

Analysis of Teachers' Difficulties in Developing Teaching Modules for the Merdeka Curriculum in Grade V Civics Subjects at Al-Islam 2 Jamsaren Elementary School, Surakarta

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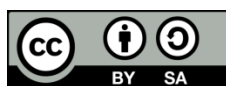
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ABSTRACT

The merdeka curriculum is designed to provide teachers with flexibility in organizing and performing learning that is more relevant to the needs of the students. However, the implementation of the curriculum presents various challenges, especially in the drafting of the teach module. The study was conducted to analyze the difficulties encountered by the teacher in setting up the free curriculum teach module on pancasila and cidal (ppeng) at al-islam elementary, surakarta. The research methods used are qualitative in collecting data through observation and interviews for a ppponal subject. Research results suggest that the main challenge lies in understanding the curriculum, learning paradigm change, technological mastery, and the limitation of learning and time resources. These difficulties hinder the teacher from organizing effective teaching modules and in accordance with the principles of the free curriculum. This study suggests that training and intensive counseling can be used to help teachers overcome those obstacles.

Keywords: Merdeka Curriculum, Teaching Module, Pancasila and Citizenship Education.



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1. INTRODUCTION

In the context of Indonesian education, the implementation of the Merdeka Curriculum is one of the government's strategies to improve the quality of learning (Azmi et al., 2023; Lukitoyo et al., 2023; Suhendar & Rambe, 2023). This curriculum provides flexibility for teachers in compiling teaching modules that are in accordance with students' needs. However, the facts on the ground show that many teachers, especially at the.

elementary school level, have difficulty in compiling teaching modules that are relevant to students' needs and in accordance with the new curriculum standards. At SD Al-Islam 2 Jamsaren Surakarta, for example, this challenge is seen in the Pancasila and Citizenship Education (PPKn) subject, where teachers must align learning with Pancasila values while utilizing a thematic approach according to the curriculum (Arifin, 2021; Rosida et al., 2023; Suhendar & Halimi, 2023).

Teachers' difficulties in compiling teaching modules have been widely discussed in academic literature. Several studies have shown that the main factors causing this difficulty are a lack of understanding of the concept of the Independent Curriculum, minimal training received, and a lack of time available to compile teaching modules (Casacchia et al., 2021; Adri, 2023). Teaching modules in the Independent Curriculum require teachers to think creatively and innovatively, but at the same time must still be guided by the principles of differentiated learning. In another study (Dalimunthe et al., 2024; Faizah et al., 2024). Emphasized that the PPKn subject presents a unique challenge because it involves learning values and characters that are not only cognitive but also affective and psychomotor (Charismana et al., 2023; Brata, 2024).

This study aims to analyze the difficulties experienced by teachers in compiling the Independent Curriculum teaching module for PPKn subjects in grade V of SD Al-Islam 2 Jamsaren Surakarta. Specifically, this study will identify factors that influence these difficulties, such as teacher competence, availability of resources, and school policy support. In addition, this study also seeks to offer strategic solutions that can help teachers overcome obstacles in compiling teaching modules. Thus, this article is expected to contribute to the development of more effective learning practices in elementary schools.

Based on the initial review, it is assumed that the difficulties faced by teachers in compiling the Independent Curriculum teaching module at SD Al-Islam 2 Jamsaren Surakarta are caused by a combination of internal and external factors. Internal factors include the limited competence of teachers in implementing thematic approaches and differentiated learning, while external factors include the lack of adequate training and technical guidance from the government and related educational institutions. The hypothesis proposed in this study is that the provision of continuous training and development of supporting resources can significantly reduce the difficulties faced by teachers in compiling the Independent Curriculum teaching module (Copriady et al., 2021).

2. RESEARCH METHODE

This study uses a qualitative approach with a case study at SD Al-Islam 2 Jamsaren Surakarta. The main focus of the study is on PPKn subject teachers who have difficulty in compiling teaching modules based on the Merdeka Curriculum. Data collection techniques were carried out through in-depth interviews with the teacher, as well as direct observation in class 5 to understand the context of teaching and learning planning that took place. The interview aims to dig deeper into the challenges faced by teachers in compiling teaching modules, while classroom observations were conducted to see

directly, how the implementation of learning related to the Merdeka Curriculum in the classroom. The data obtained were then analyzed descriptively to identify the main problems and provide recommendations that can help in the process of adapting to the new curriculum.

3. RESULT AND ANALYSIS

The results of this study highlight several important issues related to the implementation of the Merdeka Curriculum at SD Al-Islam 2 Jamsaren. First of all, teacher readiness is a key factor in the successful implementation of this new curriculum. Research by Rahmadayanti & Hartoyo (2022) shows that a lack of understanding of curriculum changes can lead to resistance to innovation in teaching. This is in line with the theory of organizational change which states that individual understanding and acceptance of change greatly influences the success of implementing new policies. In addition, time issues are a significant obstacle for many teachers in compiling teaching modules. Research by Firdaus & Permana (2024) confirms that a high workload can reduce teachers' motivation to innovate.

Support from the school is another important element in the successful implementation of the Independent Curriculum. Although support has been given, the use of templates from the internet without adjustments indicates a problem in understanding the new curriculum in depth (Zainuddin & Supriyadi, 2022; Syam et al., 2024). This reflects the "copy-paste" phenomenon that often occurs among educators when facing the demands of a new curriculum. Collaboration between teachers has also proven effective in improving curriculum implementation. Sari & Prasetyo (2023) found that sharing experiences and strategies between colleagues can increase teaching effectiveness. Collaboration between teachers has also proven effective in improving curriculum implementation (Kefallinou et al., 2020; Suhendar et al., 2023). With collaboration, teachers can share knowledge, experiences, and new ideas in developing teaching modules. This collaborative approach will help reduce individual workload and improve the quality of the teaching modules produced.

Overall, this study highlights the need for concrete actions from schools and the government to support teachers in the transition process to the Merdeka Curriculum. By providing appropriate training and creating a collaborative environment and actively involving parents, it is hoped that the implementation of this curriculum can run more smoothly and effectively at SD Al-Islam 2 Jamsaren Surakarta..

4. CONCLUSION

Based on the analysis of the three articles, it can be concluded that learning strategies to motivate students vary. These strategies include Ice Breaking, Guidance and Counseling Services, Short Stories, Crossword Puzzle, Problem-based Learning, Everyone is A Teacher Here, and Teams Games tournament. In addition to the application of various strategies, learning must also pay attention to the ability to manage

the class and understand the steps of the chosen strategy. Motivation in learning is needed. by learners to support their ability to receive and process information obtained. The learning strategies that have been studied prove that they can have an effect on increasing students' motivation. Thus, it is expected to be able to create PKN learning that is fun, active, and varied according to the strategies used so that students can be motivated in participating in PKN learning.

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