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## Teachers' perceptions of implementing and making learning tools in the independent curriculum at SMA Negeri 1 Pleret

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### ABSTRACT

This study aims to describe teachers' perceptions of the implementation and making of learning tools in the independent curriculum at SMA Negeri 1 Pleret. The method used is descriptive method. The population in this study amounted to 34 teachers who taught at SMA Negeri 1 Pleret while the sample amounted to 22 teachers who implemented an independent learning curriculum determined by the *Purposive Sampling* method. Data collection techniques through observation, interviews, and questionnaires. The data analysis technique used is descriptive qualitative and quantitative. The results showed that teachers who implement learning with the independent learning curriculum at SMA Negeri 1 Pleret agreed to the implementation of the independent curriculum, but all teachers need time to adjust learning to the implementation of the curriculum so that it can be carried out properly in accordance with the concept of the independent curriculum. This is because teachers experience obstacles in various aspects, such as making learning tools that are in accordance with the independent curriculum, implementing learning tools and students' ability to follow the learning tools applied in the independent curriculum

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## Introduction

Education is a process or an effort in developing a person's potential through teaching and training efforts that can be carried out formally and non-formally with the aim of producing a quality person so that he has a broad view in reaching his goals. Education is a series of lessons for students to have potential and obtain a higher level of life <sup>1</sup>. Education plays an important role in life and is able to create quality human resources <sup>2</sup>. In an effort to improve the quality of education, reforms in the field of education are needed. Renewal in the field of education is

carried out to create a much better *output* in the implementation of education. The success of education is determined by various components, including the curriculum.

The curriculum according to the National Education System Law No. 20 of 2003 is a set of regulatory plans regarding the objectives, content and learning materials as well as the methods used as guidelines in the preparation of the education unit level curriculum <sup>3</sup>. In organizing the curriculum, it becomes a guideline that can be used in educational institutions. The curriculum is a very important element in learning because without a learning curriculum it will be difficult to carry out properly, so the curriculum really needs to be understood as well as possible by residents of educational institutions, especially by educators <sup>4</sup>. Indonesia has often experienced curriculum changes, and currently Nadiem Makarim as Minister of Education and Culture provides policies related to curriculum changes again, namely the independent curriculum as a development of curriculum-13.

The independent curriculum is a curriculum that is expected to be a renewal curriculum that is able to restore the state of learning in Indonesia for the better, where in the independent curriculum there are 3 special characteristics, namely the development of soft skills from project-based learning as the formation of the character of Pancasila students, learning that is specialized in essential material, and a curriculum structure that is much more flexible than the previous one. In addition, the independent curriculum also wants to make new breakthroughs in scientific fields <sup>5</sup>. The implementation of the independent curriculum is used as an improvement effort that provides convenience and simplification for the teaching and learning process for the better. In an effort to implement an independent curriculum, the quality of teachers as educators is certainly one of the components that plays an important role.

According to Hikmah, the quality of a teacher will affect the success of education. A teacher must be able to create a good learning atmosphere so that it can encourage students' learning potential <sup>6</sup>. Teachers are also required to guide and facilitate students during teaching and learning activities, because it will affect student learning outcomes, but with the implementation of the independent learning curriculum, teachers as educators must also be able to adapt to the implementation of this policy and one of the policies of the independent learning curriculum is to develop learning tools in accordance with the vision and mission of the school <sup>7</sup>. In implementing an independent curriculum, teachers as educators are more independent in determining the choice of material to be provided for students, but teachers must also make learning tools in accordance with the concept of an independent learning curriculum which provides opportunities for teachers to innovate, have the freedom to learn independently and creatively in order to achieve the expected goals. So it is very interesting to discuss related to "Teacher Perceptions of the Application and Making of Learning Tools in the Independent Curriculum at SMA Negeri 1 Pleret".

## Method

This research includes descriptive research. This research was conducted from August to September 2022 of the 2021/2022 academic year at SMA Negeri 1 Pleret. The method used in sampling is the Purposive Sampling method. The population in this study amounted to 34 teachers who taught at SMA Negeri 1 Pleret while the sample amounted to 22 teachers who implemented the independent learning curriculum. The object of research is the teacher's perception of the implementation and making of independent curriculum learning tools. Data collection techniques through observation, interviews, and questionnaires. Data collection through observation is used to see how the independent curriculum is implemented while interviews and questionnaires are conducted to find out teacher perceptions in making learning tools. The instruments used are observation sheets, interview guidelines, and questionnaire sheets regarding teacher perceptions in implementing and making independent curriculum learning tools at SMA Negeri 1 Pleret with validated instruments. The data analysis technique

used is descriptive qualitative and quantitative. Qualitative data was obtained from interviews and observations while quantitative data from the percentage results of the questionnaire sheet. The data was analyzed with formula I <sup>8</sup>.

$$P = \frac{\Sigma F}{\Sigma N} \times 100\% \dots \dots \dots (I)$$

Information :

P = Percentage

$\Sigma F$  = Respondent answer score

$\Sigma N$  = Total maximum score

## Results and Discussion

Based on the results of data collection using a questionnaire sheet regarding teacher perceptions of the implementation and preparation of independent curriculum learning tools at SMA Negeri 1 Pleret, the data obtained are:

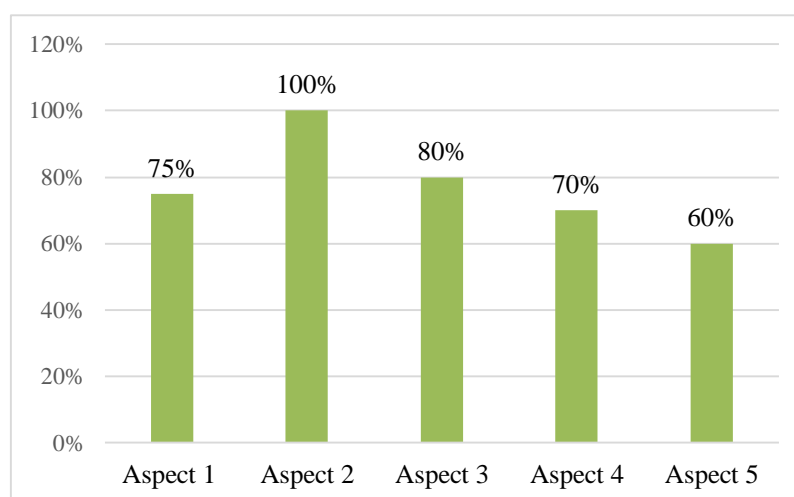


Figure 1. Teachers' Perceptions of the Implementation of Independent Curriculum

Description:

Aspect 1: Approval of the independent curriculum implementation

Aspect 2: Adjustments to the independent curriculum are required

Aspect 3: Implementation of learning in accordance with the independent curriculum

Aspect 4: Ease of implementation of the independent curriculum

Aspect 5: The role of an independent curriculum on students' interest in learning

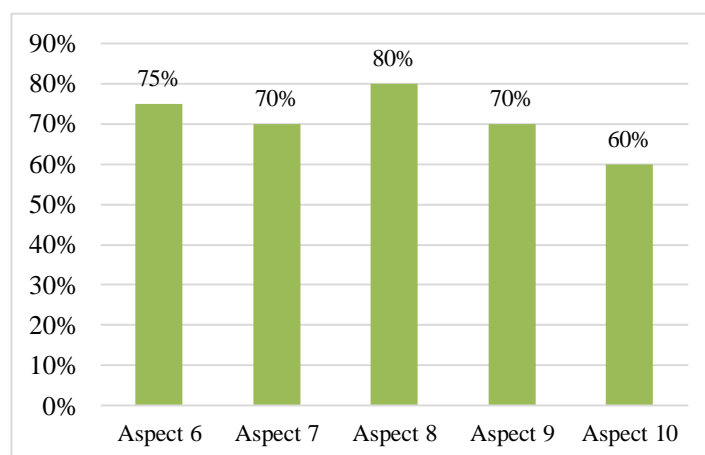


Figure 2. Teachers' Perceptions of Making Independent Curriculum Learning Tools

Description :

Aspect 6: Understanding of independent curriculum learning tools

Aspect 7: Making independent curriculum learning tools

Aspect 8: Implementation of independent curriculum learning learning tools

Aspect 9: Students' ability to follow the independent curriculum learning tools

Aspect 10: There are obstacles in making independent curriculum learning tools

## Discussion

Minister of Education and Culture Nadiem Makarim has changed the 2013 curriculum to the MBKM curriculum (*Merdeka Belajar Kampus Merdeka*). Merdeka Belajar is a new policy from the Ministry of Education and Culture of the Republic of Indonesia to realize human resources (human resources) who have the character of Pancasila students. According to several opinions<sup>9-11</sup>, it is argued that the concept of an independent curriculum is the same concept as the goal of Ki Hajar Dewantara, namely that anyone has the right to have flexibility in carrying out teaching and learning activities so as to form active, independent learning, and have an independent soul character by exploring as much knowledge as possible. In implementing an independent curriculum in an educational institution, of course, it will experience changes in various aspects, especially those related to the implementation of an independent curriculum and the creation of learning tools according to the concept of an independent curriculum.

Based on the results of the percentage of teacher perceptions of the implementation of an independent curriculum or in aspect 1, it shows that most teachers (75%) agree on the implementation of an independent curriculum that focuses on students' freedom of thought in the learning process. Most teachers' approval of the implementation of an independent curriculum is explained from the results of teacher interviews who argue that an independent curriculum gives freedom to teachers and schools in several matters such as the application of learning tools. The freedom to apply learning tools makes it an advantage for teachers to freely choose learning tools that are in accordance with learning materials and the needs of students. Teachers are also facilitated in making tools because the independent curriculum simplifies learning tools by cutting several components. In addition, schools also have the authority to process and develop the independent curriculum teaching program in accordance with the curriculum school characteristics and culture of SMA Negeri 1 Pleret. Meanwhile, some teachers who disagree with the implementation of the independent curriculum argue that in the teaching process teachers still find it difficult

to apply the approach to implementing the independent curriculum. This is based on the teaching teacher's interview that the implementation of the independent curriculum still requires adaptation in terms of the tools made by the teacher with the learning concept. Teacher adaptation every time the curriculum changes makes the teacher have to learn the basic concepts of the independent curriculum from scratch. Teachers' perceptions of the adjustment of the new curriculum policy or in aspect 2 (100%) of teachers stated the need for adaptation or adjustment to the implementation of the independent curriculum. This is the challenge for a teacher to be able to become a facilitator and mediator and continue to develop in every curriculum renewal process. Learning as a learning process built by the teacher to develop students' creativity which can improve students' thinking skills, and can improve the ability to construct new knowledge <sup>12</sup>.

The implementation of learning at SMA Negeri 1 Pleret which is in accordance with the independent curriculum (80%) or in aspect 3, most teachers state that the implementation of learning with the independent curriculum is in accordance. This suitability is based on the emphasis of the independent curriculum which focuses on developing aspects of skills and developing or building the character of students. Skills that are developed include activeness, both communication and collaboration. In the learning process, several teachers reviewed that the application of the independent curriculum can make students have their own learning space in groups or individually. In addition, teachers can also guide students to be more active, creative and innovative to be involved during teaching and learning activities with the discussion method. So that this is in accordance with the emphasis of the independent curriculum, namely the development of the skills aspect of students. However, there are also some teachers who argue or feel that the implementation of their learning is not in accordance with the independent curriculum. This discrepancy was conveyed by the teacher during the interview who stated that the implementation of learning is still not in accordance with the independent curriculum because in the learning process, the teacher has not been able to link the delivery of material with the character building of students.

The implementation of learning that is still not appropriate affects the results of teacher perceptions in aspect 4 or the ease of implementing an independent curriculum (70%). Although most teachers agree that the independent curriculum is easy to implement, there are some teachers who disagree or think that the independent curriculum is still difficult to implement. The reason for the difficulty of implementing an independent curriculum is because the concept of learning in the form of a project changes when students are exploring a project. This of course greatly affects students' interest in learning and the achievement of learning outcomes. Lack of interest in learning in students will affect the success of the learning process. Therefore, students' interest in learning also plays an important role or influences the process of achieving educational goals. Based on the results of the percentage of teachers' perceptions regarding the role of the independent curriculum on students' interesting learning or in aspect 5, it shows that (60%) of teachers agree that the independent curriculum can foster students' interest in learning. This result shows that there is a slight difference in perception between teachers based on the percentage results obtained. Students' interest in learning also depends on how the teacher presents the material, develops learning strategies and develops learning tools which are then adjusted to the concept of an independent curriculum. So that if a teacher is able to implement an independent curriculum with the components set out in learning and then be able to increase student interest in learning, the teacher can be said to have succeeded in

managing the class and achieving learning objectives.

Teachers' perceptions of making learning tools for the independent curriculum (Figure 2), on the aspect of understanding learning tools (75%) teachers stated that they understood learning tools according to the concept of an independent curriculum. Based on interviews conducted with teachers who implement the independent curriculum, most of the teachers understand the independent curriculum learning tools because they have attended In House training (IHT) related to the implementation of the independent curriculum in schools, making it easier for teachers to understand and implement the independent curriculum, one of which is related to various learning tools, while some teachers who do not understand the independent curriculum learning tools are due to the adjustment for implementation of independent curriculum because the independent curriculum tools use several new terms that have never been encountered before. In the aspect of making learning tools (70%) teachers find it easy in the process of making learning tools. Learning tools are one of the important components in achieving the success of this learning <sup>13</sup>. Based on the results of interviews related to the making of learning tools, some teachers stated that it was easy to make tools because basically the tools applied in the independent curriculum were the same as the previous tools, it was just that there were few differences or terms in the preparation, besides that making learning tools became easier due to simplification when compared to the 2013 curriculum that was previously implemented.

In the aspect of implementing the tools (80%), teachers stated that they can implement the learning tools that have been made well. The successful implementation of learning tools that have been made is strongly influenced by the performance of teachers in the classroom. According to Buchari's research, effective and efficient learning will be realized as long as the teacher is able to create a learning atmosphere by using the best possible learning tools <sup>14</sup>. Based on the results of the interviews, most of the teachers stated that they could implement the independent curriculum learning tools well because the making or preparation of learning tools was carried out as well as possible and as interesting as possible according to the characteristics of the students, the teacher was also very careful in making learning tools because he had to adjust between compatibility with the applicable curriculum and the condition of the class when teaching, while some teachers who could not implement the independent curriculum learning tools that had been made argued that there were still several obstacles related to the implementation of learning tools such as not being used to using independent curriculum learning tools that refer to strengthening the Pancasila student profile project, so that they were still a little confused when they wanted to implement the independent curriculum learning tools.

The aspect of students' ability to follow the learning tools (70%) of teachers said that students can follow the learning tools that have been made in accordance with the independent curriculum and can increase students' interest in learning. The independent curriculum learning tools that have been made by teachers are able to be followed by students and are able to increase students' interest in learning, this is based on the results of interviews that have been conducted with teachers who implement the independent learning curriculum where most teachers argue that students are able to follow learning well, although sometimes there are some of them who still have difficulties and need adaptation related to the learning tools used in the independent curriculum, but over time now students tend to be more active in learning because in making learning tools teachers choose varied teaching methods and strategies and involve students in learning activities as much as possible teaching, so that the learning process is more enjoyable and can increase students' interest in learning. Even so, there are some teachers who state that



students have not been able to follow the independent curriculum learning tools, this is because the application of the independent learning curriculum is only applied to grade X students, while grade X is a student who has just stepped into high school (SMA) who still likes to play around and find his identity as a student, so the teacher has a little difficulty in conditioning the class.

The aspect of constraints in making curriculum tools (60%) of teachers stated that there were obstacles in making learning tools. Based on the results of the interviews, some teachers argue that in making learning tools for the independent curriculum, teachers experience obstacles due to differences between the independent curriculum learning tools and the curriculum used previously, namely the 2013 curriculum, such as changes in form or format and changes in aspects of assessment so that some teachers feel a little confused in making learning tools according to the concept of the independent curriculum. However, some other teachers argue that in making learning tools for the independent curriculum, they do not experience any obstacles, this is because the learning tools used are not much different from the learning tools previously applied, which distinguishes the two, namely the pattern of the independent curriculum learning tools is simpler and there are several new terms that may not have been encountered before.

## Conclusion

Based on the results of the research and discussion that has been described, it can be seen that the teachers who implement learning with an independent curriculum study at SMA Negeri 1 Pleret agree to the implementation of an independent curriculum, but all teachers need time to adjust learning to the implementation of the curriculum so that it can be carried out properly in accordance with the concept of an independent curriculum. This is because teachers experience obstacles in various aspects, such as making learning tools that are in accordance with the independent curriculum, implementing learning tools and students' ability to follow the learning tools applied in the independent curriculum.

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