

Teachers' Perceptions on the Merdeka Curriculum at SMP Negeri 39 Padang City

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Abstract

The urgency for the birth of the Independent Curriculum is to restore learning from 2022 to 2024. One of the methods used to restore the true nature of education is education to humanize humans or liberating education. Perceptions of the Independent Curriculum, teacher perceptions of the learning preparation process in the Independent Curriculum, teacher perceptions of the implementation of the learning process and teacher perceptions of the process of evaluating the implementation of the Merdeka Curriculum at SMP Negeri 39 Padang. This research is a quantitative descriptive study using a population survey of 21 regular subject teachers implementing the curriculum at SMP Negeri 39 Padang. The data collection technique in this research uses a questionnaire. It can be concluded that the results of the research and discussion are in the category of being carried out very well. This was demonstrated by 21 teachers (100.00%) who were included in the class which was very well implemented

Abstrak

Urgensi lahirnya Kurikulum Mandiri adalah sebagai restorasi pembelajaran tahun 2022 hingga 2024. Salah satu cara yang digunakan untuk mengembalikan hakikat pendidikan yang sesungguhnya adalah pendidikan untuk memanusiakan manusia atau pendidikan yang membebaskan. persepsi terhadap Kurikulum Merdeka, persepsi guru terhadap proses persiapan pembelajaran pada Kurikulum Merdeka, persepsi guru terhadap pelaksanaan proses pembelajaran dan persepsi guru terhadap proses penilaian pelaksanaan Kurikulum Merdeka di SMP Negeri 39 Padang. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan menggunakan survey populasi terhadap 21 orang guru mata pelajaran reguler pelaksana kurikulum SMP Negeri 39 Padang. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner. Dapat disimpulkan bahwa hasil penelitian dan pembahasan adalah yang kategori terlaksana dengan sangat baik. Hal ini ditunjukkan oleh 21 orang guru (100,00%) yang termasuk dalam kelas sangat terlaksana dengan baik.

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1. INTRODUCTION

The reason for changing the curriculum to the Merdeka Curriculum is an effort to improve learning for 2022 to 2024. The Ministry of Education and Culture created the Merdeka Curriculum to overcome our prolonged education crisis, which was exacerbated by the COVID-19 pandemic. The crisis in question is characterized by low students' achievement even in basic matters such as reading and self-confidence.

Humanizing or generous teaching is one method used to restore teaching content. As the subject of the free learning concept learning framework between teachers and students, teachers do not use them as a source of truth for undergraduate students, but teachers and students work

together to move in the search for truth. This means that the teacher's position in the classroom is not to develop or standardize truth by agreeing with the teacher, but rather to explore the truth, basic thoughts and reflections of subordinates seeing the world and its phenomena.

2. RESEARCH METHODS

This type of research is quantitative with a quantitative descriptive approach. Quantitative research aims to describe and analyze phenomena, events, activities, social attitudes, beliefs, perceptions, and thoughts both individually and in groups. Teachers' perceptions of the independent curriculum at SMP Negeri 39 Padang City were surveyed by 21 people. This study used a population survey because the number of subjects did not reach 100.

Therefore researchers did not use samples and population studies in this study. In this study, the researcher chose subject teachers who implemented the independent curriculum at SMP Negeri 39 Padang City as research subjects. Researchers used a questionnaire about teachers' perceptions of the independent curriculum as a research tool.

Table 1. Validity and Reliability Test of Instruments

VALIDITY TEST		
Pearson Correlation	Sig. (2-tailed)	N
0.080	0.732	21
-0.037	0.872	21
0.277	0.224	21
0.234	0.308	21
0.311	0.169	21
-0.085	0.714	21
0.155	0.502	21
-0.234	0.308	21
0.069	0.765	21
-0.234	0.308	21
0.155	0.502	21
0.234	0.308	21
.485*	0.026	21
0.159	0.491	21
-0.285	0.210	21
0.109	0.640	21
-0.283	0.214	21
-0.037	0.872	21
0.022	0.925	21
0.277	0.224	21
-0.234	0.308	21
0.085	0.714	21
-0.010	0.967	21
0.355	0.114	21
-0.192	0.404	21
0.010	0.967	21
0.372	0.097	21
0.119	0.608	21

-0.283	0.214	21
-0.037	0.872	21
0.394	0.077	21
0.058	0.804	21
0.084	0.717	21
,693**	0,000	21
,600**	0.004	21
,693**	0,000	21
.485*	0.026	21
0.311	0.169	21
0.430	0.052	21
1		21

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability Test

The reliability test will depend on how rigorously the test is carried out and the individual student's level of motivation to take the test.

Case Processing Summary			
		N	%
Cases	Valid	21	100.0
	Excluded	0	.0
	Total	21	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
,837	40

3. RESEARCH RESULTS AND DISCUSSION

Teachers' perceptions of the Independent Curriculum is research conducted at SMP Negeri 39 Padang City located at Jl. Purus III District. West Padang, Padang City. SMP Negeri 39 Padang City has 21 permanent teachers. In the Merdeka Curriculum there are 12 subjects for junior high school level, namely Islamic Religious Education, Citizenship Education, Indonesian Language, Mathematics, Sciences, Social Arts and Culture, Crafts, Physical Education, Informatics and Counseling Guidance.

1. Description of Research Variables

This research is research with a single variable, namely the teacher's perception of the Merdeka Curriculum. This study aims to explain opinions and perspectives on the Independent Curriculum based on teacher perceptions. The research population this time was 21 subject teacher respondents at SMP Negeri 39 Padang City.

The research instrument, namely a questionnaire, contains a single variable with 3 sub-variables as a benchmark for the Merdeka Curriculum at SMP Negeri 39 Padang City, namely the implementation of the core competency of Merdeka Curriculum learning, the implementation of Merdeka Curriculum learning, and the Merdeka Curriculum evaluation

(assessment) process. The preparation of these sub variables is based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery as curriculum implementation, Minister of Education and Culture Regulation No. 262/M/2022: Amendments to the Decree of the Minister of Education, Culture, Research and Technology No. 56/M/2022 concerning Guidelines for Implementing the Learning and Recreation Curriculum. It includes an independent curriculum structure, learning and assessment rules, project to increase the profile of Pancasila students, and teacher workload. Descriptions of teacher cognitive data for each sub-variable are Implementation of the Independent Curriculum Core Competencies, Implementation of Independent Curriculum Learning, and Independent Curriculum Assessment Process.

2. Discussion of Research Results

Based on the data research process with the highest score of 140, the lowest score of 121, the average score of 132.48 is rounded up to 132, range 20, and based on Sturges $(1+3.3 \log n)$ obtained $K = 1 + 3.3 \log(21) = 5,361$ to be completed into 5 classes. To find the class length, the formula is used by means of the range divided by the number of classes = $19 : 5 = 3.8$ rounded to 4. The frequency distribution of the teacher's perception of the curriculum data can be presented in the following table.

Table. 1.1 Class Intervals

No	Interval Class	Frequency	Relative frequency	Cumulative frequency
1	121-125	2	9.52	9.52
2	126-130	8	38.09	47,61
3	131-135	3	14,3	61,91
4	136-140	8	38.09	100.00
	Amount	21	100	

The presentation of the data above is presented in the following histogram form:

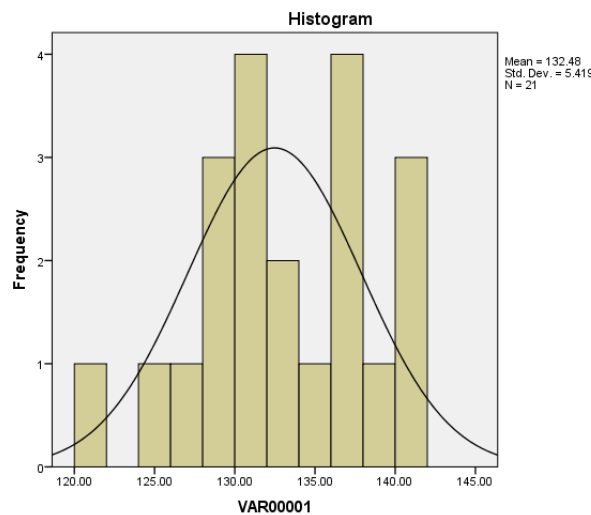


Figure 1.1 Histogram of the Frequency of Teacher Perceptions of the Independent Curriculum at SMP Negeri 39 Padang City

a. Teachers' Perceptions of the Independent Curriculum at SMP Negeri 39 Padang City

Based on the research process by determining the percentage tendency of the Teacher Perception score of the Independent Curriculum at SMP Negeri 39 Padang City,

the results obtained were 21 teachers (100%) in the very well implemented category, there were no teachers (0%) in the good performance category, there were no teachers (0%) whose performance is poor and there are no teachers whose performance category is not good. Research data processing using numerical software SPSS 24.0 for Windows achieved an average score of 132.47 in the range >116 with very good completed items. Therefore, it can be concluded that the teacher's perception of the Merdeka program at SMP Negeri 39 Padang City is of the type that is implemented very well. From the identification of these categories, it can be concluded that the Merdeka learning program at SMP Negeri 39 Padang City, according to the teacher's perception, was carried out very well.

Teachers' perceptions of curriculum independence at SMP Negeri 39 Padang City use three sub variables to measure teachers' perceptions of curriculum independence, implementation of core competencies in the independent curriculum, implementation of independent curriculum learning and the evaluation process. Independent curriculum. Each of these sub variables consists of several indicators that describe the aspects included in the independent study plan.

The teacher's perception of the core competencies of implementing the Merdeka curriculum at SMP Negeri 39 Padang City is the perception of the core competencies of the Merdeka curriculum where the core competencies consist of mental attitudes, social attitudes, knowledge and skills. This independent curriculum change has increased the curiosity of researchers about the process of implementing these competencies through the eyes of the teacher. In this study the teacher gave a very positive response to the core competencies that were implemented at SMP Negeri 39 Padang City. The teacher's perception of the implementation of the independent curriculum learning process at SMP Negeri 39 Padang City is the perception of the implementation of learning that takes place in the classroom. Lesson planning, learning implementation requirements, preparatory work, basic functions and decision functions are defined in learning. In this research sub-variable, teachers gave a very positive response to learning at SMP Negeri 39 Padang City.

The teacher's view of the teacher's assessment process for his students is the aim of the teacher's perception of the Implementation of the Independent Curriculum Assessment Process at SMP Negeri 39 Padang City. This is the direction contained in the Assessment Process, namely project skills assessment, cognitive assessment, and character assessment. This research received a positive response from teachers regarding aspects of the assessment process at SMP Negeri 39 Padang City.

b. Teachers' Perceptions on the Implementation of Merdeka Curriculum Core Competencies in SMP Negeri 39 Padang City

Based on the data analysis process to classify trends in teacher perception scores on the implementation of the core competencies of the Merdeka program at SMP Negeri 39 Padang, the results obtained were 20 teachers (95.23%) with very good performance categories, there was 1 teacher (4.76%) who was assessed performing well, there are no teachers who perform poorly, there are no teachers who are classified as underachievers. The results of data analysis using SPSS 24.0 for Windows data processing software obtained an average score (mean) of 37.71 in the range > 30 with very good performance category. Thus, it can be concluded that the teacher's perception of the implementation of the basic skills of the Independent Curriculum at SMP Negeri 39 Padang City is very good.

Based on these categories it can be concluded that according to the teachers' perception, the implementation of the Independent Curriculum Core Competencies at SMP Negeri 39 Padang City is very good. Teachers' perceptions about the implementation of the basic skills of the Merdeka curriculum at SMP Negeri 39 Padang City are perceptions about the basic skills contained in the Merdeka curriculum. Through

Core Competencies, it is possible to maintain the vertical integration of different Core Competencies between different layers. Basic skills are formed to achieve basic skills. The formulation of basic skills is developed by considering student characteristics, initial competencies and subject characteristics.

c. Teachers' Perceptions on the Implementation of Merdeka Curriculum learning process at SMP Negeri 39 Padang City

Based on classification data analysis, 21 people (100%) are included in the Very Good Performing category (100%) and do not have a teacher. There are no teachers who fall into the "good" and "rare" categories and there are no teachers who fall into the "do nothing" category. The results of data analysis using Windows SPSS 24.0 numerical software showed a mean (average) of 71.76. This applies especially well to classes with class intervals greater than 61.75. From this the researcher can conclude that the teacher's perception of the implementation of the independent curricular learning process at SMP Negeri 39 Kota Padang falls into the 'very well implemented' category. From this categorization it can be concluded that in the opinion of the teachers the application of the original curriculum learning at SMP Negeri 39 Padang City was very successful.

The teacher's perception of the implementation of the independent curriculum learning process at SMP Negeri 39 Padang City is the perception of the learning process contained in the independent curriculum, namely: lesson planning, learning implementation requirements, preparatory activities, core activities, and closing activities

d. Teacher Perceptions on the Implementation of Merdeka Curriculum Assessment process at SMP Negeri 39 Padang City

Based on the process of analyzing data on the tendency to classify the observation points of SMP Negeri 39 Padang City teachers in carrying out the independent curriculum evaluation process, it was found that 21 teachers (100%) were included in the "very well implemented" category. There were no teachers who were rated as 'implemented well', no teachers who were assessed as 'implemented poorly', and no teachers who were assessed as 'poorly implemented'. The results of data analysis using computer software SPSS 24.0 for Windows gave an average (mean) of 23 which was a good implementation class with a score between classes > 19.6 . Thus it can be concluded that the teacher's perception of the implementation of the independent curriculum evaluation process at SMP Negeri 39 Padang City is a very well implemented category.

4. CONCLUSION

After conducting research and obtaining research results and discussion, it can be concluded that the teacher's perception of the Independent Curriculum at SMP Negeri 39 Padang City is classified as very good. This was demonstrated by 21 teachers (100%) in the very good group.

Suggestion

Based on research findings and conclusions, researchers recommend that teachers be willing to open themselves to curriculum changes independently so that they can face self-improvement and make better changes to achieve national education goals. Implementation of this independent curriculum. When teachers see an independent curriculum, schools can improve and complement the newly implemented independent curriculum. If there are gaps, they can be corrected and made changes so that the implementation of the independent curriculum runs smoothly.

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