

Analysis of Teacher Problems in Implementing The Kurikulum Merdeka in The Learning Process

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Abstract

Curriculum changes often give rise to new challenges. Therefore, in changing this curriculum, schools as implementers of the educational process are required to have a deeper understanding of the content and objectives of the new curriculum. The aim of this research is to determine: (1) the implementation of the Kurikulum Merdeka; (2) obstacles faced by teachers in implementing the Kurikulum Merdeka; (3) teacher efforts to overcome problems related to the implementation of the Kurikulum Merdeka. Researchers used a qualitative descriptive methodology. The data collection process uses techniques such as observation, interviews and documentation. The results of this research are: (1) The Merdeka Curriculum has been implemented at SDN 1 Gador for approximately two years in stages; (2) Teachers experience difficulties in making learning plans, choosing teaching methods and strategies that are appropriate for students, and designing assessment and evaluation instruments when implementing the Kurikulum Merdeka; (3) To overcome these problems, teachers use strategies such as discussing difficulties in KKG forums, making reflection journals, and making class agreements.

Keywords: teacher; problems ; curriculum

1. Introduction

The evolution of society has presented challenges and opportunities for educational institutions. Education must have the capacity for innovation and collaboration in order to progress, develop and avoid stagnation. The education system needs to be changed to be in line with current needs, and educational institutions must have the ability to adapt the education system (Yamin, M., & Syahrir, 2020). To ensure timely growth in education, it is very important to update the curriculum in line with the progress of the times. If this is not done it will have an impact on the low progress of the learning and education system in Indonesia compared to other countries. The fundamental essence of education is in the curriculum, and these two elements cannot be separated.

Kamiludin, K., & Suryaman (2017) provide a definition of curriculum as a set of educational programs created and implemented with the aim of achieving educational goals. The curriculum is composed of components that are interconnected and mutually strengthen each other. Persisting with outdated curriculum methodologies will create difficulties in keeping up with advances in science and technology. Therefore, by revising the curriculum, a strong foundation for the learning process will be formed. This curriculum update can improve the learning process so that it is more effective and efficient. This update improves the learning model or approach, making a big impact. The importance of the curriculum lies in its implementation through the learning process. On the other hand, without a well-defined curriculum, the learning process will not be efficient.

Schools as institutions responsible for implementing the curriculum must have the ability to understand and utilize the curriculum effectively. Therefore, it is very important for teachers to have the ability to implement the curriculum effectively in educational modules and understand the relevant curriculum to achieve educational goals. However, in practice, curriculum changes often give rise to new challenges. Therefore, in this curriculum transition, schools as the entity responsible for carrying out the formal education process are required to have deeper knowledge and understanding of the content and objectives of the new curriculum. The Indonesian government has implemented policies through the Independent Curriculum. The Indonesian Ministry of Education and Culture (Kemendikbud) has implemented this curriculum as a step to overcome learning problems in Indonesia. This can be directly linked to efforts aimed at improving the quality of education (Yunaini et al., 2022).

Kurikulum Merdeka is a new educational framework designed to align with Indonesia's educational goals, particularly in response to the setbacks faced during the pandemic. This gives educators the right to exercise "Freedom of Learning". The presence of freedom to learn fosters the development of an independent mindset, so that educators and students can openly explore the acquisition of knowledge, attitudes and skills in their environment (Daga, A., 2022). During the implementation of the Independent Curriculum, teachers and schools faced many problems. Schools are not ready to adopt this new curriculum. Undoubtedly, the successful implementation of this curriculum depends on school readiness. However, based on experience with curriculum modifications in the past, in the end the government gave schools a mandate to adopt and implement the curriculum.

Currently, the Independent Curriculum is being introduced in many schools. One of the schools, SDN 1 Gador, has implemented the Independent Curriculum in stages, starting from grades I and IV. One of the challenges in implementing the Independent Learning Curriculum is that some teachers still have limited understanding of its implementation due to a lack of understanding of the curriculum. Teachers do not understand the Independent Curriculum, resulting in a scarcity of resources to design and implement the curriculum. As a result, teachers only rely on lecture and task-based methods, leading to passive learning. In addition, teachers face limitations in terms of teaching materials provided by institutions. In addition, teachers face challenges in creating diagnostic, formative, and summative assessments manually due to the lack of standard formats.

Furthermore, based on an interview with the principal, it was stated that the Curriculum Merdeka contains the Pancasila Student Profile which is a new requirement that must be applied by teachers in their teaching. In implementing the Pancasila Student Profile, there needs to be a change Our attitude corresponds to the 6 characteristics outlined in the profile. Each of these characteristics needs to evaluation, and we are now working to refine and implement this new approach. Teachers experienced difficulties at the beginning of the implementation of this newly developed curriculum, mainly because of their limited understanding of the Independent Curriculum. In addition, the Independent Curriculum is rarely referenced. Teachers face limitations in utilizing technology, namely in the field of information technology (IT), thus hindering their ability to create educational media. Although the requirements of the Independent Curriculum are to show creativity.

2. Method

This research is categorized as qualitative descriptive research, which specifically requires the use of qualitative data to provide descriptive information. The search was carried out at SDN Gador 1 which is located in Gador Hamlet, Gador Village, Durenan District, Trenggalek Regency, East Java Province. The research participants consisted of school principals, teachers of grades I and IV of SDN 1 Gador. The data collection methods used in this study include observation, interviews, and documentation. This research was carried out by conducting field observations to witness firsthand the implementation of the Independent Curriculum in the educational process. In addition, this study uses semi-structured interviews for the interviews conducted. This method allows additional questions to arise based on the answers of the interviewees, so that allowing for a more comprehensive investigation of information throughout the session. Next, researchers use documentation procedures to collect the data necessary for their research. This includes documents, photos, and activity materials related to the Independent Learning Curriculum.

3. Results and Discussion

3.1 Result

The Independent Curriculum has begun to be implemented at SDN 1 Gador in the 2022/2023 school year Precisely at the beginning of the new teaching period or odd semester and until now it has been running two year. The Independent Curriculum at SDN 1 Gador is implemented in stages. Curriculum Re-Curriculum Merdeka is only used in grades I and IV. However, it has now been expanded to include class II and V. While grades III and VI are still following the 2013 Curriculum but will switch to the Curriculum Independence in the next school year.

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As stated by Informant 1:

"The Independent Curriculum has been running for two years, so the current one is grade IV, V, I and II. For grades III and VI, it is still not yet and will be held in the new school year. The implementation of kumer at this school is carried out in stages, which this year is the 2023/2024 school year That's what just started the first class II and V is the new one. Then what has been running for a long time two years are grades I and IV."

The researcher noted that SDN 1 Gador has successfully adopted Project-Based Learning as part of the Independent Curriculum.

As stated by informant 2 who stated that the Independent Curriculum has been running for two years and in its implementation there is P5.

"The implementation of the Independent Curriculum has been going on for two years. During this period, various aspects related to the curriculum have been practiced, for example we do projects. We have done two projects in one year and Alhamdulillah, it has been running yesterday as well have shown off their work. For this semester, P5 at SDN 1 Gador takes the theme of the environment which is adjusted to the grade level. Class I yesterday made batik with stamp technique using natural materials such as banana fronds."

The statement was reinforced by informant 3 who stated the same thing

"SDN 1 Gador strongly emphasizes project-based learning to realize student profiles Pancasila. For grade IV, the implementation of P5 yesterday was in the form of managing used goods, so the children made a creation from used materials."

These observations show that teachers have taken advantage of Project-Based Learning, with students in grades I and IV involved in various projects.

In the Independent Curriculum, the learning planning process includes the creation of Learning Outcomes (CP), Learning Objectives (TP), the development of the Learning Objectives Flow (ATP), and the creation of 5 Teaching Modules. Teachers must have a thorough understanding of Learning Outcomes aforementioned. Based on observations, it can be seen that teachers still have difficulty developing plans learning, this can be seen from their inability to produce learning tools independently, especially in making Teaching Modules in the school referring to the ATM (Observe Imitation Modification) which in making the Teaching Module the teacher still imitates the module Teach on the Internet. "To make the Teaching Module in this school, it refers to the ATM system (Observe Imitation Modification) Because with such a new thing, if the teacher has to make a new thing (teaching module) every day, why making it difficult to finally allow the initial step to search on the internet and then adjust it with the learning conditions in their respective classrooms.

Informant 2 also stated that he had difficulty in making the teaching module

"Of course, in this Independent Curriculum there is a simplification of the Learning Implementation Plan (RPP) which is now renamed the Teaching Module. Preparation of Teaching Modules in this Independent Curriculum, in my opinion, is quite complicated. That made me a little experiencing difficulties."

Informant 3 stated the same thing "Difficulties or obstacles in compiling and developing learning tools That is because there is a time limit so that we may be teachers who have this new curriculum Due to the limitation of time, they were not able to compile learning tools optimally Then the difficulty is again in making the learning media."

The effectiveness of the implementation of the Independent Learning Curriculum is not only seen in the framework learning, but also in the implementation of learning procedures.

Based on interviews that teachers still face challenges in implementing based learning Independent Curriculum.

As stated by informant 2

"The difficulty is the limitation of teachers in obtaining references for the implementation of independence study."

Informant 3 also added a similar statement

"The difficulties in implementing the implementation of the Independent Curriculum at SDN 1 Gador are in Make learning media, especially for old teachers or elderly teachers (old) is not good at IT."

Furthermore, from the observations made that teachers have difficulty in determining strategies so that the material can be conveyed to all students because in grade I There are students who are learning a bit slowly so they need more guidance.

As stated by informant 2

"In learning, the difficulty is when determining the learning method or strategy for students who need more guidance, because in the first grade there is something that is slow So yes, you need guidance, then you have to have more patience."

The observations made by the researcher about the facilities and infrastructure in schools are still limited. It can be seen that the existence of a library is not only used as a place to read books but also used as a place to practice certain subjects.

As stated by informant 3 who said

"The problems we face are related to the provision of facilities and infrastructure, especially in supporting the implementation of education according to the Independent Curriculum, kak. Especially we at SDN 1 Gador has a library, but because we don't have a laboratory yet, It is a bit difficult if you want to do paraktek, especially in science and science subjects which are usually many practice."

One of the important aspects of the Independent Curriculum is the assessment that also experiences change. Based on the interviews conducted, the Independent Curriculum has shown variations type of assessment. The results of the interview revealed that teachers experienced difficulties in both determine the assessment and prepare assessment instruments.

As a statement from informant 2

"The difficulty is in grouping students' abilities because each student have different assessments. Some are proficient in the written test, some are proficient in oral test, so the assessment is different. Sometimes the child is what appears in communication but the child it has not yet appeared in writing. Then on the contrary, there are those that appear in the writing, the writing is good But the way of expressing or communicating is not smooth."

Informant 3 also added something similar

"The obstacle is that we have difficulty in making instruments to start the process. Because like which was stated at the beginning that our difficulties are IT. That's a lot now using applications, especially those that cannot be IT, because the application has a formula. So the obstacle is because we haven't mastered IT yet."

At the time of the researcher's observation, the teacher conducted a cognitive diagnostic assessment that was lacking maximum. This assessment includes asking students questions to measure their understanding of the subject matter being taught. Next, the teacher ends the class by conducting a formative evaluation, which means giving a series of questions to the students to complete. In addition, the final semester exam known as PAS has also been implemented. Based on observations, teachers still have difficulty determining the appropriate assessment format, especially using written or unwritten methods, based on the desired purpose.

In overcoming the problem or problem itself, a KKG (Working Group Teachers) and Learning Communities. With the existence of KKG and Kombel, it can make it easier for teachers to collaborate with other teachers to solve problems both inside and outside the outside the classroom.

As stated by informant 2 who said

"By doing community learning and solving problems faced together Sources. I share all the obstacles I experienced with the community learning in this sub-district."

The statement was reinforced by informant 3

"As has been stated earlier, if we find difficulties about planning to assessment of learning, we held a Working Group meeting Teacher (KKG) which we have routinely done once a month and now there is The Learning Community."

Then in the learning process, teachers at SDN 1 Gador made a class agreement to Overcoming problems that arise in the learning process in the classroom. Class agreement This is intended so that teachers can know how to make students learn comfortably and pleasantly.

As stated by informant 2

"By approaching and making class agreements. I do The classroom approach first from there I can know how to make the child learn with comfortable and with a pleasant atmosphere. Then through my class agreement invite students to express their mood when they want to start learning."

Teachers' efforts to overcome problems that arise at the end of learning are by make a reflection journal. Through the reflection journal, the teacher can indirectly find out the condition of students when they are about to start and after carrying out learning activities.

As stated by informant 1

"If the solution is actually me, I made it, the teacher's reflection journal is actual. So This way, to be able to teach children means that teachers must get used to it first. When the teacher has 7 Getting used to it like that will be asked to students later. So indirectly the teacher can knowing what the initial condition of the student is."

Then it was reinforced by informant 2

"Every day I also make a journal for my class. Writing this journal has started at the beginning New school year then every day the class journal is also in what it is seen by the head

mother school. So the principal's mother also knows what the teacher is doing in the classroom and then who only those who need assistance then what needs to be improved like that."

Teachers can overcome learning difficulties more efficiently by understanding the needs of each student individually and acknowledging their own limitations. Based on the learning that has been completed at SDN 1 Gador, the teachers there have started to write reflection journals in each end of learning. The journal was initially written on a sheet of paper and then transferred to Google Docs and currently the reflection journal is written on a web application that can be accessed by teachers via smartphone.

3.2 Discussion

Implementation of the *Kurikulum Merdeka* at SDN 1 Gador

The implementation of the *Kurikulum Merdeka* can cause problems in planning, implementing and assessing learning. This is because the curriculum has just been introduced and there may be confusion in its application, causing various problems. Based on research conducted by D. Digna (2023), the implementation of the *Kurikulum Merdeka* in schools has been running efficiently. However, there are still many challenges encountered in its implementation. The current implementation of the *Kurikulum Merdeka* still has several shortcomings and obstacles.

Based on research conducted at SDN 1 Gador, *Kurikulum Merdeka* has been implemented at the school for almost two years. The implementation of this curriculum is carried out progressively, starting in grades I and IV. However, in the current school year it is only applied to classes II and V. Currently the 2013 Curriculum is used in classes III and VI. *Kurikulum Merdeka* requires collaboration between educators at all levels. As per the theory of P. Rahayu (2024), *Kurikulum Merdeka* mandates teachers to collaborate in designing and implementing educational tasks that are in line with *Kurikulum Merdeka*. By further enhancing cooperation, we can actively contribute to preparing future generations who have extraordinary skills and are able to face global challenges.

Problems in Learning Planning

SDN 1 Gador has succeeded in integrating several aspects of the *Kurikulum Merdeka*. An example is the implementation of the Pancasila Student Profile with Project Based Learning which is carried out every semester. Asrifan (2023) stated that the Pancasila Student Profile Strengthening Project is an innovative initiative in the realm of Indonesian education. In the Project for Strengthening the Pancasila Student Profile, there are several important themes or issues that are selected and then implemented by each educational unit. At SDN 1 Gador itself, there is an environmental theme that is adapted to the class level. Class I students made a batik project using a stamping technique from natural materials in the form of banana stems. Meanwhile, the fourth grade students' project was in the form of managing used goods. The students made creations from used goods. In project-based learning, the focus is not on results as the final goal, but on the process or formation of students' character, as in the theory put forward by Walukow, M. R. (2023), the focus of P5 is the learning process that can develop students' competence and character, not on products or project results.

SDN 1 Gador has created learning tools such as Learning Objectives, Learning Objective Flow, and Teaching Modules. These resources were obtained from the internet and then modified using the ATM system (*Amati Tiru Modifikasi*). *Kurikulum Merdeka* has been adopted at SDN 1 Gador, especially in grades I and IV. Thematic learning has been replaced by subject-based learning, where science and social studies classes are integrated into one science curriculum for class IV. Angga's theory (2022) suggests that the *Merdeka Curriculum* integrates science and social studies subjects into science. It integrates project-based learning while maintaining the integrity of the intracurricular components. The government encourages the cultivation of creativity and innovation in education by utilizing the *Kurikulum Merdeka*. This approach aims to ensure that instructors successfully implement the *Kurikulum Merdeka* concept and achieve the desired Pancasila Student Profile.

Gaining knowledge about planning is very important for transforming the curriculum into practical learning activities that can be implemented effectively in the classroom (A. Mursyid, 2023). Based on the findings of interviews conducted by researchers, teachers face problems when developing learning plans. In particular, they face difficulties in analyzing the Learning Outcomes (CP) that students are expected to achieve. Because, these results are prepared in stages and teachers need to formulate them as Learning Objectives (TP) and arrange them sequentially. Learning objectives related to ATP (Learning Objective Flow) and teaching modules. One of the teachers admitted that he had difficulty in preparing the Teaching Module. The challenge in creating educational resources is also caused by limited time available. According to a teacher, implementing the *Kurikulum Merdeka* requires careful preparation, but due to time constraints, the implementation of learning resources is not yet optimal. In addition, teachers face the challenge of effectively identifying appropriate learning methods and strategies for students, in order to provide interesting learning experiences and foster active student participation.

According to Farida (2019) in the book "Learning Planning", learning planning refers to the systematic process that teachers will implement in the future to achieve predetermined goals in the classroom effectively and efficiently. Therefore, as learning designers, teachers are responsible for designing learning programs which include organizing teaching materials, delivering presentations, and carrying out evaluations. This obligation is based on predetermined learning objectives. The essence of educational planning involves identifying the most effective learning strategies to achieve desired educational goals.

Research conducted by SDN 1 Gador found that teachers were less adept at developing lesson plans, such as Teaching Modules, because they continued to rely on internet-based imitations and adaptations of Teaching Modules. Teachers currently experience difficulties in understanding and identifying Learning Outcomes (CP) set by the center as part of the Independent Curriculum. These results must be classified as Learning Objectives (TP) and arranged in a Learning Objective Flow. Additionally, educators continue to face difficulties in determining appropriate pedagogical methods and tactics to ensure that educational experiences are engaging and students are actively engaged in the learning process. It is important to recognize that the practical implementation of the learning plan may not be in line with the expected objectives.

Before preparing teaching, it is very important for a teacher to understand the situation of the students and the class in order to carry out the learning process effectively as explained

by L. Astuti (2023) emphasizing that teachers must have a map of their students' abilities, and focus more on essential material and developing their students' competencies. . This means that the planning process in *Kurikulum merdeka* resembles the planning carried out by teachers in the previous curriculum, even though the name of the learning planning document is different.

Problems in Implementing Learning

The effectiveness of implementing the *Kurikulum Merdeka* is not only determined by the quality of learning planning, but also by the success of implementing the learning activities outlined in the plan. According to recent research conducted by Jannah, F., et al. (2022), this curriculum requires teachers to show greater creativity in developing teaching modules, learning objectives, and sequences of learning activities. Therefore, teachers can no longer be negligent in preparing lesson plans and designing learning activities every week.

Based on the findings of interviews conducted by researchers, teachers face various challenges when implementing learning. These challenges include limitations in accessing resources to implement Independent Learning and difficulties in choosing appropriate learning strategies for students who need additional guidance.

This is in line with Mulyasa's (2021) theory which emphasizes independent learning as a way to increase student creativity by using approaches and methods that improve advanced cognitive skills. The methodology used includes scientific inquiry, problem-based learning, project-based learning, observation, question and answer, and presentation. The efficacy of these approaches and methods in the learning process is largely influenced by the teacher, especially teachers who facilitate independent learning.

Research conducted at SDN 1 Gador revealed that the school's current facilities and infrastructure are inadequate. According to Nadrah, N. (2023), the existence of adequate facilities and infrastructure greatly contributes to the successful implementation of the *Kurikulum Merdeka*, especially the availability of IT equipment (Nadrah, 2022). This is what to some extent hinders the learning process. Apart from that, the use of media and learning techniques also plays an important role in learning progress during the educational process. As stated by S. Iskandar, et al. (2022), implementing an *Kurikulum Merdeka* requires teachers to show creativity and ingenuity in their learning approaches, use of media and methodology. Apart from that, this also causes a change in the teacher's perspective in implementing learning.

According to research by Firman, K., & Wayan (2023), the use of media by teachers during the learning process is less than optimal. This is primarily due to older teachers' lack of technological proficiency, as evidenced by their lack of mastery in this area. Some teachers are already adept at technology and have achieved mastery before retirement. Then the learning process uses techniques that tend to be monotonous. This phenomenon is clearly visible during the learning process, where the teacher only conveys information and then gives assignments to students thereby encouraging them to be involved in discussions.

Teacher problems in learning evaluation

Based on the findings of interviews conducted, teachers still face challenges in implementing diagnostic, formative and summative assessments. Challenges faced by teachers include identifying assessments and creating assessment instruments. Teachers face limitations in choosing tests that suit students' abilities. In addition, the variety of assessment tools poses challenges for teachers in their development.

According to Indrastoeti et al. (2017), Assessment is usually classified into two types: formative assessment and summative assessment. Additionally, there are people who refer to this as formative evaluation and summative assessment. Formative assessment is a crucial element in the learning process which is carried out to monitor the extent to which a learning process has gone according to the intended plan. In contrast, summative evaluation is carried out at the end of the learning unit to assess the level of efficacy of the learning program. The *Kurikulum Merdeka* prioritizes formative assessment, which is carried out in a continuous cycle to monitor learning progress. In contrast, summative evaluation places more emphasis on students' grades, less emphasis on their overall development (Ardianti, Y., & Amalia, 2022).

Teachers at SDN 1 Gador completed diagnostic, formative and summative evaluations despite facing various obstacles in their implementation. Based on this information, it can be concluded that SDN 1 Gador is facing problems in determining and implementing assessments that are in line with *Kurikulum Merdeka*. Teachers have carried out assessments, but the assessment methods used in this curriculum are quite varied. Teachers must choose the right type of assessment to achieve the goals so that the expected learning can be achieved.

Solutions carried out in learning planning

At the learning planning stage, various kinds of problems experienced by teachers were discovered. In order to overcome the problems or problems themselves, a KKG (Teacher Working Group) was created. The existence of this KKG can make it easier for teachers to collaborate with other teachers to solve problems both inside and outside the classroom as per the theory put forward by Sudiarjo (2023). The KKG functions as a forum for teachers to incorporate the contents of the Independent Curriculum into the planning and implementation of their activities. . Includes: 1) Introduction to the Curriculum, 2) Introduction to PAK teaching materials, 3) Construction of teaching modules, 4) Introduction to Learning Achievement (CP), Learning Objectives (TP), and Learning Objective Flow (ATP). 5) Understand the Belajar.id account and its use in the Merdeka Mengajar Platform, 6) Understand the Pancasila student profile including its six constituent aspects. 7) Gain an understanding of the many stages involved in student learning. 8) Familiarize yourself with the concept of evaluation and its practical application.

At SDN 1 Gador, teachers hold regular meetings and collaborate to develop learning plans together in KKG (Teacher Working Groups). The KKG meetings were quite effective in resolving the challenges faced by teachers in implementing the Independent Curriculum. The KKG meeting functions as a platform to discuss and resolve various problems related to planning and the learning process. Indriawati (2023) emphasized that KKG plays an important function not only in facilitating instructors' learning approaches but also in improving their pedagogical skills. The reason is, KKG as a teacher organization can facilitate teachers in improving the level of education, solving learning problems in the classroom, and advancing the development of teaching materials. Therefore, the presence of the KKG is very beneficial for educators

Solutions carried out in the learning process

In the learning process, it cannot be denied that many problems may occur in the classroom. To overcome this problem, teachers at SDN 1 Gador created a class agreement to effectively overcome any challenges that arise during the learning process in class. A class agreement is more than just a set of rules that students must obey and face consequences for breaking. To reach class agreement, both teachers and students need to actively participate and reach mutual agreement regarding optimal class conditions. The goal is for students to show greater receptivity, allowing teachers to differentiate their mood states before and during class.

This is in line with the theory proposed by Sodik, A.J. (2023) which states that mutual agreement is related to students' capacity to work together, reach consensus, and collaborate in many contextual scenarios. By using collective consensus, students will have the capacity to collaborate, build shared understanding, and actively participate in shared resolutions in group or social contexts.

Based on the results of observations, this class agreement was only carried out in class 1 only. The class agreement here is intended so that teachers can know how to ensure that students can learn comfortably and have fun. The agreement that has been made is to invite students to fill in the arrival time and put stickers on the board that describe the students' mood. This agreement was obtained through deliberation between teachers and students, as stated by N. Fajri (2021), class agreements are made by lecturers and students through deliberate efforts. The main aim of this deliberation activity is to increase the virtue of mutual respect and foster the virtue of courage in expressing opinions. The aim of this initiative is to instill discipline in students and encourage the development of their independence and integrity.

Solutions carried out in learning evaluation

The teacher's effort to overcome problems that arise at the end of learning is by making a reflection journal. According to R. Ritonga (2022) Reflection is very useful for both educators and students. An educator can assess the achievement of predetermined goals using these activities. Reflection journals provide teachers with an indirect means of assessing students' states before and after engaging in learning activities. Teachers can address learning difficulties more efficiently by utilizing reflection diaries, which allow them to understand each student's situation and their own limitations.

According to L.A Zulfa (2017), a learning reflection notebook is a dynamic and developing document that teachers consistently use to record their progress after completing each class. A learning reflection journal is different from a learning agenda book because it does not only document learning events and activities. Rather, it serves as a platform for teachers to publish their reflections and opinions. Reflection diaries often contain the teacher's evaluation and analysis of what has been learned.

From research conducted at SDN 1 Gador, the teachers there have started writing reflection journals at the end of each lesson. The journal was initially written on sheets of paper, then transferred to Google Docs and currently the reflection journal is written on a web application that can be accessed by teachers via smartphone. This web application also makes

it easier for the principal to monitor teacher activities while teaching. The questions that arise in the teacher's reflection journal at SDN 1 Gador are: (1) What event happened?; (2) What feelings arise?; (3) What lessons were learned?; (4) How the learning can be used in the future.

This is in accordance with L.A Zulfa's (2017) theory. The important components that teachers should include in a reflection journal are: (1) description. Provides a detailed explanation of the event, observation, experience, or action that occurred. (2) emotions and cognitive processes. What are your thoughts and emotions about your experience? (3) assessment. What are the positive/negative aspects and practical/ineffective aspects of the event/experience?; (4) analysis. What is your interpretation of the event/experience? Why do only certain children actively participate in group work? (5) In conclusion. What action or actions should be taken? Specifically, what are the plans for the future? If this incident were to happen again, what action would you take? The teacher's reflection journal at SDN 1 Gador contains these questions.

4. Conclusion

The Merdeka Curriculum has begun to be implemented at SDN 1 Gador in the 2022/2023 academic year, to be precise at the start of the new academic period or odd semester and has been running for two years so far. Implementing the Independent Curriculum can pose challenges in planning, implementing and assessing learning. This is because the curriculum has just been introduced and its implementation may still be confusing, causing various problems. Problems faced by teachers include: (1) difficulty in preparing learning tools; (2) it is difficult to determine appropriate teaching approaches and methods or tactics for students; (3) Difficulty in obtaining references related to the implementation of independent learning; (4) Difficulty determining learning strategies for students who need more guidance; (5) Difficulty in creating learning media due to lack of IT mastery; (6) Limited facilities and infrastructure to support the implementation of learning; (7) Teachers are not optimal in using assessments that are in accordance with the Independent Curriculum; (8) Difficulty in determining the form of assessment; and (10) Difficulty in creating Assessment Instruments. The efforts that have been made are: (1) creating a teacher reflection journal; (2) attend regular KKG meetings; and (3) taking a classroom approach.

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