

SOCIETY PERSPECTIVES ON MATHEMATICS LEARNING IN THE MERDEKA CURRICULUM

Nabilah Nada Asyifa¹, Ika Nurul Afni², Anggun Ayunaia³, Santika Lya Diah Pramesti⁴

UIN K.H. Abdurrahman Wahid Pekalongan

Email: ¹nabilah.nada.asyifa@mhs.uingusdur.ac.id,

²ika.nurul.afni@mhs.uingusdur.ac.id, ³anggun.ayunaia@mhs.uingusdur.ac.id,

⁴santikalyadiahpramesti@uingusdur.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengkaji perspektif masyarakat terhadap pembelajaran matematika dalam Kurikulum Merdeka, sebuah kurikulum baru yang diterapkan di Indonesia untuk memberikan fleksibilitas dan kemandirian dalam proses pembelajaran. Kurikulum Merdeka menekankan pada pengembangan kompetensi dasar dan kemampuan berpikir kritis, yang diharapkan dapat meningkatkan kualitas pembelajaran matematika di sekolah. Metode penelitian yang digunakan adalah survei deskriptif dengan melibatkan berbagai kelompok masyarakat, termasuk siswa, orang tua, dan guru. Data dikumpulkan melalui wawancara yang dirancang untuk memperoleh informasi tentang persepsi terhadap keberhasilan, kesulitan, dan penerimaan pembelajaran matematika dalam Kurikulum Merdeka. Hasil penelitian menunjukkan bahwa pembelajaran matematika pada kurikulum merdeka dapat berhasil dan keberhasilan ini tergantung pada beberapa faktor, termasuk kebebasan dan fleksibilitas pembelajaran, penggunaan teknologi, serta kesiapan guru dalam menghadapi kurikulum merdeka. Namun, variabilitas kompetensi siswa serta evaluasi dan penilaian juga dapat menjadi hambatan dalam keberhasilan kurikulum merdeka.

Kata Kunci: Kurikulum Merdeka, pembelajaran matematika, perspektif masyarakat.

ABSTRACT

This study aims to examine people's perspectives on mathematics learning in Merdeka Curriculum, a new curriculum implemented in Indonesia to provide flexibility and independence in the learning process. The Merdeka Curriculum emphasizes the development of basic competencies and critical thinking skills, which are expected to improve the quality of mathematics learning in schools. The research method used was a descriptive survey involving various society groups, including students, parents, and teachers. Data were collected

through a interview designed to get information about the perceptions of the success, difficulty, and acceptance of mathematics learning in the Merdeka Curriculum. The results showed that the mathematic learning in the Merdeka Curriculum can be successful and it depends on several factors, including the freedom and flexibility of learning, the use of technology, and the readiness of teachers in dealing with the Merdeka Curriculum. However, the variability of student competencies as well as evaluation and assessment can also be obstacles in the successness of the Merdeka Curriculum.

Keywords: Merdeka Curriculum, mathematics learning, community perspective.

INTRODUCTION

Education is an important foundation for the progress of a nation, and mathematics is one of the key subjects that shape students' logical and analytical thinking skills. In Indonesia, mathematics learning suffers from various challenges, such as low student interest and a lack of varied teaching methods. To subdue these issues, the government introduced the Merdeka Curriculum, which is designed to provide more flexibility and encourage more creative and innovative approaches to learning.

Perspective is a point of view or view. Perspective can also be defined as a way of depicting an object on a horizontal surface as seen by the eye with three dimensions (length, width, and height). In the Big Indonesian Dictionary (KBBI), perspective is also defined as a way of describing an object on a horizontal surface as seen by the eye with three dimensions, as well as a human point of view in choosing opinions and beliefs about something.

The Merdeka Curriculum is an Indonesian education policy introduced by the Ministry of Education, Culture, Research and Technology to improve the quality of education and enhance students' ability to face global challenges. The Merdeka Curriculum focuses on developing students' abilities more broadly and deeply, and improving students' ability to think critically and creatively. This curriculum also pays attention to the needs and potential of students, and increases student participation in the learning process. (Dyah Yustiana, etc, 2023)

The Merdeka curriculum aims to empower schools and teachers in designing a learning process that is more in line with the needs and potential of students. This curriculum is expected to improve the quality of education through an emphasis on developing competence and character, and encouraging the use of learning methods that are varied and relevant to the context of real life.

However, this major change in the education system certainly faces various responses from the community. Students, parents, and teachers have diverse perspectives on the success and implementation of the Merdeka Curriculum in mathematics learning. Understanding the views of this community is very important to ensure that the proposed changes are accepted and implemented properly. Based on the above background, the problem can be

formulated how is math learning in the Merdeka Curriculum and what are the supporting and inhibiting factors for the Merdeka Curriculum in mathematics learning.

This research uses qualitative research with an analytical descriptive approach. The data collection technique was carried out by interviewing and documenting the community in Ambokembang Village, Alley No. 3, Kedungwuni Sub-district, Pekalongan District.

DISCUSSION

This research was conducted in May 2024, in Ambokembang village, Alley No. 3, Kedungwuni Sub-district, Pekalongan District. Based on research that has been conducted through interviews with the community, including teachers, students and parents as well as community leaders, it shows that the Ambokembang society who is a teacher in their schools argue that learning in this Merdeka Curriculum, students are still difficult to understand math concepts and there are still many students who has opinion that math is boring. Nevertheless, this curriculum change had a positive impact on increasing students' interest in learning. This is evidenced by the creation of a positive and challenging environment, encouraging critical thinking skills and increasing student creativity, and enabling customized learning experiences. Student creativity can be encouraged by the Merdeka Curriculum activities, namely the *P5 (Projek Penguatan Proil Pelajar Pancasila)*, which makes the Merdeka Curriculum successful in achieving learning, especially in mathematics learning. This success is shown by the increase in advice and infrastructure in mathematics learning. Thus, it is concluded that mathematics learning is success in the Merdeka Curriculum due to the freedom and flexibility in learning, project-based learning, and the use of technology. However, there are several factors that hinder the succes of mathematics learning in the Merdeka Curriculum, namely the variability of student competencies and evaluation and assessment.

Meanwhile, most students in Ambokembang village have a different perspective regarding the success of mathematics learning in the Merdeka Curriculum. They said that the Merdeka Curriculum was less successful in

achieving the goals of mathematics learning because they felt that there was no development in them in this Merdeka Curriculum. Thus, their interest in mathematics learning in this Merdeka Curriculum has not changed. By applying mathematics learning strategies in the Merdeka Curriculum, their understanding of mathematical concepts is still hampered. Thus, they are lazy to do math assignments and find math boring. In addition, they feel burdened by the projects held by the Merdeka Curriculum. In this case, they concluded that mathematics learning in the Merdeka Curriculum will be more successful when freedom and flexibility of learning exist and the success of this mathematics learning can also be hampered by teacher readiness in dealing with the Merdeka Curriculum, variability in student competencies, and evaluation and research.

The perspective of one of the community leaders supports the students' perspective which shows that the change from the K-13 Curriculum to the Merdeka Curriculum actually makes the guardians of students feel burdened, such as when students get project assignments. This is caused by students who are still difficult to adapt to changes in the learning system in the Merdeka Curriculum which causes the lack of success in mathematics learning in the Merdeka Curriculum. Judging from the results of interviews with some students in Ambokembang Village, Alley No. 3 environment who stated that there was no progress in mathematics learning in the Merdeka Curriculum.

CONCLUSION

The interview results show that society in Ambokembang village have different perspectives on success of mathematics learning in the Merdeka Curriculum. While the most opinion of teachers and students are the Merdeka Curriculum increases interest in learning and improves students' critical thinking skills and creativity, some other students consider that the Merdeka Curriculum is less successful in achieving the goals of mathematics learning because they do not feel any development in themselves and consider mathematics boring. It can be concluded that mathematics learning in the Merdeka Curriculum can be successful and it depends on several factors, including the freedom and flexibility of learning, the use of technology, and the readiness of teachers in dealing with the

Merdeka Curriculum. However, the variability of students' competencies as well as evaluation and assessment can also be obstacles in the effectiveness of the Merdeka Curriculum.

REFERENCES

- Budiarti, S., & Wahyuni, E. (2022). *Analisis Persepsi Guru dan Orang Tua Terhadap Implementasi Kurikulum Merdeka dalam Pembelajaran Matematika*. Prosiding Seminar Nasional Pendidikan, 4(2), 56-67.
- Kemendikbudristek. (2022). *Kurikulum Merdeka Belajar*. Jakarta : Kemendikbudristek.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Kurikulum Merdeka: Panduan Implementasi*. Jakarta : Kemendikbudristek.
- Kurniawan, H. (2023). *Persepsi Siswa terhadap Pembelajaran Matematika dalam Kurikulum Merdeka: Studi Kasus di Kota Bandung*. *Jurnal Pendidikan Matematika*, 13(2), 89-104.
- Muna, Izzatil, Moh. Fathurrahman. 2023. *Implementasi Kurikulum Merdeka pada Mata Pelajaran Matematika di SD Nasima Kota Semarang*. "Jurnal Profesi Keguruan". Vol 9 No.1.
- Pratiwi, R. (2023). *Pandangan Orang Tua Siswa Terhadap Pembelajaran Matematika dalam Kurikulum Merdeka*. *Jurnal Ilmu Pendidikan*, 17(3), 55-70.
- Ristek Kemendikbud. (2022). *Kurikulum Merdeka: Sebuah Pengantar*. Jakarta: Kemendikbud Ristek.
- Suryani, L. & Ramadhani, F. (2022). *Studi Komparatif Efektivitas Pembelajaran Matematika Sebelum dan Sesudah Implementasi Kurikulum Merdeka*. *Jurnal Pendidikan Matematika dan Sains*, 10(2), 90-102.
- Wijaya, Y. (2023). *Partisipasi Orang Tua dalam Pembelajaran Matematika di Era Kurikulum Merdeka*. *Jurnal Manajemen Pendidikan*, 9(1), 34-49.
- Lestari, D. & Prasetyo, B. (2023). *Respon Masyarakat Terhadap Implementasi Kurikulum Merdeka di Sekolah Dasar*. *Jurnal Pendidikan Dasar*, 11(1), 45-58.