

Teacher Perceptions of the Implementation of Merdeka Learning Curriculum at SMA Negeri 3 Padang

Persepsi Guru terhadap Pelaksanaan Kurikulum Merdeka Belajar di SMA Negeri 3 Padang

<https://doi.org/10.24036/pakar.v23i1.618>

Syifa Afifah^{1*}, Zuwirna¹, Mutiara Felicitita Amsal¹, Rahmi Pratiwi¹, Aura Syfa Fitriani¹,
Zaqiya Zahwa Alifa¹

¹ Universitas Negeri Padang, Padang, Indonesia

*E-mail: syif.afifah2630@gmail.com

Abstract

The Merdeka Curriculum offers a variety of extracurricular learning opportunities, and its material is carefully chosen to give students ample opportunity to hone their skills and explore ideas. The goal of this study was to ascertain how SMA Negeri 3 Padang teachers felt about the planning, execution, and assessment procedures of the Merdeka Curriculum. Population research is being used in this quantitative descriptive study. Using the total sampling technique, 65 respondents who were involved in the Merdeka Curriculum implementation at SMA Negeri 3 Padang were selected. In this study, a questionnaire was employed as the data-gathering method. Cronbach's Alpha is used for the reliability test, and a reliability coefficient value greater than 0.7 is used for the validity test, which is based on logical validity and empirical validity. According to the study's findings, (1) teachers' opinions of the Merdeka Curriculum at SMA Negeri 3 Padang fall into the well-implemented category (97%); (2) teachers' opinions of the curriculum's preparation fall into the very well-implemented category (97%); (3) teachers' opinions of the Merdeka Curriculum's learning implementation at SMA Negeri 3 Padang fall into the well-implemented category (95.4%); and (4) teachers' opinions of the Merdeka Curriculum assessment procedure at SMA Negeri 3 Padang fall into the very well implemented category (84.6%).

Keywords: curriculum, independent curriculum, teacher perception

Abstrak

Kurikulum Merdeka adalah kurikulum yang menawarkan variasi dalam pembelajaran intrakurikuler, dengan konten yang dirancang secara optimal sehingga peserta didik memiliki waktu yang cukup untuk memperdalam konsep dan memperkuat kompetensi. Penelitian ini bertujuan untuk menganalisis persepsi guru terhadap Kurikulum Merdeka di SMA Negeri 3 Padang yang meliputi aspek perencanaan, pelaksanaan, dan evaluasi. Penelitian ini berjenis deskriptif kuantitatif dengan metode populasi, menggunakan teknik total sampling terhadap 65 orang guru yang melaksanakan Kurikulum Merdeka di sekolah tersebut. Pengumpulan data dilakukan melalui kuesioner, sedangkan uji validitas instrumen didasarkan pada validitas logis dan empiris, dan uji reliabilitas menggunakan Cronbach's Alpha dengan koefisien > 0,7. Hasil penelitian menunjukkan bahwa: (1) persepsi guru terhadap Kurikulum Merdeka di SMA Negeri 3 Padang tergolong terlaksana dengan baik (97%); (2) persepsi guru terhadap persiapan Kurikulum Merdeka di SMA Negeri 3 Padang tergolong sangat baik (97%); (3) persepsi guru terhadap pelaksanaan pembelajaran Kurikulum Merdeka di SMA Negeri 3 Padang tergolong terlaksana dengan baik (95,4%); dan (4) persepsi guru terhadap penilaian Kurikulum Merdeka tergolong sangat baik (84,6%).

Kata Kunci: kurikulum, kurikulum merdeka, persepsi guru.

1. Introduction

A curriculum is a learning tool that contains lesson plans for students in a period at the education level (Pratycia et al., 2023). The curriculum is very important for education, and teachers and other teaching staff must understand its contents so that the educational process can run smoothly, effectively, and without interruption (Andi Olyffia & Jauhari, 2024; Mulia et al., 2023; Rahmania & Alaniah, 2024). If the curriculum is well understood and implemented, educational goals will be easier to achieve.

As time goes by, the development of science will, of course, bring changes, as will the curriculum. These changes occur because technology is developing rapidly and society is constantly changing. Therefore, in order for the curriculum to remain relevant and able to meet the needs of education, it must continue to be adapted to the development of science.

"Curriculum is one of the eight Education Standards regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, which has been revised through Government Regulation of the Republic of Indonesia Number 4 of 2022 (Taupik, 2023; Wulandari et al., 2024). These changes include adjustments to previous provisions in Government Regulation Number 57 of 2021 concerning National Education Standards."

A new regulation, Number 56/M/2022, issued by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in 2022, calls for the Merdeka Curriculum to be implemented in higher education as well as curriculum transition for primary and secondary school levels. The benefits of the new curriculum are that it places a strong emphasis on the basics, helps students develop their character by incorporating the spirit of Pancasila, and gives them the freedom to explore their interests, skills, and talents (Rahmayanti et al., 2023; Permendikbudristek No 16 Tahun 2022 Ttg Standard Process, 2022).

The purpose of the Merdeka Curriculum is to give autonomy to schools to create a curriculum that suits the capabilities of their respective regions and the uniqueness of their students (Rahmayanti et al., 2023). The Center for Curriculum and Learning, lists three main features of the Merdeka Curriculum: 1) Raising the profile of Pancasila learners by encouraging students' character growth and interpersonal skills through project-based learning. 2) Emphasizes rich and relevant core content, providing students with opportunities to create and innovate while mastering basic skills such as reading and arithmetic. 3) Utilizes flexible learning strategies that allow educators to adapt the educational process to the learning style, local context, and developmental stage of each student (Cahyaningrum & Diana, 2023; Radhaina et al., 2024; Syahnur et al., 2024).

Teachers face significant changes due to the transition from the 2013 curriculum (K13) to the Merdeka curriculum. This change requires adjustments in learning approaches and strategies. The Merdeka Curriculum offers an educational paradigm that is more dynamic and responsive to the needs of students (Abdul Ghani et al., 2023; Mira & Kunaenih, 2024; Saputra et al., 2024). Compared with K13, there are differences in concept, focus, and learning methodology. Teachers need to adjust teaching methods, evaluation, and project-based learning to support the implementation of the Merdeka Curriculum.

Initial interviews and observations at SMAN 3 Padang were conducted on November 6 and 20, 2023, with one of the teachers, namely Mrs. Fefli Mildahayani, M.Pd as an English teacher and facilitator of the Merdeka Curriculum at SMAN 3 Padang. This Merdeka Curriculum was implemented in the 2021/2022 school year. SMAN 3 Padang is one of the first schools to implement the Merdeka Curriculum in Padang City. The implementation of the Merdeka Curriculum has been carried out since the beginning of the circular letter regarding the Minister of

Research, Technology and Higher Education Decree No. 56 of 2022, which one of the contents is "participants in the driving school program and the SMK Center of Excellence program use the Merdeka Curriculum and fulfill workload and linearity according to the two attachments to this Decree."

Teachers are expected to adjust to curriculum changes, from the design stage, implementing learning, to assessment and follow-up procedures. In order for the Merdeka Belajar Curriculum to be implemented as effectively as possible, good collaboration between parents, teachers, and students is also essential (Megandarisari, 2021).

After interviews and observations, it can be seen that teachers still experience obstacles in implementing the Merdeka Learning Curriculum. Teachers have difficulty preparing learning materials in interactive teaching modules because, in addition to being interactive, the teaching modules are prepared according to an analysis of student needs. The lack of clear guidelines confuses students when preparing projects. There is diversity in the implementation of learning, and some teachers are still fixated on old teaching methods or methods. In addition, the flexible nature of the independent curriculum raises doubts about learning strategies, methods, and media. The Independent Curriculum will be implemented in the 2021/2022 academic year at SMAN 3 Padang, so learning resources for students in the form of package books are still limited.

Teachers play an important role in the implementation of the Merdeka Curriculum in the classroom, especially in upper secondary education (Firmansyah et al., 2024; Ivantri, 2024; Suyamti et al., 2024). Therefore, further research is needed regarding teachers' opinions on implementing Merdeka Belajar in senior high schools.

Teachers' opinions about implementing the Merdeka Curriculum are very important to ensure that teaching follows the Merdeka Belajar Curriculum program, which makes this research significant. Based on this description, the researcher wants to learn more about "Teacher Perceptions of the Implementation of Merdeka Belajar Curriculum at SMAN 3 Padang."

2. Literature Review

2.1. Independent Curriculum

At its core, the curriculum serves as a roadmap for running the education process. Under Merdeka Belajar, schools, teachers, and students are free to do whatever they want. Innovation and the capacity to learn autonomously and creatively are included in this freedom. This idea was developed in response to the demands of the Industrial Revolution on the education system. "Merdeka Belajar is freedom of thought," said Nadiem Makarim (Yamin & Syahrir, 2020).

2.2. Merdeka Curriculum in Senior High School

As in (Barlian & Solekah, 2022) Related to the idea of Merdeka Belajar, the Minister of Education and Culture has issued a policy stating:

- a) Struktural Related to the idea of Merdeka Belajar, the Minister of Education and Culture has issued a policy stating that the Curriculum, Learner Profile Pancasila (PPP) is part of the Curriculum Structure, which is used as a guide when creating Learning Outcomes (CP), Learning Principles, and Learning Assessment in addition to Content Standards, Process Standards, and Assessment Standards. Intracurricular activities such as face-to-face teaching with teachers and project-based learning are part of the New Paradigm Curriculum Structure. In addition, each school can create additional work programs that

improve student competencies and can be adjusted to the school's vision, mission, and resources.

- b) Core Competencies (KI) and Basic Competencies (KD) are competencies that students must achieve after completing the learning process, by KTSP 2013. Learning Outcomes (CP), a new term in the New Paradigm Curriculum, refers to a set of interrelated information, abilities, and attitudes that are a continuous process to achieve complete competence.
- c) The thematic approach to the learning process, previously only used at the primary school level, can now be applied at all levels of education thanks to the new curriculum. Therefore, the thematic approach for primary education does not apply to grades IV, V, and VI but rather to subject-based learning that can be used in the classroom.
- d) The New Paradigm Curriculum provides flexibility for each school in planning how to carry out its learning activities because the number of lesson hours has been determined for one year. It is possible that a subject is taught in even semesters but not in odd semesters, or vice versa.
- e) In addition, schools are also allowed to create cross-subject assessments, including project-based and summative assessments in the form of projects, and adopt collaborative learning models across topics. Students in junior, senior, and vocational high school can complete at least three project assessments in a school year under the New Paradigm Curriculum. This is intended to strengthen the Pancasila Learner Profile.
- f) At the high school level, science and social studies subjects with specialization or majors will be re-implemented in grades XI and XII.

The concept of learning Merdeka Curriculum is divided into 3: planning, implementation, and evaluation. One way to increase concentration and direction of action is through planning. Planning is the process of preparing actions to solve problems or carry out work to achieve specific goals, according to Hadari Nawawi (1983) (Sholeh, 2007). Learning planning is a methodical document that outlines the steps that will be taken to assist student development and enable learning objectives to be achieved as effectively and efficiently as possible. Understanding Learning Outcomes (CP), Developing a Flow of Learning Objectives, Organizing a Flow of Learning Objectives, and Planning Learning and Assessment are processes in learning planning related to the Merdeka Curriculum.

The use of formative and summative evaluations, as well as classroom teaching tailored to each student's unique character, are two unique aspects of implementing the Merdeka Curriculum (Barlian & Solekah, 2022).

The use of formative and summative evaluation is an important component of education. The purpose of formative assessment is to evaluate how well learning objectives are being achieved and monitor and improve the learning process. These tests aim to ascertain students' learning needs, gather information about their progress, and pinpoint any barriers or difficulties they may be facing. Teachers and students can use this information to provide comments. Summative assessments are used at primary and secondary school levels to evaluate student achievement against learning objectives and learning outcomes (CPs), which provide the basis for grade promotion or graduation from an educational unit (Anggraena, 2022).

2.3. Pancasila Student Profile Strengthening Project

The Pancasila Learner Profile describes graduates who strive to uphold the noble ideals of Pancasila in students and stakeholders while reflecting the character and competencies achieved.

Not only schools using the Merdeka Curriculum can use the Pancasila Learner Profile, but schools using the 2013 Curriculum can also use the Pancasila Learner Profile.

To fulfill the objectives of the Merdeka Curriculum, teachers and students must possess six elements of the Pancasila Learner Profile. The six elements are as follows: 1. Appreciate and respect God Almighty; 2. Be creative; 3. Cooperate with each other; 4. Appreciate diversity around the world; 5. Think critically; and 6. Be independent.

Initiatives to improve the Pancasila Learner Profile are implemented flexibly, taking into account implementation time and material needs. Without being linked to the learning objectives of each course, the project materials should be aligned with the students' Pancasila Learner Profile outcomes based on the predetermined phases. Project time management can be accomplished by adding up the lesson hours allocated to the project across all subjects; the duration of each project need not be consistent.

2.4. Perception

According to Gege Agus, the terms "*perception*" and "*self-perception*" as well as "*social perception*" are often used interchangeably. In addition, he distinguishes between the limited and broad meanings of perception. Sight, or how a person sees an object, is related to perception in the narrow sense. On the other hand, perception in the broad sense refers to vision or understanding, which expresses how a person sees or understands something (Ludyasari et al., 2022). Perception is an individual's process of evaluating certain items or experiences. A stimulus, such as things that happen in a social context, initiates the perception process. This impulse gives rise to opinions, which in turn give rise to different perceptions in each person (Ayundasari, 2022).

3. Methods

The research approach used in this study is a questionnaire to examine the population or sample. Descriptive quantitative data analysis aims to understand how the Merdeka learning curriculum is used (Sugiono, 2019). The data collected through distributing questionnaires was analyzed quantitatively. After distributing the questionnaires, the findings were analyzed using descriptive statistics and displayed in categories.

All subject teachers who taught students in grades X, XI, and XII at SMA Negeri 3 Padang were among the 65 participants in this study. An extensive sampling approach was used to guarantee that all subject teachers in those grades participated in the survey.

This research utilizes a quantitative methodology and uses tools appropriate to the method used to collect data. The questionnaire is the tool used and was created using indicators selected explicitly for this study. A Likert scale will be used to score each item in the questionnaire to measure the teachers' attitudes, beliefs, and perceptions. The steps listed below were used to prepare the questionnaire:

Table.1. Likert Scale

No.	Score	Description
1	5	Strongly Agree
2	4	Agree
3	3	Simply
4	2	Disagree
5	1	Strongly Disagree

Table.2. Research Instrument Grid

Independent Curriculum Indicators	Sub Indicators
Planning	<ol style="list-style-type: none"> 1. Understanding CP 2. Formulate TP 3. Constructing ATP 4. Planning for learning and assessment
Implementation	Differentiation of Learning <ol style="list-style-type: none"> 1. Small group learning 2. Grouping based on student ability 3. Students who have surpassed the ability above KKTP must be exposed to more forms of challenge. 4. Students choose diverse roles to explore the competencies being developed.
Evaluation	<ol style="list-style-type: none"> 1. Formative Assessment 2. Summative Assessment

After that, the researcher will compile questions based on the grid, instructions for filling out the questionnaire, and consultations with the supervisor. The validity and reliability of the questionnaire will then be tested. If the questionnaire is valid, research will be carried out on the subject.

Questionnaires were used as the data collection method in this investigation. After data collection through questionnaire distribution is complete, data analysis is carried out. Data related to implementing the Merdeka Curriculum will be handled using descriptive statistical analysis, which displays data in the form of percentages with relative frequency distributions, as part of a descriptive approach to data analysis. Therefore, quantitative descriptive analysis emphasizing percentages is the data analysis method used in this study (Sugiono, 2019).

4. Results and Discussion

4.1. Results

4.1.1. Teachers' Perceptions of the Merdeka Curriculum at SMA Negeri 3 Padang

SPSS (Statistical Package for the Social Sciences) version 25.0 for Windows was used to evaluate the data from the questionnaires given to 65 respondents. The following are the results of the data analysis.

Table.3. Results of Data Analysis of Teacher Perception Tendency

No.	Statistical Data	Analysis Result Value
1	Number of Respondents (N)	65
2	Mean	226.54
3	Median	226
4	Mode	226
5	Std Deviation	9.39
6	Lowest Score	192
7	Highest Score	247
8	Range	55

The following table displays the frequency distribution of information regarding teachers' opinions about the Merdeka Curriculum.

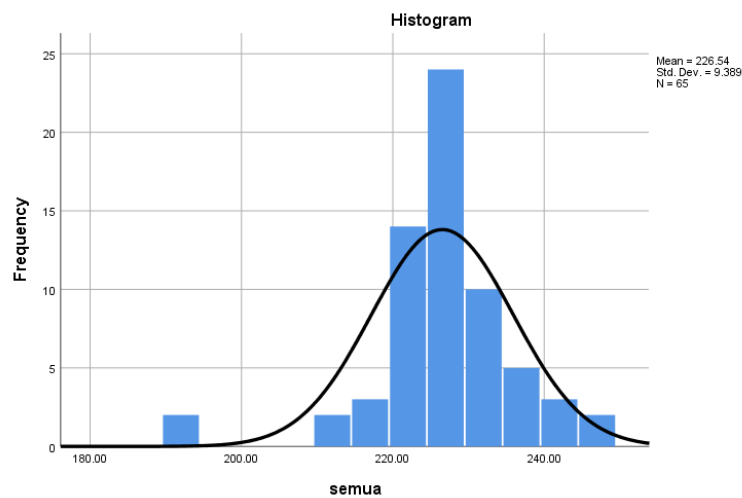


Figure.1. Histogram of Frequency Distribution of Teacher Perception

The questionnaires were collected after submission to process the data and perform percentage analysis. After processing, tables and graphs were used to display the data. Teachers' opinions regarding implementing the Merdeka Curriculum at SMAN 3 Padang are interpreted based on the percentage obtained using the following guidelines.

Table.4. Category Classification Score Based on Percentage of Respondents

No.	Classification	Interval
1	Very good	84% - 100%
2	Both	68% - 84%
3	Good enough	52% - 68%
4	Not good/low	36% - 52%
5	Very Low	0% - 36%

The following table displays the data collected from the analysis of the research questionnaire, which consisted of 52 questions and was administered to a sample of 65 respondents:

Table.5. Recapitulation of Teacher Perceptions of the Merdeka Curriculum

Preferred Categories	Frequency	Percentage
Strongly Agree	63	97%
Agree	2	3%
Simply	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Data was collected from 65 respondents based on a questionnaire to determine how teachers feel about the Merdeka Belajar Curriculum. The findings show that % of 52 questions, 3 percent agreed and 97% strongly agreed. Perceptions of the Merdeka Belajar Curriculum are depicted in the following histogram.

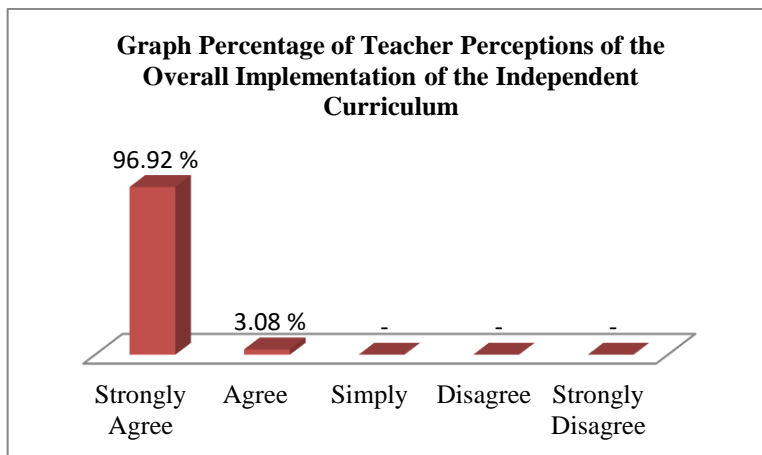


Figure.2. Histogram of Teacher Perceptions of the Merdeka Curriculum

4.1.2. Teachers' Perceptions of Independent Curriculum Planning at SMA Negeri 3 Padang

The data collected from the questionnaires given to 65 respondents were analyzed using SPSS (Statistical Package for the Social Sciences) 25.0 for Windows computer software. The following are the results of the data analysis.

Table.6. Results of Data Analysis of the Trend of Teacher Perceptions of Planning

No.	Statistical Data	Analysis Result Value
1	Number of Respondents (N)	65
2	Mean	61.46
3	Median	61
4	Mode	62
5	Std Deviation	3.17
6	Lowest Score	52
7	Highest Score	70
8	Range	18

Data on teachers' opinions on Merdeka and their frequency distribution The following table shows curriculum planning.

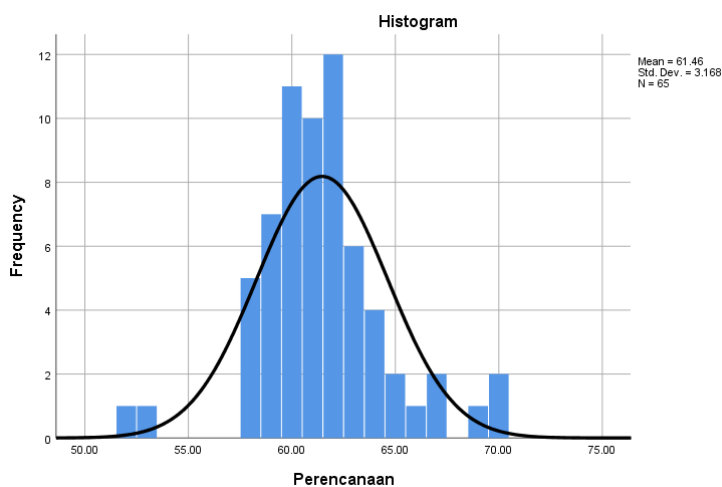


Figure.3. Histogram of the Independent Curriculum Planning Process

The findings of the questionnaire analysis are shown in the following table. The questionnaire consisted of 14 questions and was administered to a sample of 65 respondents.

Table.7. Recapitulation of the Independent Curriculum Planning Questionnaire

Question Item No.	Respondents				
	SS	S	C	TS	STS
1	34	27	4	0	0
2	40	23	2	0	0
3	33	28	4	0	0
4	34	25	6	0	0
5	25	34	6	0	0
6	33	28	4	0	0
7	34	24	6	0	0
8	29	26	10	0	0
9	18	39	8	0	0
10	36	21	6	0	0
11	31	26	7	0	0
12	35	26	4	0	0
13	31	25	9	0	0
14	31	31	2	0	0

The percentage technique was then used to assess the data based on the above table. The following tables and graphs display the data processing findings.

Table.8. Recapitulation of teacher perceptions of planning Merdeka Curriculum

Preferred Categories	Frequency	%
Strongly Agree	63	97%
Agree	2	3%
Simply	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

65 respondents provided information based on a teacher questionnaire regarding their opinions on the Merdeka Belajar Curriculum. Based on the analysis findings, of the 14 questions asked, 97% of respondents strongly agreed, and 3% agreed. Perceptions of the planning of the Merdeka Belajar Curriculum at SMAN 3 Padang are depicted in the following histogram.

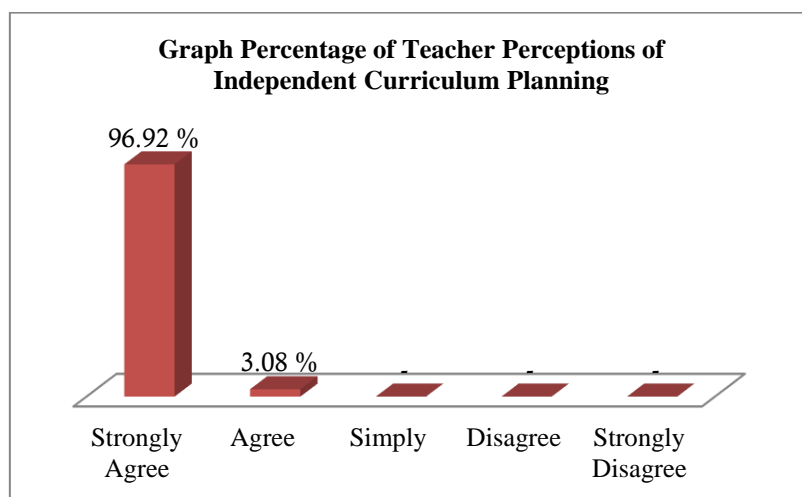


Figure 4 . Histogram of Teacher Perceptions of Independent Curriculum Planning

4.1.3. Teacher Perceptions of the Implementation of the Merdeka Curriculum at SMA Negeri 3 Padang

The data collected from the questionnaires given to 65 respondents were analyzed using SPSS (Statistical Package for the Social Sciences) version 25.0 for Windows. The following are the results of the data analysis.

Table.9. Results of Data Analysis of the Trend of Teacher Perceptions of the Implementation of

No.	Statistical Data	Analysis Result Value
1	Number of Respondents (N)	65
2	Mean	117.6
3	Median	118
4	Mode	118
5	Std Deviation	5.72
6	Lowest Score	99
7	Highest Score	135
8	Range	36

The following table displays the frequency distribution of teachers' opinions about implementing the Merdeka Curriculum.

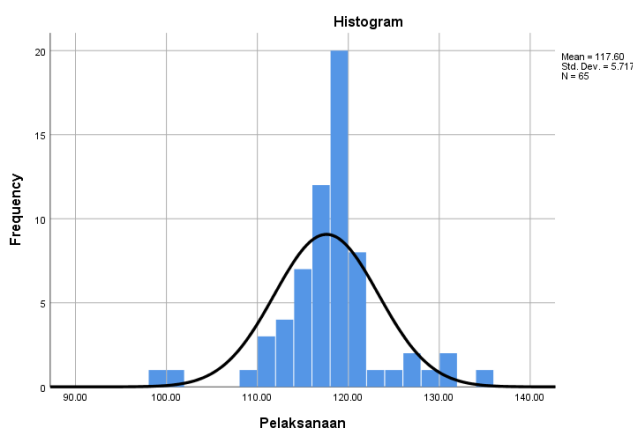


Figure.5. Histogram of Implementation Process

The following table displays the results of the analysis of the research questionnaire, which consists of 27 questions and was given to a sample of 65 respondents.

Table.10. Recapitulation of Questionnaires on the Implementation of the Merdeka Curriculum

Question Item No.	Answer				
	SS	S	C	TS	STS
15	34	27	4	0	0
16	28	32	5	0	0
17	31	29	5	0	0
18	22	37	6	0	0
20	26	23	13	3	0
21	28	32	5	0	0
22	32	27	6	0	0
23	27	30	8	0	0
24	31	31	3	0	0
25	25	31	4	3	2
26	31	29	4	1	0

27	26	33	6	0	0
28	28	31	5	1	0
29	32	31	2	0	0
30	31	28	6	0	0
31	33	28	4	0	0
32	33	29	3	0	0
33	29	29	6	1	0
34	23	35	3	3	1
35	26	32	7	0	0
36	31	31	3	0	0
37	40	24	1	0	0
38	24	31	9	1	0
39	33	25	6	1	0
40	29	35	1	0	0
41	28	33	4	0	0

The percentage approach was then used to assess the data based on the abovementioned table. The table and figure below show the results of the data processing.

Table.11. Recapitulation of Teacher Perceptions of the Implementation of the Merdeka Curriculum

Preferred Categories	Frequency	%
Strongly Agree	62	95%
Agree	3	5%
Simply	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Data was collected from 65 respondents using a questionnaire to measure teachers' opinions on the Merdeka Belajar Curriculum. With a total of 27 questions, the results showed that 95% of respondents strongly agreed, and the remaining 5% agreed. A histogram showing how teachers feel about implementing the Merdeka Belajar Curriculum at SMAN 3 Padang can be seen below.

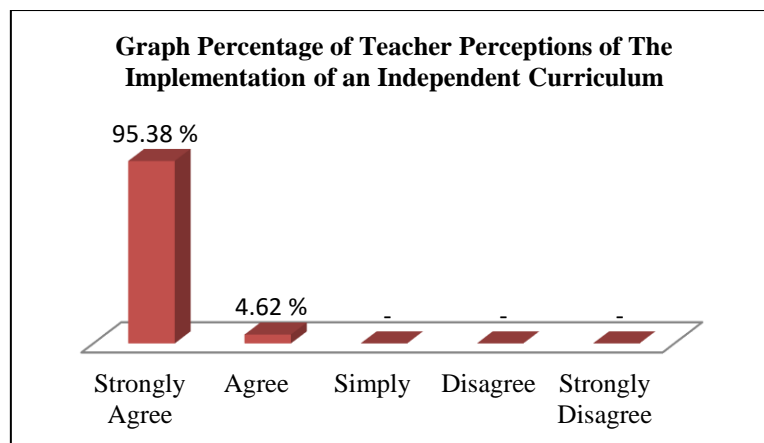


Figure.6. Histogram of Teacher Perceptions of the Implementation of the Merdeka Curriculum

4.1.4. Teachers' Perceptions of the Evaluation of the Merdeka Curriculum at SMA Negeri 3 Padang

The data collected from the questionnaires given to 65 respondents were analyzed using SPSS (Statistical Package for the Social Sciences) 25.0 for Windows computer software. The following are the results of the data analysis.

Table.12. Results of Data Analysis of the Trend of Teacher Perceptions of Evaluation

No.	Statistical Data	Analysis Result Value
1	Number of Respondents (N)	65
2	Mean	47.48
3	Median	48
4	Mode	47
5	Std Deviation	3.4
6	Lowest Score	33
7	Highest Score	54
8	Range	21

The following graph displays data frequency distribution regarding teacher opinions regarding the Merdeka Curriculum assessment.

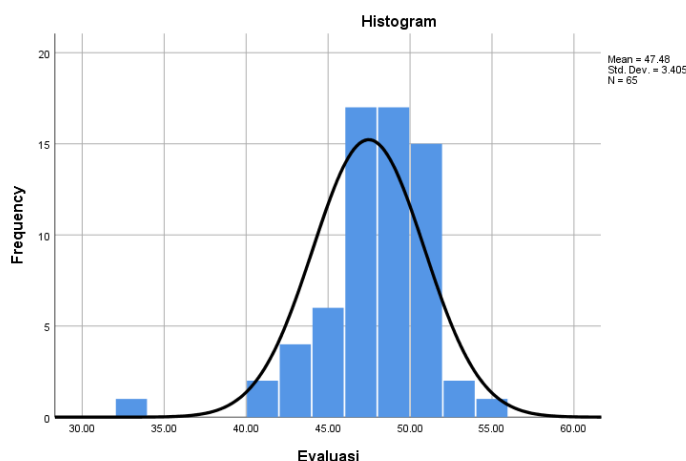


Figure.7. Histogram of Evaluation Process

The questionnaire was sent to the sample with 65 responses and 11 questions. The following table shows the findings of the questionnaire analysis.

Table.13. Recapitulation of the Merdeka Curriculum Evaluation Questionnaire

Question Item No.	Answer				
	SS	S	C	TS	STS
42	29	32	4	0	0
43	30	31	4	0	0
44	32	23	9	1	0
45	25	33	6	1	0
46	33	24	5	2	1
47	31	24	10	0	0
48	22	31	11	1	0
49	26	33	6	0	0
50	25	36	4	0	0
51	31	29	5	0	0
52	20	39	6	0	0

The percentage approach was then used to assess the data based on the abovementioned table. The table and figure below show the results of the data processing.

Table.14. Recapitulation Teacher Perceptions of the Merdeka Curriculum Evaluation

Preferred Categories	Frequency	Percentage
Strongly Agree	55	84.6%
Agree	8	12.3%
Simply	1	1.5%
Disagree	0	0%
Strongly Disagree	0	0%

Of the 65 respondents, 84.6% strongly agreed, 12.3% agreed, and 1.5% moderately agreed with the questionnaire description of teachers' opinions on the Merdeka learning curriculum. There were eleven questions in this survey. The following histogram shows how teachers at SMAN 3 Padang responded regarding their assessment of the Merdeka learning curriculum.

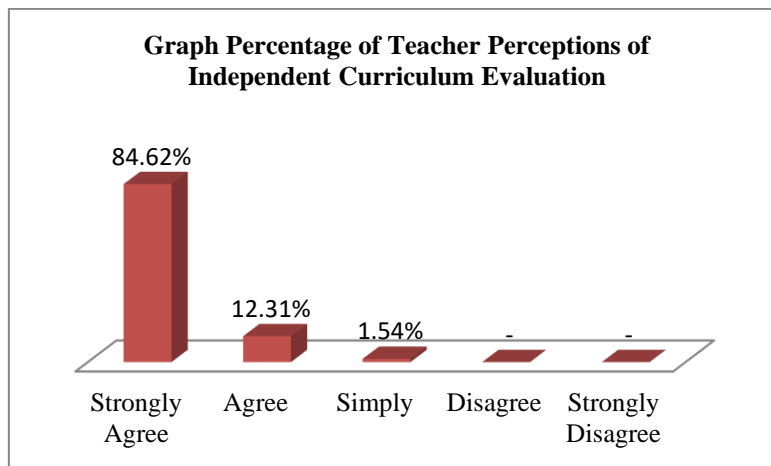


Figure 8 . Histogram of Teacher Perceptions of Evaluation Independent Curriculum

4.2. Discussion

4.2.1. Teachers' Perception of Merdeka Curriculum at SMAN 3 Padang

Of the 65 teachers at SMAN 3 Padang, 63 (97%) strongly agreed and were in the excellent group implementing the Merdeka Curriculum. In contrast, according to descriptive analysis, 2 (3%) agreed and were in the good category. No teachers were classified as either good or very bad

SMAN 3 Padang teachers' opinions about the Merdeka Curriculum are measured through three sub-variables: Independent Curriculum Planning Process, Independent Curriculum Implementation Process, and Independent Curriculum Evaluation Process. Many indications for each sub-variable show the aspects contained in the Merdeka Curriculum.

4.2.2. Teachers' Perceptions of Merdeka Curriculum Planning at SMAN 3 Padang

A descriptive analysis of the score tendency of Teacher Perceptions of the Implementation of the Merdeka Curriculum Preparation Process at SMAN 3 Padang shows that 63 teachers (97%) strongly agree that the implementation is perfect. Two teachers (3%) agreed, while none (0%) fell into the disagree or strongly disagree category.

These results relate to teachers' perceptions of the Merdeka Curriculum Planning Process, which includes tasks such as creating teaching modules, organizing and conducting diagnostic assessments, and analyzing Learning Outcomes (CP) to determine learning objectives and learning outcomes by the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 958 of 2020 concerning teacher preparation in learning Merdeka Curriculum.

- a) Analyzing Learning Outcomes (CPs): This stage aims to create learning objectives and a plan to achieve them. The competencies that students should achieve at each developmental stage within each topic at the early childhood, primary, and secondary school levels are known as learning outcomes or LCAs. A narrative set of competencies and materials is part of the CP. The mapping of learning outcomes is grouped by age stages and modified to reflect the stages of learner development.
- b) Planning and Implementing Diagnostic Assessments: A diagnostic test determines a student's strengths, limitations, and skills. Teachers use the results of the assessment as a guide to create a learning plan that meets the student's needs. In some situations, the lesson planning process may consider data on interests, motivation, family history, readiness to learn, and other factors.
- c) Developing teaching modules: The purpose of developing teaching modules is to produce instructional resources that support teachers in carrying out instruction. The design of teaching modules should meet a number of requirements, including need, interest, challenge, and meaning, relevance and contextual, and sustainability.
- d) Under the new learner-centered paradigm, learning is tailored to their achievements and traits.

4.2.3. Teachers' Perceptions of the Implementation of the Merdeka Curriculum at SMAN 3 Padang

Based on a descriptive study of the trend score of teachers' opinions about implementing the Merdeka Curriculum Learning Process at SMAN 3 Padang, 62 educators (95.4%) strongly agree and belong to the suitable group. Two educators (4.6%) agreed and belonged to the suitable group. No teachers fall into the criteria of sufficient, less suitable, or not implemented.

Educators at SMAN 3 Padang think the components of the Merdeka Curriculum learning process that have been implemented include lesson plans, implementation requirements, introductory activities, core activities, and closing activities. To develop competence and character, students need to understand the Pancasila Student Profile Strengthening Project (P5), a Merdeka Curriculum component.

The characteristics and skills developed in daily life and internalized by each learner are included in the Pancasila Learner Profile. This is developed through the culture of the education unit, extracurricular activities, intracurricular learning, and projects that strengthen the Pancasila Learner Profile (co-curricular learning).

Making handicrafts from waste is one of the initiatives at SMAN 3 Padang to raise students' awareness of Pancasila. The waste recycling craft project in the form of decorative flowers is one of the P5 activities centered on sustainable living. The students used plastic that had been cleaned in this practice. They were instructed to create flower designs based on their ideas. After that, some students connected the strings, some put the flowers together, and some cut the plastic according to the pattern that had been made. After completing the products, the students' work was evaluated at the collection and assessment stage.

During the first three weeks, the students were introduced to waste materials, including an explanation of organic and inorganic waste and how to identify waste that can be processed according to its nature. The following week, the students began to process waste and other materials using equipment provided by the school, including adhesives, cable joints, and irons. After all the materials were prepared, the mentor teacher supervised the processing.

These activities seek to increase students' knowledge of environmental issues and their understanding of the sustainability difficulties around them so that they can be prepared to address

and mitigate these risks. In addition, P5 activities seek to shape students' personalities by the six dimensions of P5: having noble morals and believing in and respecting God. This process includes throwing garbage in its place and caring for friends. This aligns with the core of P5, which emphasizes the continuous development and improvement of character in addition to the initiatives already undertaken.

4.2.4. Teachers' Perceptions of the Evaluation of Merdeka Curriculum at SMAN 3 Padang

Based on the descriptive analysis of the Merdeka Curriculum assessment at SMAN 3 Padang, 55 teachers (84.6%) strongly agreed and fell into the excellent category. Furthermore, one teacher (1.5%) stated that he moderately agreed and fell into the pretty good category, while eight teachers (12.7%) agreed and fell into the good category. None of the teachers fell into the unfavorable or never category.

The final evaluation of the topic during the reporting period, usually done every semester, will be based on the student's achievement of the learning objectives. Direct quantitative data processing will be used to calculate the final grade. Meanwhile, teachers can explain the competencies that students have acquired and the competencies they have not mastered with descriptive assessments. If necessary, educators can also include a brief follow-up.

Since formative and summative exams have different purposes, it is important to remember that teachers should calculate formative assessment results separately. Formative assessments should not be used to determine final grades, as their purpose is to provide feedback during the learning process.

Teachers should break down summative assessments into several activities so that students can complete them at their best without feeling rushed or overwhelmed. Combining several completed assessment tasks will determine the final grade in this case.

The learning progress report, which consists of learning outcome reports generated based on processing assessment findings, is the format in which assessment results are reported. The achievement of student learning outcomes should at least be mentioned in the learning outcomes report. In addition, this report should be straightforward and educational to provide meaningful information to educators, education units, and parents about the abilities achieved and follow-up tactics to encourage the achievement of learning outcomes.

5. Conclusion

According to the findings of the study on teachers' opinions about implementing the Merdeka Belajar curriculum at SMA Negeri 3 Padang, teachers are generally very supportive of using this curriculum in this institution. 97% of teachers strongly support using this curriculum, which includes topics related to planning, implementing, and assessing learning. These results indicate that SMA Negeri 3 Padang has successfully integrated the Merdeka Curriculum.

However, this study also identified several challenges that need further attention, such as the need to improve guidelines for preparing more interactive teaching modules and increasing training for teachers in adapting new learning strategies. Therefore, continuous efforts are needed to overcome these obstacles to ensure that the Merdeka Curriculum can optimally achieve its goals, namely to improve student competencies and strengthen the profile of Pancasila learners.

This research implies the importance of more intensive support and supervision from the school and government to optimize the implementation of the Merdeka Curriculum. Further research is also recommended to explore the effectiveness of this curriculum in various other educational contexts and its impact on the development of student competencies in Indonesia.

6. References

- Abdul Ghani, Ribahan, & Nasri, U. (2023). Paradigma Diferensiasi dalam Implementasi Kurikulum Merdeka: Konteks Pembelajaran Pendidikan Agama Islam di Sekolah dan Madrasah. *eL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 17(2), 169–179. <https://doi.org/10.20414/elhikmah.v17i2.8867>
- Andi Olyffia, K., & Jauhari, M. N. (2024). Pentingnya Pemahaman Guru Terhadap Pembelajaran Berdiferensiasi Untuk Memenuhi Kebutuhan Siswa Di Kelas Dan Target Ketercapaian Kurikulum Pendidikan. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 4(2), 17. <https://doi.org/10.17977/um065.v4.i2.2024.17>
- Anggraena. (2022). *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah* (1 st ed). Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- Ayundasari, L. (2022). Implementasi pendekatan multidimensional dalam pembelajaran sejarah Kurikulum Merdeka. *Sejarah Dan Budaya: Jurnal Sejarah, Budaya, Dan Pengajarannya*, 16(1), 225–234.
- Barlian, U. C., & Solekah, S. (2022). Implementasi kurikulum merdeka dalam meningkatkan mutu pendidikan. *JOEL: Journal of Educational and Language Research*, 1(12), 2105–2118
- Cahyaningrum, D. E., & Diana, D. (2023). Proyek Penguatan Profil Pelajar Pancasila sebagai Implementasi Kurikulum Merdeka di Lembaga PAUD. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3), 2895–2906. <https://doi.org/10.31004/obsesi.v7i3.4453>
- Firmansyah, A., Sutrisno, S., Huda, L. N., & Herlambang, M. (2024). Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka Pada Era Digital. *PAKAR Pendidikan*, 22(1), 168–181. <https://doi.org/10.24036/pakar.v22i1.545>
- Ivantri, R. (2024). Kesiapan Sekolah dan Peran Guru dalam Implementasi Kurikulum Merdeka: Studi Kasus di MIN 14 Blitar. *Dinamika Penelitian: Media Komunikasi Penelitian Sosial Keagamaan*, 24(01), 209–228. <https://doi.org/10.21274/dinamika.2024.24.01.209-228>
- Ludyasari, S. T., Sudika, N., & Hidayat, R. (2022). Perbandingan Efektivitas Pembelajaran Daring dan Luring dalam Pembelajaran Bahasa Indonesia Kelas X SMA Negeri 1 Pujut Kabupaten Lombok Tengah di Masa Pandemi Covid-19. *Kopula: Jurnal Bahasa, Sastra, Dan Pendidikan*, 4(2), 7–16. <https://doi.org/10.29303/kopula.v4i2.2723>
- Megandarisari, M. (2021). Adaptasi Kurikulum Pendidikan Anak Usia Dini di Masa Pandemi Covid-19. *Inovasi Kurikulum*, 18(1), 1–9. <https://doi.org/10.17509/jik.v18i1.35868>
- Mira, M., & Kunaenih, K. (2024). Implementasi Pembelajaran Pendidikan Agama Islam Berbasis Kurikulum Merdeka Belajar di Sekolah. *Indonesian Research Journal on Education*, 4(3). <https://doi.org/10.31004/irje.v4i3.751>
- Mulia, J. R., Nasution, B., Asmendri, A., & Sari, M. (2023). Peranan Kurikulum Dalam Mencapai Tujuan Pendidikan. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 9(2), 34–40. <https://doi.org/10.19109/elidare.v9i2.19208>
- Pratycia, A., Dharma Putra, A., Salsabila, A. G. M., Adha, F. I., & Fuadin, A. (2023). Analisis Perbedaan Kurikulum 2013 dengan Kurikulum Merdeka. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 58–64. <https://doi.org/10.47709/jpsk.v3i01.1974>

- Radhaina, J., Mutia, M., Khairiyati, N. D., Halisa, S. N., Zahran, Z., Zulkipli, Z., Pratiwi, D. A., & Suriansyah, A. (2024). Implementasi Modul Proyek Penguatan Profil Pelajar Pancasila Kurikulum Merdeka Di SDN Telaga Biru 4 Banjarmasin. *Jurnal Ilmiah Universitas Batanghari Jambi*, 24(3), 2627. <https://doi.org/10.33087/jiubj.v24i3.5425>
- Rahmania, S., & 'Alaniah, A. S. (2024). Peta Posisi Landasan Pengembangan Kurikulum dalam Pendidikan Islam. *Al-Ibrah: Jurnal Pendidikan Dan Keilmuan Islam*, 9(1), 117–133. <https://doi.org/10.61815/alibrah.v9i1.377>
- Rahmayanti, E., Pratiwi, R., Amilia, W., & Supendra, D. (2023). Teacher's Interpretation of The Implementation of The Independent Curriculum at Pembangunan Laboratorium Elementary School, Universitas Negeri Padang. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 10(4), 697. <https://doi.org/10.24036/spektrumpls.v10i4.124624>
- Salinan Permendikbudristek No 16 Tahun 2022 ttg Standar Proses.pdf*. (2022).
- Saputra, D. T., Candra Kartika, R., & Sumardjoko, B. (2024). Perubahan Paradigma Guru Dalam Kurikulum Merdeka di Sekolah Dasar. *Jurnal Pendidikan*, 33(1), 469–476. <https://doi.org/10.32585/jp.v33i1.4868>
- Sholeh, M. (2007). Perencanaan Pembelajaran Mata Pelajaran Geografi Tingkat SMA dalam Konteks KTSP. *Jurnal Geografi: Media Informasi Pengembangan Dan Profesi Kegeografian*, 4(2). <https://journal.unnes.ac.id/nju/index.php/JG/article/view/104>
- Sugiono. (2019). *Metode Penelitian Kuantitatif*. Alfabeta.
- Suyanti, E. S., Santoso, R. B., & Febriyanti, P. (2024). Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka: Menyemai Inovasi Pendidikan Di Indonesia. *Jurnal Ilmiah Pendidikan Citra Bakti*, 11(1), 36–46. <https://doi.org/10.38048/jipcb.v11i1.2421>
- Syahnur, F., Satryanti, C. S., Pratama, A. J., Kusuma, H. P., & Gibson, D. (2024). Implementasi Profil Pelajar Pancasila Dalam Kurikulum Merdeka Belajar di KelaS 4B SD Negeri 01 Kota Jambi. *Jurnal Pendidikan Dasar Flobamorata*, 5(3), 443–449. <https://doi.org/10.51494/jpdf.v5i3.1413>
- Taupik, A. (2023). Dua Konsep Pokok Kurikulum dalam Pendidikan Islam. *Literaksi: Jurnal Manajemen Pendidikan*, 1(02), 304–310. <https://doi.org/10.70508/literaksi.v1i02.327>
- Wulandari, A., Alfiani, F., & Saputra, T. (2024). Pentingnya Mengintegrasikan Pendidikan Kewarganegaraan dalam Kurikulum Sekolah Melalui Perspektif Global. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 11. <https://doi.org/10.47134/pgsd.v1i3.511>
- Yamin, M., & Syahrir, S. (2020). Pembangunan pendidikan merdeka belajar (telaah metode pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1). <https://ejournal.mandalanursa.org/index.php/JIME/article/view/1121>