

## **Informative Inhibiting Factors For Teachers In Implementing The Independent Curriculum At SMK Negeri 2 Sungai Penuh**

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### ***Abstract***

*The purpose of this study is to describe the factors that become obstacles in implementing the independent curriculum at SMK Negeri 2 Sungai Penuh. The method used in this study is descriptive qualitative research. The sample of this study was a subject teacher who taught in class X of SMK Negeri 2 Sungai Penuh. From the results of the study, it is known that the factors and obstacles felt by teachers consist of 3 stages, namely the planning stage, the implementation stage and the assessment stage.*

**Keywords:** Teacher Difficulty, Inhibiting Factors, Independent Curriculum

### **INTRODUCTION**

The curriculum is the key to education because the curriculum is a way and rules about the purpose, content, and material to be taught to students. The curriculum is a reference for teachers in compiling learning tools. The curriculum from year to year always improves, adjusting to changes that occur. This is done so that the goals of education are achieved well and run effectively. For teachers, the curriculum becomes a guideline (Iverson & Dervan, n.d.). So it can be concluded that the curriculum is very important in the world of education.

The purpose of education is to form students to become people who believe and fear God Almighty, have noble character, are healthy, knowledgeable and become responsible citizens (Sahnan & Wibowo, 2023). So to achieve this goal, the government always improves the curriculum from year to year.

The curriculum in Indonesia currently applies the Merdeka curriculum, the Merdeka curriculum is an improvement from the previous curriculum, namely the 2013 curriculum. The Merdeka Curriculum was launched in February 2022 as an Merdeka Belajar program to improve the quality of education in Indonesia. Minister of Education and Culture of Research and Technology, Mr. Nadim Makarim explained that Merdeka Belajar is an educational development, and all aspects are expected to be agents of change (Dewi & Astuti, 2022).

The excellence of the Independent Curriculum focuses on essential material and the development of student competencies based on its phases so that students can learn more understanding, detailed, and meaningful (Princess et al., 2023). So the learning concept of the Independent Curriculum is interrelated between Competency Standards, Assessment,

Minimum Competence, so as to form a wider space for students to determine learning plans and assessments that suit the character and needs of students.

The curriculum will be considered successful if its implementation runs effectively, because the Merdeka curriculum has only been implemented in Indonesia, of course, there are obstacles felt by teachers as one of the implementers of the independent curriculum at SMK Negeri 2 Sungai Penuh. SMK Negeri 2 Sungai Full is one of the schools that has just implemented an independent curriculum in the teaching and learning process. Based on observations in schools, it is known that there is still a lot of confusion felt in implementing the independent curriculum. With this condition, the implementation of the independent curriculum becomes ineffective, so it does not get results that are in accordance with the learning objectives that have been designed. Not achieving learning objectives, the goals of the curriculum are also not achieved. Where the purpose of the curriculum is to educate students to become people who believe and fear God Almighty. In line with the opinion in law number 20 of 2003 that the purpose of the curriculum is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, independent, creative, become democratic citizens, and are responsible (Sujana, 2019).

Based on the results of these initial observations, researchers are interested in examining the factors that are obstacles in implementing the independent curriculum at SMK Negeri 2 Sungai Full for the 2023/2024 academic year.

## **RESEARCH METHOD**

This study uses a qualitative approach to describe the factors that hinder teachers from implementing the independent curriculum at SMK Negeri 2 Sungai Penuh. The time for this research is from November to December 2023. The population of this study is a teacher of SMK Negeri 2 Sungai Full for the 2023/2024 academic year. is a generalization area consisting of: objects / subjects that have certain characteristics set by researchers to be studied and then drawn conclusions (Sugiyono, 2010)

From the population then determined the subject of study. The sample of this study was the Vice Principal for Curriculum, mobilizing teachers, and several subject teachers who taught in class X. The technique used was an interview technique to a representative sample of the population.

## **RESULT AND DISCUSSION**

The results of interviews with research subjects were obtained research results. The focus of this study was to determine the obstacles faced by teachers and the factors that cause teachers to have difficulties in implementing the Merdeka curriculum at SMK Negeri 2 Sungai Penuh.

1. There are three aspects faced by teachers in implementing the independent curriculum, these aspects are as follows:
  - a. Learning Planning

Every education in the education unit is obliged to compile good modules and in accordance with the Merdeka curriculum. A good module is a module that has complete and systematic constituent components so that it is able to represent every learning activity that

leads to the achievement of learning objectives. Teaching modules are a number of media tools or means, methods, instructions, and guidelines that are designed systematically and attractively (Yus, 2018). Compiling modules must implement the Learning Objectives Flow developed from Learning Outcomes with the Pancasila Student Profile as a target. To compile the module, teachers experience obstacles in how to reduce / translate Learning Outcomes into learning objectives, so that the material provided does not refer to the essentials, but still refers to the 2013 curriculum. This happens because teachers lack mastery of how to arrange modules in the independent curriculum and lack of socialization obtained by teachers.

#### b. Learning Implementation

The Merdeka Curriculum has encountered many problems, especially the difficulties faced by teachers when implementing it in the field. The difficulties encountered by subject teachers at SMK Negeri 2 Sungai Penuh, for example in terms of organizing educational learning are still not good, teachers have not used adapted learning media to achieve learning objectives as a whole. There are still teachers who use conventional methods such as lectures, while in the independent curriculum there are innovative learning models that can be applied by teachers in teaching. This method is not suitable for use, judging from the heterogeneous ability of students, teachers must be creative in finding innovative learning models and types. This obstacle occurs due to limited teacher references regarding learning models, lack of facilities and infrastructure owned by schools.

Educational media are all means / forms of non-personal communication whose data is used as a container of lesson information that will be conveyed to students and can attract interest and attention, so that the goals of learning can be achieved properly. Media is a teacher communication tool used to deliver learning material to students, so that students are interested in paying attention to the information conveyed by the teacher in front of the class.

Interactive media that are in accordance with scientific approaches such as: visual videos, PowerPoint slides, audio, LCD, computers and the internet, are more often used by teachers whose subjects require using computer and internet devices such as Number Processing and Digital Simulation subjects, while for teachers of other subjects still rarely use interactive media and technology-based tools and the internet due to difficulties in mastering media and tools aforementioned. The result is that learning that should be fun and stimulate students to be more active has not been created, this also proves that teachers are still lacking in making transactional decisions as facilitators in the learning they teach.

#### c. Learning Assessment

The results of observations and interviews found that teachers found it difficult with the assessment process in the Independent Curriculum which included these 3 aspects because of the complicated and many assessment formats. In planning, the teacher has composed well. However, the assessment has not been carried out by teachers as a whole. Assessments that have not been carried out are assessments carried out by students and assessment of attitudes between students' peers due to limited time constraints during the learning process. In addition, it is the difficulty of teachers when making assessment descriptions on each aspect of assessment, because what is described is the three aspects of

assessment in each learner. In addition to many aspects and the number of learners that must be assessed, teachers find it difficult because of the limited assessment time. So the difficulties in learning assessment faced by teachers are 1) carrying out attitude assessments carried out by learners and attitude assessments between peers by students, 2) making assessment descriptions for aspects of assessment and each student.

2. Factors that cause teachers to have difficulties in implementing the independent curriculum.

a. Learning Planning

1) Teachers have difficulty in arranging teaching modules in accordance with the components and systematics of module preparation. The format that teachers have varies. This happens because the format and components of modules vary and there is no standard format. In government regulations, teachers are also not determined to only be asked to adjust to schools and students. Teachers are only asked to pay attention to the minimum elements that must be displayed in the teaching module.

2) Teachers have difficulty developing CP and ATP, because teachers have not been able to clearly formulate learning elements and outcomes. The contributing factor is that teachers lack socialization and teachers have their own understanding with the online training that is followed. So there is a difference in understanding obtained between teachers.

b. Learning Implementation

1) Difficulty using learning media

Teachers at SMK Negeri 2 Sungai Full of difficulties in using learning media in accordance with the independent curriculum because some teachers are still comfortable with using conventional media and print media such as books. The contributing factor is due to lack of facilities and infrastructure.

2) Difficulty choosing innovative learning methods

Teachers have difficulty choosing a method that suits the learning material. The factor is that teachers lack references regarding innovative learning methods in the independent curriculum.

3) Difficulty processing learning materials

Teachers at SMK Negeri 2 Sungai Full have difficulty in finding, selecting and processing subject matter in accordance with the Independent Curriculum because of the large number of new subjects and materials in productive accounting subjects, so teachers must find and create their own teaching materials from various sources that are adjusted to the syllabus of the Independent Curriculum. The inhibiting factor is limited time while there is a lot of material and must be delivered immediately to students, besides that because the Curriculum Merdeka teacher textbook or workbook does not yet exist.

c. Learning Assessment

1) Teachers at SMK Negeri 2 Sungai Full have difficulty in carrying out attitude assessments conducted by students and peer attitude assessments by students

because assessments have a complicated format and if carried out will require a lot of time, while the time available for the learning process is very limited.

- 2) Teachers at SMK Negeri 2 Sungai Full have difficulty in making assessment descriptions for aspects of assessment and each learner because to make assessment descriptions takes a lot of time and teachers also make descriptions for three aspects on individual loyal learners is not an easy thing to do.

## CONCLUSION

Based on the results of the study, several things that are urgent to do include improving the management of the implementation of the independent curriculum. As much as possible the central government and local governments must jointly set targets for how many schools will implement within the next 1 year, 2 years, and 3 years. The implementation cycle of the independent curriculum must be made starting from budgeting, procurement of educational facilities, training, implementation and mentoring, as well as evaluating successes and failures.

Next, training should be carried out in stages with good coordination between the Central Government, Provincial Government, and District/City Government. Training is carried out by heeding good learning principles and provided by instructors who are experienced in curriculum implementation. Not just fulfilling the formalities of coming to the training ground, there is training, and going home so you get pocket money. Assessment guidelines for teachers in assessing student learning outcomes must also be issued immediately by the Central Government and will be adopted by the District/City Government.

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