

Teachers' Perspectives On Curriculum Change In Primary Schools: A Qualitative Study And Systematic Literature Review

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Abstract

Changes in the curriculum in the education system in Indonesia are carried out to adapt learning to the times and the needs of students. This study aims to analyze the perspective of elementary school teachers on curriculum changes, identify the challenges faced, and adaptation strategies carried out in their implementation. This study uses a descriptive qualitative approach through interviews with one elementary school teacher and a review of relevant scientific articles published in 2020-2024. The results of the study show that teachers view curriculum changes as important to improve the quality of learning and the relevance of education. However, teachers also consider that too frequent changes without sufficient training and socialization can confuse and hinder the learning process. The adaptation strategies carried out include understanding the curriculum structure, participating in training, and collaborating with peers (teachers). In conclusion, the success of curriculum changes is greatly influenced by the readiness of teachers and their active role in the implementation process. Teachers have an important role as the main implementers in the field that must be optimally empowered. Thus, the government and educational institutions must provide continuous support, such as training, mentoring, and the involvement of teachers in policy planning, so that the process of curriculum change can run more effectively and according to the needs in the field.

1. Introduction

Curriculum is very important in an education. The curriculum serves as a guideline for teachers in designing learning activities, choosing teaching methods, and helping students achieve the set competencies. In addition, the curriculum also gives parents an idea of what their children are learning in school.

Along with the times, the educational curriculum in Indonesia continues to change. This curriculum change aims to be an effort to improve the quality of education to suit the development of the times and the needs of the community. These changes will allow the learning process to be more effective, relevant and knowledgeable, to produce graduates who are competent and ready to face the challenges of the future.

However, the implementation of the new curriculum does not always go smoothly. Teachers as the main implementers face various challenges, such as lack of training, limited facilities, and difficulties in adjusting learning strategies. In addition, students also need time to adapt to new learning patterns. Therefore, it is important to know how teachers view curriculum changes, as well as how they adjust to the new policy.

The problems raised in this study are related to how teachers view curriculum changes in elementary schools, what are the challenges faced in implementing the new curriculum, and how strategies teachers use to adapt learning to the demands of the new curriculum. The formulation of this problem is important to answer in order to understand more deeply the readiness of teachers in facing changes in education policies and their impact on the learning process in elementary schools.

This study aims to analyze teachers' perspectives on curriculum changes, identify challenges faced in the implementation process, and explain the adaptation strategies used by teachers. By using a qualitative approach and a systematic literature review, it is hoped that the results of this research can provide a real picture and become an input for related parties in supporting the successful implementation of the curriculum in elementary schools.

2. Method

This study uses a qualitative approach to explore teachers' perspectives on curriculum changes in elementary schools. The data was collected through interviews with one elementary school teacher. This interview was conducted directly with the aim of exploring teachers' views on curriculum changes, challenges in their implementation, and adaptation strategies carried out in the field. The results of the interviews were analyzed using thematic analysis techniques, namely identifying, grouping, and interpreting the main themes that emerged from the teacher's narrative. and strengthening the results by reviewing the literature through the Systematic Literature Review (SLR) method. This approach was chosen to gain a deep understanding in terms of the teacher's practical experience and relevant scientific results.

The literature review process was carried out systematically by following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. The steps used in this research method are as follows:

1. Identify and search for scientific articles through google scholar using keywords such as "curriculum changes", "elementary school teachers", and "learning strategies". Articles that are considered relevant are then collected for further review.
2. Selecting articles that are inappropriate, repetitive, or only slightly addressing the main topic will be removed. The initial selection is carried out by reading the title and summary (abstract).
3. Extracting relevant data from selected studies such as author information, year of publication, methodology, key findings, etc.
4. Check the feasibility of the article by reading it in full to ensure that the content and discussion are really in accordance with the focus of the research
5. The selected articles are then analyzed thematically for their content. The results of this analysis are used to strengthen and compare with the data from the interview results that have been conducted.

The results of the literature analysis were compared with the data from the interview results through the triangulation process, to increase the validity and strength of the findings. This step aims to ensure that the final results obtained are not only based on subjective opinions, but also supported by previous research.

3. Results and Discussion

3.1. Teachers' Views on Curriculum Changes

Based on the interview, the teacher said that curriculum changes are natural and need to be done, especially to adapt education to the times and the needs of students. The teacher also said that changes that are too frequent without careful preparation can cause confusion in the field. Teachers view curriculum changes as a necessity, but suggest that the process be carried out gradually, continuously, and accompanied by adequate socialization.

This finding is in line with the views of Aprilia, Nurhayati, and Pandiangan (2023) who stated that curriculum changes need to be made to be relevant to the times. However, as stated by Setiyorini and Setiawan (2023), too frequent curriculum changes can disrupt the stability of the education system. Finanda et al. (2024) also add that curriculum changes driven by leadership change tend to be more political in nature than based on an evaluation of educational needs in the field. Thus, teachers view curriculum changes as a necessity, but suggest that the process be carried out gradually, continuously, and accompanied by adequate socialization.

3.2. Challenges in the Implementation of the New Curriculum

Teachers face challenges in implementing the new curriculum, including:

1. Lack of technical training and assistance
2. Limitations of Facilities and Infrastructure
3. Difficulty understanding new concepts in the curriculum
4. Adaptation of different student learning patterns
5. Uneven technology support

Teachers said that this challenge made the adaptation process more difficult, especially for teachers who were not familiar with the new curriculum approach.

Ana (2023) stated that the biggest difficulty for teachers lies in understanding the concept of the new curriculum which is quite different from the previous curriculum. This is reinforced by the findings of Sucipto et al. (2024) which reveal that many schools do not have adequate facilities and technological support. Maskur (2023) also explained that curriculum changes can affect the way students learn and require teachers to be able to manage changes in learning culture. Thus, the main obstacles in the implementation of the new curriculum include aspects of teacher readiness, limited facilities, and the need for continuous mentoring and training.

3.3. Teachers' Adaptation Strategies to the New Curriculum

The teacher said that the strategy carried out was practical and did not change the methods that were already running. Adjustments are made to aspects such as curriculum structure, assessment system, and reporting. In addition, teachers also began to participate in training and discussions and collaborations with colleagues as a form of adaptation.

These findings are supported by Hartoyo, Melati, and Martono (2023) who emphasize the importance of training and cooperation between teachers in dealing with curriculum changes. Thoriq (2023) also mentioned that reflection on teaching strategies needs to be done regularly in order to adjust to the new curriculum approach. Rahmawati et al. (2023) added that the success of curriculum implementation is greatly influenced by the readiness of teachers, both pedagogically and mentally. Thus, teachers' adaptation strategies focus more on technical and administrative adjustments, relying on teaching experience and support from internal training and collaboration of the school.

Table 1. Table of Research Findings: Views, Challenges and Teacher Adaptation Strategies

Aspects	Information	Source
Teacher's Views	Curriculum changes are considered necessary to adapt education to the times.	Teacher interviews; Aprilia et al (2023)
	Too often curriculum changes cause confusion and instability in the system	Setiyorini & Setiawan (2023); Finanda et al, (2024)
	Curriculum change need to be adjusted to real conditions in the field so that they are not confusing and remain relevant to learning needs.	Teacher interviews
Implementation Challenges	Lack of training and understanding of new curriculum concepts	Ana (2023); Sucipto et al. (2024)
	Limited facilities and infrastructure, as well as technology in schools	Sucipto et al. (2024)
Teacher Adaptation Strategy	Changes in student learning patterns that require cultural adaptation.	Masks (2023); Teacher interviews
	The administrative demands of the new curriculum are quite burdensome for teachers.	Teacher interviews
	Participate in training and workshops to improve curriculum understanding	Hartoyo et al. (2023)
	Collaboration and discussion with peers (teachers).	Hartoyo et al. (2023); Thoriq

	(2023)
Adjustment of the assessment system and learning planning	Teacher interviews Teacher interviews
Relying on experience and basic understanding already possessed	

3.4. Conclusion

Based on the results of interviews and literature reviews, it can be concluded that teachers view curriculum changes as important to adapt education to the development of the times and the needs of students. However, these changes also bring challenges, such as lack of training, limited facilities, and adjustments to student learning patterns. Teachers are required to continue learning, understand the new curriculum structure, and adjust learning strategies to suit the learning context in elementary schools.

In facing these challenges, teachers use several adaptation strategies such as participating in training, discussing and collaborating with peers, and adjusting the approach to the assessment system. These findings show that the success of curriculum implementation is highly dependent on the readiness of teachers and support from several parties.

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