

## TEACHERS' CHALLENGES AND STRATEGIES IN IMPLEMENTING STUDENT-CENTERED LEARNING IN THE ERA OF *KURIKULUM MERDEKA*

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### ABSTRAK

Tujuan dari penelitian ini untuk memberikan informasi mengenai tantangan yang di hadapi oleh guru serta penerapan strategi yang harus di ubah dari pembelajaran kurikulum sebelumnya ke kurikulum merdeka yang berpusat pada siswa. Metode yang di lakukan pada penelitian ini yaitu metode kualitatif dengan teknik studi literatur dan wawancara yang dilakukan dengan beberapa guru di Sekolah MI NU Kesesi dalam menghadapi tantangan dan strategi terbaru yang di terapkan pada kurikulum merdeka. Hasil analisis yang telah kami simpulkan dari penelitian di Sekolah MI NU Kesesi bahwasanya tantangan yang telah dihadapi oleh guru selama menggunakan kurikulum merdeka antara lain guru tidak hanya harus memiliki pengetahuan akan mata pelajaran yang memumpuni tetapi juga harus memiliki kemampuan sosial, tantangan selanjutnya melaksanakan asesmen pembelajaran karena selama ini guru hanya fokus pada asesmen akhir pembelajaran, selanjutnya tantangan yang paling menantang ketika ada peserta didik yang kesulitan untuk berfokus. Kemudian ada perbedaan dalam mengajar dari kurikulum sebelumnya atau kurikulum 13 yaitu kurikulum 13 lebih terstruktur dengan pendekatan kompetensi sedangkan kurikulum merdeka lebih banyak memberikan kebebasan dan fleksibilitas bagi siswa. Adapun strategi lanjutan yaitu kesiapan dalam insfratruktur dan teknologi, meningkatkan ketrampilan guru seperti integrasi teknologi pembelajaran berbasis proyek dan penilaian formatif (selama proses belajar), meningkatkan pemahaman yang mendalam tentang kurikulum merdeka, menciptakan strategi pembelajaran yang bersifat responsif terhadap keberagaman didalam kelas, serta menjalin kerjasama dengan orang tua karena peran orang tua dapat menjadi kunci keberhasilan peserta didik.

**Kata kunci** : Kurikulum Merdeka, Tantangan, Strategi

### ABSTRACT

*The purpose of this study is to provide information about the challenges faced by teachers and the application of strategies that must be changed from the previous curriculum learning to the student-centered independent curriculum. The method used in this research is a qualitative method with literature study techniques and interviews conducted with several teachers at MI NU Kesesi School in facing the latest challenges and strategies applied in the independent curriculum. The results of the analysis that we have concluded from research at MI NU Kesesi School that the challenges that have been faced by teachers*

*while using the independent curriculum include teachers not only having to have knowledge of qualified subjects but also having social skills, the next challenge is carrying out learning assessments because so far teachers only focus on end-of-learning assessments, then the most challenging challenge is when there are students who have difficulty focusing. Then there are differences in teaching from the previous curriculum, namely Curriculum 13, which is more structured with a competency approach while the independent curriculum provides more freedom and flexibility for students. The advanced strategies are readiness in infrastructure and technology, improving teacher skills such as integration of project-based learning technology and formative assessment, increasing in-depth understanding of the independent curriculum, creating learning strategies that are responsive to diversity in the classroom, and collaborating with parents because the role of parents can be the key to the success of students.*

**Keywords:** *Kurikulum Merdeka, Challenges, Strategy*

## **INTRODUCTION**

In the world of education, all knowledge learned at school is very important and useful for everyday life, including mathematics. To form Indonesian people who are productive, creative, innovative and effective, mathematics plays an important role in realizing this goal. In education, mathematics is the most basic science and mathematics is one of the factors that influences other subjects such as physics, chemistry, accounting and so on, so that it becomes a necessity in everyday life which can support other subjects. Apart from the world of education, Mathematics is also very useful for life, such as in buying and selling activities which contain mathematical calculation operations and so on.

Mathematics is considered difficult among students, many students are afraid of facing mathematics lessons because they already have an unfavorable view of mathematics subjects. With this unfavorable view, many students think they cannot solve mathematics problems, which creates a feeling of laziness in learning mathematics. This is a challenge for a teacher to increase students' interest in mathematics lessons. Teachers must have ideas in teaching and learning activities so that students can have enthusiasm for learning mathematics. These ideas can be applied in classroom learning which is useful for increasing student understanding and increasing student enthusiasm for learning so that they can obtain maximum learning results.

In the last 3 years, learning in Indonesia has experienced many changes both in the composition of learning media and the implementation of learning in the classroom. According to Kurniati & Kusumawati: 2023, the independent curriculum begins with the Ministry of Education and Culture simplifying the curriculum in special conditions (emergency curriculum) to mitigate learning loss during the pandemic. With the new curriculum, of course there will be new policies too, in this case the role of teachers becomes very important and teachers must face new challenges in dealing with changes to the existing curriculum. With an independent curriculum that provides freedom of expression, students can update the teacher's position so that they have more freedom in dealing with learning. According to the opinion of Ardianti et al. (2022), which can support this statement, it is stated that teacher freedom in the learning process this is the true meaning of freedom in learning. Widayati (2022) also stated that teacher freedom in the learning process is the meaning of freedom in real learning.

## **DISCUSSION**

The 2013 curriculum prioritizes intracurricular learning, while the new curriculum prioritizes the creativity of teachers. The curriculum, which began in 2013, was largely built under the foundation of an eclectic, corporate philosophy, combining elements from various foreign philosophical schools, and then incorporated into the national education system. In contrast to the new curriculum which prioritizes learning adapted to students' achievement stages, this new curriculum is largely built from the humanist educational philosophy, which considers humans as important objects in the learning process. According to Fadli (2020), this curriculum provides educational freedom that allows students to develop their best abilities.

By adding the philosophy of humanism to this new curriculum, education will emphasize cognitive and affective processes in learning. This will enable humans to combine their abilities and potential so that they can choose and manage their lives independently to achieve optimal self-actualization. With the new curriculum policy, the role and challenges of teachers have become a major

concern. Teachers have an important role in improving the quality of learning through new curriculum policies.

The role and function of a teacher is to produce effective, meaningful and quality learning. To achieve this goal, teachers must implement learning and assessment processes that prioritize mastery of students' knowledge, attitudes and skills. In addition, teachers must follow the principles of continuity, purpose, and comprehensiveness and refer to objectives. The results of the analysis that we have concluded from research at the MI NU Kesesi school are: that the challenges that have been faced by a teacher while using the independent curriculum include that teachers do not have to have adequate subject knowledge but also have to have social skills. Then, the next challenge is implementing learning accessories because so far teachers have only focused on the final learning accessories, that's why we as teachers have to carry out learning accessories.

Next, the most challenging challenge is when there are students who have difficulty focusing, especially on the independent curriculum which allows teachers to use various kinds of learning tools. Then there are differences in teaching from the previous curriculum (k13), namely: the difference in curriculum 13 is that it is more structured with a competency approach while the independent curriculum provides more freedom and flexibility for students. The further strategies are: readiness in infrastructure and technology, improving teacher skills such as interrogating project-based learning technology and formative assessment (during the learning process), increasing a deep understanding of the independent curriculum, creating learning strategies that are responsive to diversity in the classroom and society, as well as collaborating with parents because parents are never at home can be the key to success.

The results of the analysis that we have concluded from research at MI NU Kesesi School that the challenges that have been faced by teachers while using the independent curriculum include teachers not only having to have knowledge of qualified subjects but also having social skills, the next challenge is carrying out learning assessments because so far teachers only focus on end-of-learning assessments, then the most challenging challenge is when there are students who have difficulty focusing. Then there are differences in teaching from the previous

curriculum, namely Curriculum 13, which is more structured with a competency approach while the independent curriculum provides more freedom and flexibility for students. The advanced strategies are readiness in infrastructure and technology, improving teacher skills such as integration of project-based learning technology and formative assessment, increasing in-depth understanding of the independent curriculum, creating learning strategies that are responsive to diversity in the classroom, and collaborating with parents because the role of parents can be the key to the success of students.

## **CONCLUSION**

The independent curriculum is one of the learner-centered curricula (Student Center) while the teacher is a facilitator. Students are required to be more active in the learning process, many teachers experience challenges in the learning process in this Merdeka curriculum. Due to the change in curriculum 13 to an independent curriculum. According to the fourth grade teacher, Mrs. Eri, as the homeroom teacher, said that the challenges faced by teachers in learning using the independent curriculum include not only having to master learning materials, but teachers are required to have the ability to process classes using interactive learning models. In addition, teachers are required to master technology well so that the learning process becomes fun. Therefore, current teachers have strategies in facing these challenges by improving teacher skills such as the integration of project-based learning technology and creating learning models that are responsive to the diversity of students.

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