

The Influence of Independent Curriculum Development and Digitalization On Teacher's Readiness in Teaching Elementary School

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Abstract— The purpose of this study is to observe more deeply related to teacher readiness in developing an independent learning curriculum and the Digitalization Era that is being imposed by the government. In this article, the researcher uses this type of qualitative research. As for In this questionnaire method, the tool used is a closed questionnaire. The questionnaire method was used by providing a list of questions to the respondents who were the sample in this study in order to obtain information. Based on the results of the research that has been done, it can be seen that as a whole, 86% of teachers are not ready to implement the independent learning curriculum, and only 14% are quite ready to implement the independent curriculum by implementing a digitalist learning process

Keywords— *Digitalization, Teacher Readiness, Independent Curriculum*

INTRODUCTION

Vision of Indonesian education is to be able to make the world of education in Indonesia advanced and sovereign, independent and have a strong personality through the creation of Pancasila students. As for Pancasila students, it is expected that a number of characters and competencies possessed by students will be formed in accordance with the noble values of Pancasila. As has happened today, in the new academic year 2022/2023, the implementation of a new curriculum in accordance with government policy, namely an independent curriculum in teaching and learning activities, has begun.

The importance of changes to the curriculum in Indonesia because from the observations of education experts, the world of education is currently facing the challenge of *learning loss* due to the Covid-19 pandemic. Of course, this is a joint concern of the government, teachers, parents and the community to provide supervision and guidance so that children can still access learning. In addition, the reform of the education

curriculum that has been reformed. Judging from the curriculum 1975, 1984, 1994, 2004 (KBK), 2006 (KTSP), and 2013 also does not have a positive impact on the development of quality in the world of education, so that until now the quality of education is still low. we're still low. The role of curriculum developers is very important for the world of education to achieve better learning processes and outcomes [6]. This is as stated by the Ministry of Education and Culture, the results of the *Program for International Student Assessment (PISA)* research in 2019 showed that the results of the assessment of Indonesian students in mathematics and literacy were in the 74th position out of 79 countries [2].

To realize and overcome various obstacles and obstacles to education problems in Indonesia, the government is making continuous efforts to revamp the education curriculum in Indonesia and has issued many policies and programs, one of which is Merdeka Learning which is currently being implemented in various schools in remote Indonesia. Merdeka Learning is one of the policies issued by the Minister of Education and Culture, Nadim Makarim at the end of 2019. The Freedom to Learn Policy is a new policy for the world of Indonesian education [5].

Merdeka Learning provides freedom in learning that can be anywhere, anytime, even from any source. Especially in a pandemic like this, like it or not, like it or not, we have to apply learning methods with various learning resources. One of them is learning through digital technology. With the use of digitalization in schools, it is able to support the acceleration of the preparation of Pancasila students, which is expected to be in the vision of education in Indonesia as a nation that is able to accept various changes in conditions and the era of modernization. Especially at the elementary school level, school digitization is one of the breakthroughs that must be adapted. Conceptually, it can be said that school

digitization is an implementation of *new learning* that is prepared to face the industrial revolution. As for the new learning has an impact on changes in the character of learning and curriculum that must be implemented and faced by all parties, both principals, teachers, students and parents.

To avoid misconceptions about the implementation of an independent curriculum, such as a complaint that was made to the Merdeka Pusat Curriculum Implementation team that education units must or are obliged to implement an independent curriculum in the 2022/2023 school year. Education units that implement the Independent Curriculum independent pathway are given *cascading technical guidance* from the center to the regions further to the school level, the Ministry of Education and Culture has made various efforts, one of which is synergizing with local governments, to be able to see firsthand the implementation of the independent curriculum and the utilization Independent Teaching Platform in education units.

The Independent Curriculum is declared profitable because it focuses on essential materials, gives freedom to students, principals and teachers in choosing appropriate learning, and gives freedom to choose according to their interests. Giving various choices to schools, teachers and students on the one hand means convenience. Although on the other hand it can mean difficulties. This will be easy if principals and teachers are prepared, financially capable and have adequate capabilities. Creativity and innovation are the keywords for schools to implement an independent curriculum.

When principals and teachers understand the philosophy and basic principles of learning, they are basically ready to implement the Independent Curriculum. Teachers no longer have to take on redundant and sometimes unnecessary administrative tasks. No more standard and strict formats to use. Teachers are free to design lessons, with only one Lesson Plan (RPP) which has been simplified in various ways. This is very important, be sure to pay attention to the image of the student. However, various demands for creativity and innovation can be difficult and burdensome if the capacity and capabilities of teachers and principals are not adequate. Teachers who are instructed by the education office or supervisors in a standard format will certainly experience difficulties. The low quality of teachers has become the material for the Independent Curriculum which is now being implemented which is considered better than the Independent Learning Curriculum. At least theoretically and up for debate. A curriculum designed to provide independence and flexibility in learning in schools for principals and teachers is considered a solid solution to improve the quality of education in Indonesia.

However, from the observations of researchers in several SD Negeri Harian District, Samosir Regency, the Independent Teaching Curriculum has not been maximally implemented due to the low motivation of teachers in implementing the independent curriculum. This is motivated by the lack of digitalization in schools in remote areas. Geographical and network conditions are one of the main reasons why their curriculum is not optimally implemented in this area. Therefore, better handlers are needed to be able to maximize it.

Based on the study and the background of the problem, the researcher wants to make more in-depth observations regarding the readiness of teachers in developing an independent learning curriculum and the Digitalization Era that is being enforced by the government.

METHODOLOGY

In this article, the researcher uses this type of qualitative research. Bog and Taylor as quoted by Moleong [4] define qualitative method as a research procedure that produces descriptive data in the form of written or oral from people and observed behavior. This is in line with what was expressed by Sugiono [7] which states that qualitative methods are a type of research whose findings are not obtained through statistical data or calculations but use various data collection facilities. As for In this questionnaire method, the tool used is a closed questionnaire. The questionnaire method was used by providing a list of questions to the respondents who were the sample in this study in order to obtain information.

FINDING AND DISCUSSION

Profile Based on the results of data processing, the indicator of the ability to prepare RPP for the Independent Curriculum. Of all 7 respondents, there were 5 respondents (72%), in the unprepared category, this was because respondents in this category did not understand the ability to prepare the Independent Curriculum RPP so that teachers in preparing lesson plans were often not in accordance with their implementation in the learning process. Then the category is quite ready as many as 1 respondent (14%), this is because the respondents in this category already have a fairly good understanding in preparing the RPP for the Independent Learning Curriculum and its components, but it has not been fully described in learning planning. The ready category is 1 respondent (14%), this is because respondents in this ready category have understood the preparation of the RPP for the Independent Learning Curriculum and were able to

describe it in the lesson plans that were made in accordance with the guidelines for the preparation of the RPP for the Independent Learning Curriculum. This is as stated in Permendikbud No.22/2016 that the level of understanding of elementary school teachers about RPP Merdeka Learning is described in five aspects of understanding which can be grouped into the categories of Very Good, Good, Enough, and Less. The five aspects are: 1) Compulsory Components in RPP Merdeka Learning; 2) Pages in the Free Learning RPP; 3) Principles of Development of RPP Free Learning; 4) The use of RPP Merdeka Learning in the learning process; 5) Use of 2013 Curriculum RPP (Permendikbud No. 22/2016) in the learning process.

Based on the results of data processing, the indicators of the use of ICT media. Of all 7 respondents, there are 4 respondents (57%), in the unprepared category, this is because respondents in this category do not use ICT media in order to support the implementation of learning in increasing the effectiveness and efficiency of learning in the form of power point slides, E-Books, and emails. . The category is quite ready as many as 2 respondents (28%), this is because respondents in this category have not been maximal in utilizing ICT media in order to support the implementation of learning in increasing the effectiveness and efficiency of learning in the form of power point slides, E-Books, and 9 emails . . The ready category is 1 (14%), this is because respondents in the ready category have been able to utilize ICT media in order to support the implementation of learning in increasing the effectiveness and efficiency of learning in the form of power point slides, E-Books, and emails .

Based on the results of data processing, the evaluation indicators (Authentic Assessment). Of all 7 respondents, there are 5 respondents (72%), this is because respondents in this category have not been able to measure or reward students' abilities who truly describe what they have mastered in ways such as written tests, portfolios, performance, discussions. , argue, and observe. The category is quite ready as many as 1 respondent (14%), this is because respondents in this category the teacher has been able to measure or reward students' abilities who really describe what they have mastered but have not fully mastered evaluation methods such as written tests, portfolios, performance , discuss, argue, and observe. The ready category is 1 respondent (14%), this is because respondents in this ready category have been able to measure or reward students' abilities who really describe what they have mastered in ways such as written tests, portfolios, performance, discussing, arguing, and observation.

Based on the results of data processing, the indicators of the ability to implement independent curriculum learning. Of all 7 respondents, there are 6 respondents

(86%), this is because respondents in this category have not been able to carry out the learning process in accordance with the learning implementation plan (RPP).) in the learning process and applying an evaluation approach (Authentic Assessment). The category is quite ready as many as 1 respondent (14%), this is because respondents in this category have been able to carry out the learning process in accordance with the learning implementation plan (RPP). approach) in the learning process and apply an evaluation with an approach (Authentic Assessment).

Based on the analysis of the data above, it can be described that the level of understanding of elementary school teachers in Samosir Regency regarding the Free Learning policy is in the Enough category. Teachers do not understand the concept of RPP Merdeka Learning thoroughly. There are several factors that cause the teachers' lack of understanding, such as the low reading literacy of teachers. The government through the Ministry of Education and Culture has provided an explanation regarding the writing of the RPP Merdeka Learning through the Circular Letter of the Minister of Education and Culture Number 14 of 2019 [1] concerning the Simplification of Learning Implementation Plans to all heads of education offices throughout Indonesia. The distribution is carried out through the Ministry of Education and Culture website to help teachers more easily access information. Furthermore, the Ministry of Education and Culture also issued the 2020 RPP Question and Answer Pocket Book to clarify the circular letter. The book explains in detail the background, concepts, and provisions for the preparation of the Free Learning Plan. Thus, teachers are expected to be able to understand the Freedom of Learning policy delivered by the Minister of Education and Culture.

CONCLUSION AND RECOMMENDATION

Based on the results of research that has been carried out, it can be seen that as a whole, 86% of teachers are not ready to implement the independent learning curriculum, and only 14% are quite ready to implement an independent curriculum by implementing a digitalized learning process.

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