
The Readiness Of Ips Teachers In Facing The Change In The Kurikulum Merdeka At Smp Negeri 1 Martapura

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Abstrak

Sistem pembelajaran “Merdeka Belajar” merupakan bentuk kebijakan baru dalam pembaharuan kurikulum sebelumnya atau yang dikenal dengan Kurikulum 2013 dan dalam mengimplementasikannya tentu saja membutuhkan kesiapan yang matang agar kendala-kendala yang muncul dapat diatasi dengan baik. Penelitian ini bertujuan untuk mengetahui kesiapan guru IPS di SMP Negeri 1 Martapura dalam menerapkan pembelajaran mandiri. Data untuk jenis penelitian ini dikumpulkan melalui dokumentasi, wawancara dan observasi. Hasil menunjukkan bahwa guru di SMP Negeri 1 Martapura telah siap untuk menerapkan kurikulum mandiri. Penelitian ini menggunakan kesiapan kognitif, fisik dan psikologis guru sebagai indikasi tingkat kesiapan mereka. Kesiapan kognitif, fisik dan psikis guru menjadi indikasi tingkat kesiapan tersebut.

Kata Kunci: Kemandirian Belajar, Kurikulum, Guru Ilmu Pengetahuan Sosial.

Abstract

The ‘Merdeka Belajar’ learning system is a form of new policy in updating the previous curriculum or what is known as the 2013 Curriculum and in implementing it, of course, it requires careful preparation so that the obstacles that arise can be overcome properly. This study aims to determine the readiness of social studies teachers at SMP Negeri 1 Martapura in implementing independent learning. Data for this type of research was collected through documentation, interviews and observations. The results show that teachers at SMP Negeri 1 Martapura are ready to implement an independent curriculum. This research uses teachers' cognitive, physical and psychological readiness as an indication of their readiness level. Teachers' cognitive, physical and psychological readiness are indicative of the level of readiness.

Keywords: Freedom to Learn, Curriculum, Social Sciences Teacher

PRELIMINARY

Renewal of the existing education system in Indonesia is still undergoing improvements with efforts to improve quality and resolve problems that continually arise because education will always adapt to advances in science, technology, society and culture. Indriyanto (2012), stated that in improving the quality of education, the quality will be dynamic. The policy to improve the quality of education will be dynamic, which always

provides changes with certain achievements in educational needs in accordance with educational developments. This makes the role of the curriculum in regulating a set of educational plans (Abbas et al., 2022; Adrias et al., 2023; Aziz et al., 2024). As a guide in carrying out the teaching and learning process, the curriculum is very important for education (Rahman et al., 2024).

The Indonesian curriculum has been refined in an effort to raise educational standards. The school emphasizes student character education in the 2013 curriculum and the use of literary sources, before implementing the Autonomous Learning Curriculum (KTSP). In addition, lack of knowledge and preparation causes many teachers to have difficulty implementing it. The Independent Learning Curriculum Method which prioritizes project-based learning, character and soft skills development for students, as well as a more flexible curriculum framework is then used to develop the curriculum. Additionally, reading skills, technology-related information, talents, and attitudes are all included in the Merdeka Belajar curriculum (Jumriani, Mutiani, et al., 2021; Jumriani, Syaharuddin, et al., 2021; Mutiani & Faisal, 2019). It is hoped that this curriculum development innovation can produce a comfortable and perfect learning environment (Handayani & Alwin, 2024).

Curriculum changes that occur in the world of Indonesian education are caused by the desire to improve the curriculum. Currently, the curriculum has changed from the 2013 curriculum to the Merdeka curriculum. This change is categorized as a form of change that occurred because of a situation regarding educational problems in the previous 2 years based on the pandemic. covid 19. This change in curriculum requires teachers to deepen learning by mastering classes containing learning objectives, learning models, learning techniques, learning methods and teaching materials in order to carry out the teaching and learning process (Husna & Inayati, n.d.; Jannah & Isna, 2023; Syaharuddin et al., 2022). This is also in line with Mulyasa's (2015) statement which states that the role of teachers as developers, implementers and curriculum planners in schools greatly determines the success of the program. Therefore, in preparing the curriculum, the quality of teachers needs to be improved.

The goal of an integrated social studies curriculum is to give students a better and more comprehensive understanding of related scientific subjects. Therefore, social studies learning at junior high school level in Indonesia needs to be integrated. The evolution of Social Sciences in western countries has had a significant influence on the Indonesian Social Sciences (IPS) curriculum. Social communication skills, or the ability to capture various events that occur in students' environments and package their ideas in the form of concepts,

skills, values, principles, norms and social attitudes, should be developed through social studies learning at school (Muliana Setia Hapsari & Hesty Widiastuty, 2023; Muthi et al., 2023; Mutiani, 2019). The case study approach was chosen as a research method because it allows for a comprehensive understanding of the problems faced at SMP Negeri 1 Martapura.

Readiness is one of the abilities possessed by a person to prepare something related to the conditions being carried out. The ability in the flow of the process of preparing to implement independent curriculum learning will be linked to 3 indicators of readiness: cognitive readiness which is related to the flow of the learning process, physical readiness which is related to health, and psychological readiness related to abilities in the form of interest and motivation (Subiyakto, 2022; Syamsiar et al., 2023). The ability to be prepared will be played by a teacher in the learning and teaching process and this indicator of readiness will act in the form of an attitude that has literally become a teacher's readiness to work in teaching, training, leading, assessing and evaluating students. In the readiness of a teacher as a teaching planner, the teacher is expected to be able to carry out learning and teaching activities well by producing these expectations.

There are stages in implementing the autonomous curriculum. The initial stage of the autonomous curriculum will be introduced in grade 7 in 2024. Teacher competency is the main indicator of curriculum readiness, which in turn influences how well the curriculum is implemented. Pedagogical, personal, social and professional abilities are things that educators need to have in order to compile, develop, implement and evaluate the curriculum (Mulyasa, 2015). The success of implementing the curriculum in the classroom with learning design depends on readiness. Therefore, teachers must prepare themselves to implement the curriculum in order to successfully integrate independent curriculum learning. Researchers studied how prepared social studies instructors were to face the shift in the Merdeka curriculum at SMP Negeri 1 Martapura.

METHOD

The method used in preparing this article is a qualitative approach and descriptive data analysis, namely focusing research on a systematically conceptualized form with data collected by researchers in the form of descriptive data or documents produced in the form of observations, interviews and documentation results. focuses on the conceptual depth of empirical research and also describes or explains observed events, both natural and artificial phenomena that are objectively descriptive. This research method focuses on a case study caused by a natural phenomenon that has an impact on the world of education and is carried

out comprehensively and in detail using different data sources. The main topic discussed in this article is the readiness of social studies teachers to face the change to the independent curriculum at SMP Negeri 1 Martapura.

The data collection technique used was initial observation at the research site which was carried out with the aim of finding out the research location and seeing what the conditions for using the curriculum there were. Then make observations again next time. Interviews were conducted with informants from the school principal, social studies teacher, deputy head of infrastructure, deputy head of student affairs, library staff and students. Documentation was obtained from the results of observations and interviews during the research carried out by the author. As well as literature study by searching for and understanding the contents of books and other relevant scientific articles on Google Scholar. And technical data analysis is to collect data and reduce it simply by sorting and selecting what needs to be used and not used so that it can be presented and draw conclusions.

RESULTS AND DISCUSSION

SMP Negeri 1 Martapura is a junior high school based on a drive school led by Yatim Dwi Margono M. Pd (2021-present). This junior high school is located on Jl. A Yani Martapura Java Village, Martapura District, Banjar Regency, South Kalimantan Province. This school is known as a driving school which has received well the changes to the independent curriculum in its school with a gradual implementation flow, therefore the implementation of the new Independent Learning Curriculum is implemented in grade 7. A dynamic curriculum must always adapt to the needs of society and the progress of the times. This supports the view of Bahri (2017), who says that a nation will not implement a curriculum that is completely ready to be used throughout a person's life because the curriculum must adapt over time to reflect changes in social and cultural norms. Curriculum changes that occur in the world of Indonesian education are caused by the desire to improve the curriculum (Ilmy et al., 2024).

Freedom to learn is one of the programs initiated as a result of the Ministry of Education and Culture's initiative in providing its policy on education and the content in it contains different learning activities with the main context of freedom in learning and teaching activities, of course this cannot be separated from the educational needs during the Covid 19 pandemic. Freedom to learn is known. with one of the concepts it was born to provide freedom in expressing ways of thinking and expressing because education is used to

prepare someone to be able to know, understand and develop ways of thinking critically in harmony with needs in the era of revolution 4.0. (Santika et al, 2022).

The effectiveness of implementing the curriculum, including the learning that will take place in the classroom, is determined by the teacher's readiness (Wahyudi et al., 2013). The Ministry of Education, Culture, Research and Technology has mandated that teachers who claim to be ready must at least be ready (Arbida Nila, 2022). To make curriculum creation a success, the low level of teacher preparation in implementing the new curriculum needs to be addressed.

According to Slameto (2021), there are several factors that can influence teacher readiness. These factors include: 1) goals and needs; 2) mental, physical and emotional state; 3) skills and knowledge; and Instructor Readiness In this essay, social studies researchers will apply theory to limit the investigation to three indicators: psychological, physical, and cognitive readiness. Each of these indicators is explained as follows: 1) Cognitive preparation, which measures teacher readiness based on understanding, use of learning resources, learning processes, and assessment; 2) Physical preparation, namely measuring the readiness of human resources to face the independent curriculum; and 3) Psychological preparation, namely measuring teacher readiness based on teacher interest and motivation.

According to Slameto (2021), there are three markers of readiness that can be used to determine a teacher's level of preparation: psychological, physical, and cognitive. The following three readiness indicators based on research measure how ready teachers at SMP Negeri 1 Martapura are to face the transition to an independent curriculum:

A. Social Studies Teachers' Cognitive Readiness

Cognitive readiness will discuss how a teacher understands the concept of independent learning, making teaching tools, the teaching process, and assessment. Basically, the social studies teacher at SMP Negeri 1 Martapura is able to understand but not fully understand the concept of the independent curriculum due to curriculum changes that require readjustment. Cognitive is the main competency that teachers must have as educators.

Interviews with seventh grade social studies teachers showed that although they all understood some parts of the autonomous curriculum, none really understood it. Teachers' cognitive readiness is not hampered by their poor understanding because they continue to strive to expand their knowledge in line with curricular growth. However, implementing an independent curriculum generally requires that a teacher must be able to use technology because the simple concept of independent learning is meaningful, fun, and relevant by

adhering to the characteristics of students with technology to extract information to support learning that can be used so that learning is not bored and students will enjoy doing learning activities.

Teachers who are the main pillars of learning activities in the classroom must of course provide full readiness in changing the curriculum even though there are various impacts that they feel are unable to carry out, but as a professional teacher, the first attitude in accepting government policy in education with new breakthroughs in the curriculum is must be ready and accept. Learning modules are designed taking into account student characteristics, with an emphasis on main material as demonstrated by the selection of material specifically designed to meet the needs of each student (Firdaus et al., 2024). The modules are arranged in line with the provisions of the autonomous curriculum. The final quality is flexible learning, demonstrated by the teacher's constant questions about news, circumstances and the type of learning the students want to start, thus allowing them to choose their own path.

B. Physical Readiness of Social Sciences Teachers

Physical readiness will of course always discuss the energy and health of a teacher. Of course, it is very rare to find health problems because the teacher is someone who educates and that makes him the most important role in education, but it does not rule out the possibility that his health will be disturbed based on the observation that the three teachers agreed to state that they are still capable. to carry out his profession as a teacher. Health is definitely a readiness that needs to be taken into account, this is a measure of a teacher's ability every day to carry out work as a professional educator for all social studies teachers who teach the independent curriculum.

C. Psychological Readiness

The form of psychological readiness expressed in the interest and motivation shown by a teacher, especially at the location of the research that the author conducted at SMP Negeri 1 Martapura, is that the indicators that can be used as a benchmark for success are stated by Dalyono (Mayangsari & Safitri, 2018). These indicators are in the form of teacher readiness, including health, intelligence, talent, interest and motivation. Psychological readiness is related to the form of interest and motivation in the case of facing changes to the independent curriculum. Psychological interest of a teacher to fully accept and agree with the existence of new policies in the independent curriculum because it is known that the nature of the curriculum is dynamic, always changing and not the same according to educational needs.

Likewise, the psychology of motivation is of course carried out as a professional as a teacher in carrying out his policies in providing learning to students.

CONCLUSION

Based on the results of research with the analysis found in the field by the author related to the readiness of teachers and students in the face of an independent curriculum, there are 3 indicators of readiness that serve as a benchmark for the success of the independent curriculum concept and the obstacles caused, namely: Cognitive readiness of social studies teachers, physical readiness of social studies teachers, psychological readiness of social studies teachers. Teachers and students of SMP Negeri 1 Martapura have understood both the meaning of the concept and how to apply it, although not fully. This incompleteness certainly does not have a negative impact or become a barrier to the implementation of teaching this curriculum itself. Carefully designed teaching modules that incorporate project-based learning are experienced by learners. Social studies teachers are all in the group with no history of illness, so this does not affect the performance of a teacher and the learning process of learners in dealing with the independent curriculum. The social studies teachers all had interest and motivation due to the demands of the job and the demands of gaining knowledge in creating interest and motivation in the independent curriculum. Every teacher is motivated and interested in implementing an independent curriculum. Based on the three indicators described above regarding the readiness of teachers and students, it can be concluded that social studies teachers already have readiness from the criteria associated with the flow of data collection in the interview process.

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