



Teachers' Perceptions of Curriculum Changes

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Abstract. *The curriculum is an important aspect in the educational framework. The curriculum acts as an educational guide. Therefore, the curriculum will continue to develop along with the times and the needs of society. As it is now, the curriculum has undergone improvements from the 2013 Curriculum to the Independent Learning Curriculum. These changes certainly have an impact on teachers as implementers. Therefore, this research aims to find out how teachers perceive curriculum changes. To collect data, this research uses an interview method by asking several relevant questions. The results of the interview are presented in a descriptive explanation. From the results of interviews regarding changes to the curriculum, it can be seen that the 2013 Curriculum and the Merdeka Belajar Curriculum have many differences, especially in the aims of the curriculum focus. In their perception, the new curriculum has advantages, especially because it gives teachers freedom to manage learning while encouraging student activity. The weaknesses that teachers need to pay attention to are limited teacher resources and learning media/devices. As a solution there must be an increase in teacher resources and learning tools.*

Keywords: Curriculum, Teacher, Perception

Abstrak. Kurikulum merupakan aspek penting dalam kerangka pendidikan. Kurikulum berperan sebagai panduan pendidikan. Oleh karena itu, kurikulum akan terus berkembang seiring dengan perkembangan zaman dan kebutuhan masyarakat. Seperti sekarang ini, kurikulum telah mengalami penyempurnaan dari Kurikulum 2013 menjadi Kurikulum Belajar Mandiri. Perubahan tersebut tentu berdampak pada guru sebagai pelaksana. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bagaimana persepsi guru terhadap perubahan kurikulum. Untuk mengumpulkan data, penelitian ini menggunakan metode wawancara dengan mengajukan beberapa pertanyaan yang relevan. Hasil wawancara dituang dalam penjelasan deskriptif. Dari hasil wawancara tentang perubahan kurikulum ini dapat diketahui bahwa, Kurikulum 2013 dan Kurikulum Merdeka Belajar memiliki banyak perbedaan, khususnya pada tujuan fokus kurikulum. Di persepsi mereka, kurikulum yang baru memiliki kelebihan, khususnya karena adanya kebebasan guru dalam mengelola pembelajaran sekaligus mendorong keaktifan siswa. Adapun kelemahan yang perlu diperhatikan guru berupa keterbatasan sumber daya guru dan media/perangkat pembelajaran. Sebagai solusi harus ada peningkatan terhadap sumber daya guru dan perangkat pembelajaran.

Kata kunci: Kurikulum, Guru, Persepsi,

BACKGROUND

Curriculum has an important role in education. This provides structural guidance for achieving national education goals by involving components in the form of learning objectives, disclosure of content or subject matter, teaching methods or strategies, learning objectives and evaluation, Oemar Hamalik (2001:23-30). The background to the presence of the curriculum is due to educational developments, community needs, and the country's vision regarding human resource development. So that at any time if changes occur in these aspects, the curriculum needs to be refined to anticipate future developments. This aims to be able to prepare structured and planned learning tools to meet the needs of the nation's future generations.

The causes of curriculum changes can come from the evolution of education, developments in knowledge, demands of the world of work, as well as responses to the needs of students. These factors encourage the implementation of a relevant curriculum.

In curriculum development, there are many things that must be considered, starting from understanding curriculum theory and concepts, curriculum principles, various curriculum concept models, anatomy and curriculum design the foundations of curriculum development and others related to the curriculum development process. From the scope of material and discussion in curriculum development.

In Indonesia, the curriculum will continue to develop and undergo changes and improvements to improve the quality of education. The Ministry of Education and Culture, Research and Technology (Kemendikbudristek) has implemented it. This is an example of curriculum improvement. Curriculum improvements have been going on for a long time now. Where the 2013 Curriculum is the Independent Curriculum which applies to education levels from Elementary School to High School or Vocational School.

Meanwhile in higher education, this improvement is carried out by developing the Merdeka Belajar Kampus Merdeka (MBKM) curriculum to become a form of seriousness in educational publishing by continuing to improve the quality of education in Indonesia. Dendi Wijaya Saputra (2022) stated that the Independent Curriculum makes it easier for educators to implement deeper learning, according to students' needs, and focuses on strengthening character.

As the implementer of the curriculum, teachers have a role in implementing it. Teachers are present as educators, parties who will impart knowledge to students. Therefore, curriculum insight is important for students, both teachers and prospective teachers, starting from their views on the curriculum in schools, which is a place for distributing knowledge and values to students. Teachers can analyze and adapt teaching materials consistently through curriculum developers if teachers have knowledge about the curriculum itself (Rahmawati, 2023). This statement shows that an educator has a view regarding his insight into the curriculum, besides that the curriculum also plays a role in supporting the professionalism of educators.

In this research, my focus is teachers' perceptions regarding the implementation of the independent curriculum that has been implemented by the ministry of education. Teacher perceptions play an important role in implementing the new curriculum which is ready to be implemented for students at all levels of education (Dendi Wijaya Saputra, 2022).

The aim of research on teacher perceptions of changes to the independent curriculum is how teachers understand the concept of the independent curriculum, analyzing the impact of the independent curriculum on teaching and learning as well as the obstacles and challenges in implementing the independent curriculum.

KAJIAN TEORITIS

The curriculum is a teaching plan designed to prepare the nation's young generation with quality. The curriculum is always applied to national culture as an educational program, and is based on predictions of the future as well as past and present life. (Pramerta et al., 2022; Sarinah, 2015). The curriculum functions as a guide and reference for teachers to carry out teaching and involve students in learning activities (Rifki et al., 2023). In Law Number 20 of 2003, it is stated that the curriculum is a collection of plans and regulations regarding the content and learning materials as well as the methods used as guidelines in implementing the teaching and learning process.

The curriculum must be in accordance with the philosophy and ideals of the nation, student development, developments in science and technology, as well as the progress and demands of society regarding the quality of graduates of the educational institution. (Melia, n.d). The curriculum functions as a tool to achieve educational goals, if the educational goals change then the synchronization automatically must also be changed. For the curriculum, all children develop their potential in a better direction under the guidance of teachers at school. For teachers, the curriculum functions as a guide and reference in organizing learning at school. One of the functions of the curriculum is as a tool to achieve educational goals which basically have synchronization components. main and supporting components that are interrelated and interact with each other in order to achieve these goals. Components are a system of various components that are interrelated and cannot be separated from each other, because if one component is not there or does not work as it should. According to Oemar Hamalik (2015, p. 24), the components of curriculum development are "Objectives, materials, methods, organization and evaluation".

Currently, the curriculum has undergone improvements, from the 2013 Curriculum to the Merdeka Curriculum. The 2013 curriculum is competency-based, which is a curriculum concept that emphasizes character development and the ability to perform (competence) tasks with certain performance standards, so that the results can be felt by students, in the form of

mastery of a certain set of competencies. Character education in the 2013 Curriculum aims to improve the quality of educational processes and outcomes which leads to the formation of students' complete, integrated and balanced character and noble morals, in accordance with the competency standards of graduates in each educational unit. In implementing character education, it is not only the responsibility of the school, but the responsibility of all parties such as parents of students, government and society. (Mulyasa 2013).

The Merdeka Curriculum is a curriculum with diverse intracurricular learning, the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. The independent learning policy is implemented to accelerate the achievement of national education goals, namely increasing the quality of Indonesia's human resources which have superiority and competitiveness compared to other countries.

METHODS

In this research I collected data using interview methods and descriptive explanations. I conducted the interview by asking several teachers questions regarding their perceptions of curriculum changes. The list of questions is as follows;

1. In your opinion, is there a difference between the 2013 Curriculum and the Independent Learning Curriculum that is implemented in schools? Is the Independent Learning Curriculum more effective? Give reasons!
2. In your opinion, what are the strengths and weaknesses of the new curriculum, the Independent Learning Curriculum?
3. What difficulties did you face in changing the curriculum?
4. What is the solution to overcome these difficulties?

In its implementation, the researcher created a related interview instrument that would be asked. This research also uses descriptive explanations, with the aim of describing the findings in detail according to the data that occurred. So, in its application, after conducting interviews with teachers regarding curriculum changes, the data will be created in the form of qualitative descriptions containing related information and general explanations regarding curriculum changes that have occurred in Indonesia, especially the changes from the 2013 Curriculum to the Independent Curriculum.

RESULTS AND DISCUSSIONS

Results

Data collection using the interview method. The resource persons in this research were several teaching staff.

Discussion

From the interview results, it can be seen that the 2013 Curriculum and the Merdeka Curriculum have differences. The striking difference lies in the curriculum objectives. It is said that the 2013 Curriculum focuses more on developing the character of students. The 2013 curriculum is also considered more structured. Meanwhile, the Merdeka Belajar Curriculum focuses more on students' academic grades. In implementing it, the Independent Learning Curriculum is more flexible. In this case, teachers have freedom in developing learning. According to several teachers, the Independent Learning Curriculum provides space for teachers to design learning that suits students' needs. Apart from that, through this curriculum, students can be encouraged to be more active in the learning process. However, on the other hand, teachers also face difficulties with the new curriculum. First, it is difficult for teachers to adapt to curriculum changes. This is due to teachers' lack of readiness for changes to the previous curriculum. Teacher difficulties are also triggered by limited resources. For example, in this curriculum teachers must be able to utilize technology to carry out quality learning. Meanwhile, each teacher's ability to understand and utilize technology is not the same. Then, there are limited facilities and infrastructure. Of course, this can disrupt the learning process due to a lack of support from adequate facilities. Thus, the learning process is not effective. For example, the limited availability of learning media such as books, technological devices and so on. Apart from that, teachers also do not fully understand the Independent Curriculum. So, it is difficult for teachers to implement it with students. These challenges can certainly hinder the learning process. However, each has a solution to overcome it. Some solutions include increasing teacher resources so they are ready and understand the new curriculum by attending training. Another solution is that teachers' abilities need to be developed so they are able to utilize existing resources optimally.

CONCLUSIONS

The curriculum is an important aspect in the educational framework. The curriculum acts as an educational guide. Therefore, the curriculum will continue to develop along with the

times and the needs of society. As it is now, the curriculum has undergone improvements from the 2013 Curriculum to the Independent Learning Curriculum. These changes certainly have an impact on teachers as implementers. Teachers realize that the Merdeka Curriculum is different from the 2013 Curriculum, mainly in the focus of the curriculum. In their perception, the new curriculum has advantages, especially because it gives teachers freedom to manage learning while encouraging student activity. The weaknesses that teachers need to pay attention to are limited teacher resources and learning media/devices. Of course, it is the teacher's job to provide a solution to overcome the difficulties of the new curriculum, the Independent Learning Curriculum.

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