

# Analysis Of Teacher Understanding In The Implementation Of The Independent Curriculum At Mi Khr Ilyas Rantewringin

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## Abstract

This research aims to identify and obtain information about the level of teacher understanding in implementing the independent learning curriculum at MI. The problem analyzed in this research is regarding teachers' understanding of differentiated learning in implementing the independent learning curriculum. This research is qualitative research. The subject of this research is the teacher, while the object of the research is the teacher's understanding of implementing the independent learning curriculum. Data collection techniques are observation, interviews and observations. Data analysis techniques are data collection, data condensation, data presentation, and drawing conclusions . The research results show that the level of teacher understanding in implementing the independent learning curriculum at MI is good. This is seen from the aspect of teacher understanding of each indicator with good results. Some of these indicators include 1) Understanding the Independent Curriculum Regulations. 2) Understanding the independent curriculum guidebook. 3) Independent Curriculum Learning Planning. 4) Implementation of Independent Curriculum Learning. 5) Evaluation of the Independent Curriculum.

## **Introduction**

The independent curriculum is a curriculum that is currently being implemented by all educational institutions throughout Indonesia. This curriculum is not forced to be implemented immediately in all schools because school readiness certainly varies. However, it is hoped that the independent curriculum can be applied evenly at all levels of education (Mawarni et al., 2023) . The independent learning curriculum does not change the education system, but rather improves the quality of the education system in Indonesia (Rohmah et al., 2023) .

Changes in learning models are based on current development needs which require students to have certain skills, including critical thinking, communication, collaboration and character creativity (Mariati, 2021) . In the midst of technological, information, social and cultural developments, the education system in Indonesia is still lacking in creating quality human resources to face and produce these changes. Education has an important role so that the younger generation has the skills necessary for their lives. Therefore, it is very important for all parties, especially teachers, to understand and apply the independent curriculum intensively and comprehensively.

As the curriculum is being implemented, it will definitely require adjustments to the understanding process and tools available in the independent learning curriculum. As an important part of education and as implementers of student development, teachers must have a new understanding of how to implement the independent learning curriculum in the learning process. Any curriculum will not change without the teacher's efforts in the learning process (Wicaksana & Rachman, 2018) .

To implement the independent learning curriculum, teachers must have the ability to understand it. Therefore, education providers must have character, creativity and innovation in learning. To make learning fun, teachers must have various types of creativity and innovation. Apart from that, teachers act as learning resources, mentors and motivators, as well as fostering creativity for students.

Furthermore, in the observations that have been made, teachers have carried out work shops both online and offline. When conducting work shops both online and offline, teachers have been directed to create teaching modules and teaching materials as guidance in the learning process, differentiated learning methods, character development projects for strengthening the Pancasila student profile (P5) and the Rahmatan Lil Alamin (PPRA) student profile. , as well as creating components that contain learning outcomes and the flow of learning objectives, as well as assessments for students in the independent curriculum. However, there are still not enough teachers in understanding in detail the understanding of the independent curriculum such as differentiated learning. Based on existing problems, it is necessary to carry out research related to teachers' understanding of implementing the independent curriculum. With the hope that the learning process will be more interesting and enjoyable, so that students feel more comfortable and conducive when learning takes place.

## Methods

Research activities were carried out at MI KHR Ilyas Rantewringin, Bulus Pesantren District, Kebumen Regency. Research activities will be carried out in the 2023/2024 academic year. The research time used was March 2024 to April 2024. This research used qualitative research. The subject of this research is the teacher, while the object of the research is the teacher's understanding of implementing the independent learning curriculum. Data collection techniques are observation, interviews and observations. Data analysis techniques are data collection, data condensation, data presentation, and drawing conclusions (Miles and Huberman, 2014) .

## Results

Data from research regarding teacher understanding in implementing the independent learning curriculum at MI, based on data obtained from interviews, observations and document reviews, by conducting member checking on the instrument in the form of an analysis of teacher understanding in implementing the independent learning curriculum. The member check data is then processed and summarized in the form of a total score, through an assessment of whether there is substance and what the level of quality is based on aspects with a score of 1 - 4. Category 1 is not good, 2 is quite good, 3 is good, and 4 is very good. These results show the following.

Table 1 Observation Sheet Instrument

Aspect	Indicator	criteria			
		SB	B	CB	KB
Teacher understanding	Understanding independent curriculum regulations		✓		
	Understanding the independent curriculum guidebook		✓		
	Independent curriculum learning planning	✓			
	Implementation of independent curriculum learning		✓		
	Evaluation of the independent curriculum			✓	

### a. Understanding the Independent Curriculum regulations

Teachers' understanding of regulatory aspects shows good results. This is achieved through a gradual training process, starting from the basic use of the legal basis used to the context of curriculum changes. This important understanding will have a significant impact on future curricula. Understanding at this level forms the teacher's initial thinking for implementing learning in the future, so that curriculum changes are not based on shifts in power, but rather the dynamics of pedagogy and global challenges.

### b. Understanding the independent curriculum guidebook

Teachers' understanding in the curriculum guidebook, the results show that understanding at this stage is in good condition, this is due to several factors. Factor (1) there are workshop activities carried out both online and offline. This is the impact of the teacher's obligation to carry out differentiated learning in implementing the independent learning curriculum. The teacher will automatically understand the curriculum guidebook. (2) Information point of view about internet-based news. Today's millennial teachers automatically cannot escape from online access which is so easy to access. An online news site where various experts discuss their respective curricula, as well as a communication group that discusses problems arising from the implementation of the



independent curriculum, this breakthrough is very effective in increasing insight into curriculum guidebooks.

c. Independent Curriculum Learning Planning

Independent curriculum learning planning is classified as very good. This is influenced by the teacher paying attention to the results of the initial assessment, student characteristics, student needs, and in determining P5 PPRA products which are not uniform, which means they are differentiated. Teachers routinely carry out KKG activities which are carried out every week and are filled with Focus Group Discussions (FGD) related to learning planning by colleagues and providing mutual input on the preparation of teaching modules. This is in line with the opinion of (Musdalifa et al, 2023) which states that KKG can increase teacher professionalism.

d. Implementation of Independent Curriculum Learning

Teachers' understanding in implementing independent curriculum learning shows results in the good category, this can be seen from findings in the field which show that in implementing learning in class, teachers have implemented learning in accordance with several stages, namely carrying out diagnostic assessments at the beginning of learning, organizing learning according to the results. diagnostic assessments, and during the learning process teachers routinely carry out formative assessments to determine progress and sometimes carry out summative assessments to determine the extent to which learning objectives have been achieved.

e. Evaluation of the Independent Curriculum.

The evaluation results show that the implementation of the curriculum independence in MI already Enough OK , p This seen from deep teacher understanding make forms , stages , systems and actions carry on evaluation learning . However , there are still several indicators that show it is necessary further improvement. Curriculum implementation is hampered by a lack of pedagogical capacity, lack of time and technical capacity, and the need for student support and engagement. In conclusion, overall the Merdeka Curriculum has been implemented quite effectively and efficiently, but still requires improvement and development.

## Discussion

The implementation of an independent curriculum really depends on the solidarity of all the people involved in its implementation. Consistency is very important when studying and assessing. A well-structured independent learning curriculum will only be optimal if it is consistently implemented in schools. For this reason, teachers work hard to understand and master the concept of independent learning, develop various teaching materials, resources, media and learning tools, and use various digital media platforms to meet needs. The differentiated learning model also requires maximum effort so that students gain meaningful learning experiences and develop their thinking skills and abilities. Through developing teachers' problem-solving abilities, namely through the existence of a system that can encourage teachers to continue learning to solve various problems, so that teachers can be confident in solving problems, creativity can be stimulated to develop deeper and larger in scope. The creativity that emerges from continuous learning while solving problems will certainly facilitate teacher development and the implementation of the independent learning curriculum .

## Conclusion

Based on the results of research conducted at MI KHR Ilyas Rantewringin, it can be concluded that the level of teacher understanding of differentiated learning in the implementation of the independent learning curriculum has gone well. This can be seen from the aspect of teacher understanding with each of the indicators which shows that the independent curriculum has good aspect values. Some of these indicators include: 1) Understanding the Independent Curriculum Regulations. 2) Understanding the independent curriculum guidebook. 3) Independent

Curriculum Learning Planning. 4) Implementation of Independent Curriculum Learning. 5) Evaluation of the Independent Curriculum.

### Declarations

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