/2024 academic year, SD Negeri Sidorejo 02, Saradan sub-district, Madiun district, implemented an independent curriculum. The definition of an independent curriculum is described by several researchers as follows. Darmawan and Winatapura (2020), the Independent Curriculum seeks to strengthen student independence and facilitate student-centered learning by emphasizing empowerment and the development of 21st century skills. Riyanto (2019) explains that the Merdeka Curriculum aims to free students from the shackles of an overly theoretical curriculum and promote learning that is more contextual and relevant to real life.

The definition of an independent curriculum above emphasizes the characteristics that exist in the independent learning curriculum. Darlis, et al, (2022) explain that the characteristics of an independent curriculum, namely: the application of comprehensive assessments that are in accordance with interests and talents without burdening the achievement of minimum scores; the learning used is project-based with the aim of developing soft skills and personality in accordance with the Pancasila learning profile; centered on essential material so that you have time to learn more basic knowledge and competencies such as literacy and numeracy.

The characteristics of the independent curriculum described above have goals in the world of education. Darlis, et al, (2022) explain that the objectives of the independent learning curriculum, namely: developing the potential of students, which is characterized by a simple and flexible curriculum for deeper learning, emphasizing essential material and developing students' skills; Learning is more fun, because it emphasizes Indonesian education on developing aspects of skills and character in accordance with the values of the Indonesian nation; responding to the needs of the education system, because currently the education industry revolution has entered the period 4.0. This goal emphasizes the various components of learning and learning theory. Ananta and Sumintono (2020) explain that the Merdeka Curriculum has involved various updates in the context of the curriculum, such as an emphasis on active, project-based, and learner-centered learning. So it can be concluded that the main goal of the Merdeka Curriculum is to produce graduates who have global competitiveness, have noble character, and are able to face the challenges of the times. The strategies promoted include an emphasis on project-based learning, local curriculum development, utilization of information technology, and strengthening 21st century skills (Hermawan, 2020).

Research relevant to this article, namely research by Wulandari and Hendriani (2021) with the title Pedagogical Competence of Inclusive School Teachers in Indonesia: (A Systematic Review Approach), the results of their research are that the pedagogical competence of teachers in inclusive schools, especially in Indonesia, is fairly low. This is due to several factors that hinder

teachers' pedagogical competence, namely different educational backgrounds of teachers, teachers do not understand the characteristics of students so it is difficult to identify the needs of different students, teachers have difficulty in evaluating the student learning process. This research focuses on opinions from the theoretical literature. While the researcher's research focuses on facts in the field to be described.

Research from Purani and Putra (2022) with the title analysis of teacher readiness in implementing an independent learning curriculum at SDN 2 Cempaga obtained data that overall teachers are still not ready to implement an independent curriculum. There is still a lack of understanding regarding the structure of the independent curriculum and there is still a need for training related to the preparation of teaching modules and learning assessments in the independent curriculum. The similarity between the research and the researcher is the indication of planning, while the difference with the researcher's research on pedagogic competence is the focus.

Research from Febrianningsih and Ramadhan (2023) with the title teacher readiness in implementing the independent learning curriculum in elementary schools with the results of their research is that teacher readiness in implementing the independent learning curriculum in elementary schools is quite optimal. The constraining factor for elementary school teachers in implementing the independent learning curriculum is the lack of understanding of the independent learning curriculum between teachers and parents. And facilities and infrastructure are not yet adequate. The similarity between the research and the researcher is in terms of readiness, but focuses on facilities and infrastructure. Meanwhile, the researcher's research focuses on the pedagogical competence of the teacher.

Based on the description above, the researcher can formulate the problem formulation, namely: how is the teacher's readiness to implement the Merdeka Curriculum in terms of Pedagogical competence at Sidorejo 02 State Elementary School, Saradan sub-district, Madiun district? The purpose of this study is to describe the readiness of teachers in implementing the Merdeka Curriculum in terms of Pedagogical competence at Sidorejo 02 State Elementary School, Saradan sub-district, Madiun district.

Research Methods

This type of research is descriptive qualitative. The research time began in April to October 2023. The research subjects were 5 teachers from grade I to VI at SD Negeri Sidorejo 02, Saradan sub-district, Madiun district. The main source of data was the preparatory activities to formulate the school operational curriculum. The data collection technique was conducted by interview. The techniques used to test the degree of trust in this research are observation persistence, peer checking, and triangulation. Data analysis used interactive analysis from Miles and Huberman's theory.

Results and Discussion

Research Results

The results of research through interviews are arranged in the table as follows:

Table 1. Differentiated Learning Model Interview

Subject	Interview Results
1	<i>"...the differentiated learning model is learning that looks at the initial abilities of students... the initial stage of the teacher looking for the abilities of students and formulating the facilities needed during learning..."</i>
2	<i>"...the differentiated learning model is a new model to bridge the learning needs of students...the stages are sought for initial abilities and then taught..."</i>
3	<i>"...differentiated learning model is a learning model that distinguishes each learner's ability...the stages are given a test...grouped in learning..."</i>
4	<i>"...differentiated learning model is a learning model that pays attention to the ability of each learner... teachers provide learning facilities according to the way students learn..."</i>
5	<i>"...the differentiated learning model is learning that students want...the teacher prepares the equipment that students need...the teacher directs the learning of students..."</i>

The answers from the subjects have not led to the form of understanding differentiated learning, such as: learning that pays attention to the readiness of students in participating in lessons, paying attention to interest and how to see if students have an interest in learning methods and facilities. Teachers' inability to explain the meaning of differentiated learning causes them to be unable to describe the stages of differentiated learning.

Table 2. "Holistic" learning implementation interview

Subject	Interview Results
1	<i>"...a learning model that directs the development of learners' potential...how to form learning groups...giving assignments in groups..."</i>
2	<i>"...the lesson material is prepared in groups...the task is adjusted to the learning style of the learners...groups are made that have the same learning style..."</i>
3	<i>"...a learning model where the teacher's role is to direct and provide facilities...learners in learning are directed according to their learning style...not forcing what they do not know..."</i>
4	<i>"...I don't understand yet...because I haven't been socialized..."</i>
5	<i>"...this is the first time I've heard...so I can't explain..."</i>

Teachers have not been able to clearly define the meaning of differentiated learning, such as: learning that balances the development of skill, cognitive and affective domains; learning that does not only think about worldly mastery but also religion;

learning that is not only obtained from teachers at school but also other people in the social-cultural environment of students. The inability to explain this learning is also evident in the inability to explain the stages of learning in a structured manner.

Table 3. Interview on the Implementation of “Contextual” Learning

Subject	Interview Results
1	“...this model...the material is linked to everyday events...for example, weight material is linked to problems with buying and selling in the market...the stages....the teacher conditions with sellers in the market...students are formed in groups and given certain tasks...presented after completion...”
2	“...the material is connected to daily events...learners are formed in groups and given tasks or problems to solve in groups...present the assigned results...so that they know what the meaning is...”
3	“...linking the subject matter taught with life in the learners' environment...made into groups and given tasks...”
4	“...the material is related to facts in the environment, such as the growth of sprouts...students are made into groups and given tasks to try and observe...the results are presented...”
5	“...the material is related to facts that have to do with events in the community...the teacher has prepared the tools...students are made into groups and given tasks...the results of their observations are presented...if I score, I prepare the test material...”

The definition of contextual learning is well understood, namely from the word linking the lesson material with facts that exist in the students' environment. The stages of learning have been explained well, but it has not been explained how to find out the initial abilities of students to be given tasks and made into groups.

Table 4. Interview on the Implementation of “Learner-Centered” Learning

Subject	Interview Results
1	...learning that looks at the ability of students and their learning interests...the stages are that teachers need to understand the learning styles of students...usually groups are made...the material is adjusted to the ability of students...how to find out the ability of students, we give a test beforehand...”
2	“...learning that looks at learning styles, interests, and initial abilities of students...I give assignments and continue the initial test...made into groups...and given a final test...”
3	“...a model that pays attention to students...the stages are I give an initial test...given an assignment...presented...and I give an individual test.”

4	“...students become the source in the learning process...the teacher is only a facilitator and determines the method so that it is carried out according to the style, interests, and abilities of students...the stages...based on the experience of which students have good and less initial abilities...made groups and given a final test...”
5	“...a learning model that takes into account the interests, learning styles, and knowledge-building abilities of each learner...the teacher determines the method and is a facilitator...there is an initial test...given an assignment...there is a final test...”

Teachers have been able to explain the meaning of learner-centered learning, but have not been able to explain how to determine the learning methods that will be implemented by teachers. The explanation given, such as there is a test, has not explained to group students or to find out the learning style of students, or the ability of the material. Thus, the explanation of the initial and final tests needs further explanation.

Table 5. Interview on “Exploration” Learning Implementation

Subject	Interview Results
1	“...learning that provides facilities for students to make observations, experiments, and build knowledge according to the ability of the students themselves...the stages are that the teacher formulates material that is suitable for experiments and observations...given assignments...and presented...individual tests are made because during exploration it is made in groups...”
2	“...a model that gives freedom to learners to make observations, compare, build definitions according to their observations...the stages are made in groups, given tasks according to observations, asked to present and given tests...”
3	“...learners observe, compare too, build knowledge by explaining their observations...groups are made...and given assignments and tests...”
4	“...the teacher does not fully explain the material taught but learners are given the task to observe, ask questions, compare, and build definitions according to their understanding...the stages formulate tasks and materials suitable for exploration, such as the shape of leaf bones, made groups, given assignments, and tests...”
5	“...material that has a relationship with facts in the environment and is observed to be defined according to the ability of students...the stages are that the teacher relates the material to the object of observation, given a question assignment, presented and there is a test question...”

Teachers in principle understand what exploratory learning is. This can be seen from the answers of observing, comparing, building definitions according to the learners' understanding. The stages described have not been elaborated well, especially the meaning of initial and final tests in their position as diagnostic, formative, or summative tests or assessments.

Discussion

Pedagogic competence that every teacher needs to have, one of its manifestations is being able to develop lesson plans (in the 2013 curriculum) or teaching modules and project modules (in the Merdeka curriculum). The teacher's inability to define a differentiated learning model has an effect on the lack of understanding of diagnostic, formative, and summative assessments, as well as planning Project Based Learning (PBL) activities. Astriani, et al, (2023) explained that the link between the Project Based Learning module and the Merdeka Curriculum functions as a learning planning module with a project-based learning concept, the module is arranged according to the development phase of students, which considers themes and project topics, and is based on long-term development. The description above emphasizes that the ability to provide an understanding of the differentiated learning model has an impact on determining project themes and determining the form of PBL activities.

Teachers' ability to understand the meaning of contextual learning, learner-centered, and exploration is understood. But the notion of Holistic learning has not been understood correctly. This suggests that the teacher's mindset in formulating project modules is oriented towards learning as in extracurricular learning or learning that is integrated between character values and certain subjects. Purnamasari, et al, (2023) explained that teachers who understand the requirements for the implementation of the project to strengthen the profile of Pancasila students, namely: holistic, contextual, learner-centered learning, and exploration, can be able to develop project modules according to the phase of learner development, in accordance with the dimensions, elements, and sub-elements, and their implementation across disciplines. Considering the description above, the lack of understanding of holistic learning affects the planning of project learning implementation taught by the teacher himself.

The lack of understanding of the differentiation learning model and the forms of diagnostic, formative, and summative assessments has an impact on the understanding of teaching modules on the Merdeka curriculum. Saputra, et al, (2022) explained that the problem of lack of understanding and low teacher curiosity and even tends to be skeptical of the Merdeka Curriculum has an impact on the low competence of teachers in designing modules according to the Merdeka Curriculum. This condition can be understood due to changes in views and understanding in the Merdeka curriculum.

Fatmawati, et al, (2023) explained that assessment is an effort to obtain data/information from the learning process and results to determine how well students, classes/courses, or study programs are performing compared to specific learning objectives/criteria/achievements. The understanding of the notion of assessment by the research subjects is not well understood, but the implementation of the test exists, namely the initial test and the final test. For tests that are carried out contain subject matter. This leads to the development of the cognitive domain only. Thus, the

understanding that exists in the teacher is partial, namely developing cognitive.

The description above emphasizes that the readiness of SD Negeri Sidorejo 02 teachers in Saradan sub-district, Madiun district, is not ready to fully implement the Merdeka curriculum. It is necessary to increase understanding of the learning model used in the independent curriculum and understand the requirements for the implementation of the project to strengthen the profile of Pancasila students (P5). If this is understood, the formulation of teaching modules and project modules can be done properly. Things that are of concern to be able to implement an independent curriculum, namely: teacher understanding of learning models and stages, such as: problem-based learning models, project-based learning models, differentiated learning models, and P5 implementation requirements, namely: holistic, contextual, learner-centered, and exploration.

Conclusion

Guiru SD Negeri Sidorejo 02, Saradan sub-district, Madiun district in the 2023/2024 academic year seen from pedagogic competence, namely formulating teaching modules and project modules needs improvement. The form of improvement, namely: teacher understanding of learning models and stages, such as: problem-based learning models, project-based learning models, differentiated learning models, and P5 implementation requirements, namely: holistic, contextual, learner-centered, and exploration.

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