



Challenges of Implementing Merdeka Curriculum in Pancasila Education Subjects in Elementary Schools

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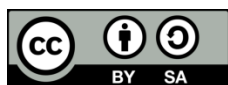
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ABSTRACT

This study aims to identify the challenges faced by teachers in implementing Merdeka Curriculum in Pancasila Education subjects in grade 5 of Al-Islam 2 Elementary School in Jamsaren Surakarta, and formulate solutions to overcome these difficulties. This research uses a qualitative approach with a case study design. The study population consisted of 5th grade students, with a sample of class 5A consisting of 30 students. Data were collected through observation, semi-structured interviews, and literature study. The instruments used include observation sheets that contain aspects of planning, implementation, evaluation, challenges, and learning models. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results showed that teachers experienced the main obstacle in the form of lack of time in implementing learning, which had an impact on not achieving a deep understanding of the material. In addition, student evaluation results are often not in accordance with teacher predictions, both in LOTS (Low Order Thinking Skill) and HOTS (Higher Order Thinking Skill) questions. The proposed solutions include the implementation of more efficient learning models such as flipped classroom and more structured Project-Based Learning, as well as the use of learning technology to speed up the evaluation process. The study suggests that teachers pay attention to more effective planning time, as well as conducting early diagnostic analysis and reflection on evaluation results to adjust future questions and teaching methods.

Keywords: Teacher, Merdeka Curriculum, Pancasila Education, Primary School.

1. INTRODUCTION

The development of the independent curriculum includes a continuation of the emergency curriculum implemented during the pandemic which forms the basis for the new curriculum (Mohammed et al., 2020; Suhendar & Rambe, 2023). The Ministry of Education, Culture, Research and Technology officially launched the independent curriculum in the 2022/2023 academic year in all schools in Indonesia (Suhendar et al.,

2023; Zulinto et al., 2023). The implementation of this curriculum is based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 which regulates the guidelines for implementing the curriculum for learning recovery.

The independent curriculum is not implemented simultaneously but massively, referring to the policy that gives schools flexibility in the implementation of their curriculum (Aliyyah et al., 2023; Sanusi et al., 2024). The Ministry of Culture, Research and Technology conducted data on school readiness for the Implementation of the Independent Curriculum (Okryanida et al., 2023; Kholil et al., 2024). As a result, most public and private schools have registered and are ready to start implementing the IKM. There are 35,334 schools in the independent learning category, 59,429 schools in the independent change category, and 3,607 schools in the independent sharing category. The implementation will take place in the 2022/2023 school year covering PAUD, SD, and SMP levels, in which case the government supports the implementation by facilitating teaching tools in the form of textbooks and supporting teaching materials (Rahmadayanti & Hartoyo, 2022).

Starting in the 2022/2023 school year, the subject Pancasila Education officially replaces PPKn, as in the Decree of the Minister of Education, Culture and Research Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the context of Learning Recovery. In practical terms, Pancasila Education is no different from PPKn. Pancasila Education also continues to study the values of Pancasila and Citizenship. In essence, Pancasila Education aims to maximize the intelligence of students as Indonesian citizens, intelligence has three dimensions, namely spiritual, academic, and emotional (Martati et al., 2023). These three intelligences become the most important important capital in life. Academic intelligence depends on the human brain. Just like intelligence, the human brain must be supported by a system of neurons to understand the actions, intentions and emotions of others. Emotional intelligence encourages the growth of empathy, for example when learners feel compassion if their friends are sick. Spiritual intelligence, especially for Muslim learners, is manifested in worship, namely prayer, fasting, and recitation. The three intelligences need to be developed comprehensively.

Teachers face various challenges in implementing Merdeka Curriculum, especially in implementing the Pancasila learner profile through project-based learning that includes class projects and school projects. The preparation of learning tools, such as Learning Objectives (TP), Flow of Learning Objectives (ATP), and open modules, is still done in groups and requires improvement (Al Husna & Rigianti, 2023). Analysis of Learning Outcomes compiled per phase is also difficult, especially for teachers who are less proficient in technology, so that the preparation of Learning Implementation Plans (RPP) becomes an obstacle (Zahirah et al., 2019). Limited open books and lack of variety in learning methods further aggravate the situation, coupled with difficulties in determining appropriate assessments for project-based learning, such as choosing between presentations, products, or writing (Susilowati, 2022).

By understanding the challenges faced by teachers and learners, we can identify the factors that cause these difficulties and find solutions to overcome them. Based on this

problem, the difficulties experienced by teachers and learners at Al-Islam 2 Jamsaren Primary School in Surakarta in implementing the independent curriculum, especially in the subject of Pancasila Education, will be analyzed. This research aims to identify the factors that cause these difficulties and formulate solutions to overcome the problems.

2. RESEARCH METHODE

This research uses a descriptive method with a qualitative approach conducted on September 10, 2024 at 07.30 - 09.00 WIB at Al-Islam 2 Jamsaren Elementary School in Surakarta. This research provides a precise description and explanation of the symptoms or circumstances at hand. Sugiyono (2013) states that qualitative research methods are used to examine objects in natural conditions, with researchers as key instruments. Data collection is done in triangulation (combined), data analysis is inductive, and research results emphasize meaning rather than generalization. According to Sugiyono (2013), the descriptive qualitative method is to collect data in the form of words or pictures, not numbers. The data that has been described is then described so that it is easy to understand. This study aims to describe, describe, and interpret the challenges in implementing the Merdeka Curriculum in Pancasila Education subjects in elementary schools.

The independent variable of this research is the implementation of the independent curriculum, while the dependent variable is the challenge in the subject of Pancasila education. This study involved 5th grade students at SD Al Islam 2 Jamsaren Surakarta as the study population. In total, there are 4 classes in this school with different abilities of students in each class. Classes a, b, and c are regular classes while class d is a special or superior class. Therefore, purposive sampling technique was used in determining the sample, which is by selecting samples based on certain criteria relevant to the research objectives. Researchers deliberately select samples with special considerations (Lenaini, 2021). As a result, class 5A was selected as the sample for this study. The number of students in class 5A is 30 students. The number of male students is 10 and the number of female students is 20 with an age range of 10-11 years.

This study involved one class, namely class 5A. Class 5A received Pancasila Education lessons through interactive lecture, question and answer and class discussion methods. The learning model used was PJBL (Project Based Learning). The subject matter taught was about norms in everyday life. The instrument used in this research is an observation sheet containing the aspects to be studied. There are five main aspects studied in this study. The five aspects are planning, implementation, evaluation, challenges and obstacles, and learning models.

This research collects data through observation and interviews. In providing input or solutions to existing problems, researchers use literature studies. Research data is obtained by collecting, analyzing, and organizing the references found. Data analysis in this study starts from data reduction with the information collected being filtered to select relevant data, while inappropriate data is eliminated. The data that has been selected is then presented in the form of a structured narrative for easy understanding, with the

results of observations and interviews organized systematically. Meanwhile, data from the literature study was summarized to support the analysis. The final stage was conclusion drawing and verification, where in-depth analysis was conducted to draw conclusions that answered the research questions. The conclusions obtained were then verified by comparing data from various sources to ensure the accuracy and consistency of the information.

3. RESULT AND ANALYSIS

This research involved observation and semi-structured interviews to explore learning planning, learning implementation, learning evaluation, obstacles in learning, and learning models applied to Pancasila education subjects in class 5A of Al-Islam 2 Jamsaren Elementary School in Surakarta. The research revealed that the lecture method is still dominant, while the PJBL (Project Based Learning) model often experiences time constraints. In addition, student evaluation results show a mismatch between teacher predictions and reality, both on LOTS (Low Order Thinking Skill) and HOTS (Higher Order Thinking Skill) questions.

This finding is different from the research of Rahmawati et al. (2023) who found implementation challenges existed in students. Learners face several challenges in behavior and responsibility. They often forget to bring learning materials requested by the teacher, which hinders the learning process. They also rarely convey messages or activity information to parents, resulting in a lack of support. In learning groups, students tend to choose friends who are liked or considered clever. In addition, there is bullying behavior, where students use bad words to mock friends. Meanwhile, the findings in this study show that challenges exist for teachers such as experiencing a lack of time in learning and evaluation results often do not match predictions.

In the implementation of learning, teachers often face challenges such as not always in accordance with reality when applied in the classroom. This problem usually arises due to differences between conditions in the classroom and assumptions made when preparing lesson plans. Factors such as the diversity of learners' abilities, time constraints, or unexpected classroom dynamics often make the implementation of learning not go according to plan. This forces teachers to make real-time adjustments so that the learning process remains effective, even if it deviates from the initial design.

In accordance with the results of the interview, the teacher said that he often experienced a lack of time in implementing learning. From the results of observations and interviews that researchers have conducted at Al-Islam 2 Surakarta Elementary School, especially class 5A in learning Pancasila education on norms material. Researchers found several main problems faced by teachers when conducting learning. One of the main problems is the lack of time in delivering the material. Teachers felt that the time available was not enough to explain all the concepts of norms in depth and provide relevant examples. This makes it difficult for students to understand the concepts comprehensively and deeply. The lack of time also had an impact on the lack of discussion and question and answer which could have helped students understand the material better.

Because the teacher used the **PJBL** (Project Based Learning) learning model, during the lesson students were asked to make a norm tree but due to time constraints the task could not be completed on time, so it had to be continued the next meeting. In addition, time constraints also affect the quality of evaluation given to learners. Teachers cannot provide optimal feedback on students' learning outcomes. Activities such as material reinforcement, additional assignments, and reflection tend to be neglected due to limited time. As a result, learners do not get enough opportunities to reflect on what they have learned, and teachers have difficulty in monitoring learners' progress effectively.

The results of the evaluation are often not in accordance with the teacher's predictions, according to the results of interviews conducted with Mrs. Hesti as a **PPKN** subject teacher, she said that the results of student evaluations are often not in accordance with teacher predictions. Meanwhile, when the teacher compiles difficult questions or **HOTS** (Higher Order Thinking Skill) the evaluation results obtained by many students who have met the **KKM**. This creates confusion for teachers in assessing students' abilities and planning further learning, considering that this difference in results indicates that students' abilities may be higher than expected. The difference requires teachers to be more adaptive and thorough in preparing evaluations to better match the real abilities of students.

From the problem of lack of time in learning, one of the solutions that teachers can do to their students is through the application of learning models. According to Susanto (2021), teachers need to determine a learning model that is suitable and synchronous with the material to be taught, so that the material taught can be accepted and understood by students. Various learning models that can be utilized by teachers related to overcoming time constraints in learning include direct learning models. Teachers can utilize the flipped classroom technique, where students are given reading materials or learning videos that must be studied before entering the classroom. This way, class time can be more focused on discussion, question and answer, and deep understanding activities, such as making a "norm tree" project. In addition, project-based learning can be divided into more specific stages, so that large tasks can be completed in stages and do not take up too much meeting time.

In addition, overcoming the problem of lack of time in learning, namely can be implemented by conducting more effective planning and prioritizing core materials that must be delivered. Another solution is to use learning technology that can speed up the evaluation process and material reinforcement. Teachers can utilize online learning applications or platforms to provide feedback more quickly, either through automatic assessments or online group discussions outside of class hours. That way, even though face-to-face time in class is limited, students can still get useful feedback to improve their understanding. Material reinforcement can also be done through individual or group assignments completed outside of class, so that class time can be more focused on activities that require direct interaction between teachers and students. Lack of time for professional teacher activities can be overcome by showing the intensity of time used by teachers for professional tasks. Teacher Timer is an important indicator of teacher quality, which is shown through time on task, namely the intensity of individual student learning.

Research has consistently shown that time on task is the best predictor of student learning quality (Puspidalia, 2012).

Meanwhile, from the problem of evaluation results often not in accordance with predictions, teachers can take the following steps, the first is an initial diagnostic analysis, namely teachers can conduct a diagnostic assessment at the beginning of learning to identify students' basic understanding and abilities. That way, teachers can more accurately assess the level of difficulty of the questions that are right for students. The second step, the use of questions with gradual levels of difficulty, namely when compiling evaluation questions, teachers can create questions with varying levels of difficulty, ranging from LOTS to HOTS in one set of tests. This will help measure students' abilities at various levels of thinking and ensure that the evaluation reflects the variation in students' abilities (Elviya & Sukartiningsih, 2023).

The third step, analyzing evaluation results, namely teachers need to analyze the evaluation results in depth, for example by looking at student answer patterns, types of questions that are often answered incorrectly, and students' understanding of the concepts taught. This helps in compiling questions and teaching methods in the future. The last step is to reflect and discuss with students, teachers invite students to discuss questions that they consider easy or difficult. Understanding from the student's perspective can help teachers adjust assessment methods and questions in the future to better suit their abilities (Chiu, 2023).

A good assessment procedure is not only limited to distributing questions to students and collecting them, but also involves follow-up actions in learning activities. Assessment is an inseparable part of the learning process (Afriansih, 2016) and is very important to improve and enhance the quality of education (Mahbubillah et al., 2019; Suhendar & Halimi, 2023). Assessment must be carried out authentically to reveal the process and progress of student learning, so that teachers can know the level of achievement of mastery of the material. For this reason, teachers need a complete assessment instrument to assess student achievement in aspects of spiritual attitudes, social attitudes, knowledge, and skills (Subhan, 2020). The assessment process aims to collect information on the results of student learning improvements (Wildan, 2017) and provide useful feedback for teachers and parents about the development of student abilities during learning.

This study has limitations, such as the scope being limited to one school, so the findings may not fully reflect the dynamics of learning in other schools. In addition, the use of qualitative methods depends on the honesty of respondents and the interpretation of researchers, while time constraints during observations and interviews affect the depth of the data obtained. Further research with a wider scope and deeper triangulation methods is needed to strengthen the validity of the findings.

4. CONCLUSION

This study found that the implementation of the Independent Curriculum in the Pancasila Education subject at SD Al-Islam 2 Jamsaren faced several challenges, especially in time management and learning evaluation. Time constraints hampered the

delivery of in-depth material and the implementation of the project-based learning (PJBL) model. In addition, the evaluation results often did not match predictions, especially on LOTS and HOTS questions, which indicated the need for improvements in the preparation of questions and evaluation methods. To overcome these challenges, optimization of management time can be done by utilizing the flipped class model and designing more structured projects. In addition, the quality of evaluation can be improved by using graded questions from LOTS to HOTS and initial diagnostic analysis to understand student abilities. The use of technology is also recommended to speed up evaluation and provide effective feedback. Finally, reflection and discussion with students regarding evaluation results can help teachers understand student difficulties and adjust teaching methods.

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