

Analysis of Biology Teachers' Difficulties in Implementing the Independent Learning Curriculum at Disma

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Published: May, 2024



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Abstract: One of the important tools to facilitate the implementation of learning in the independent learning curriculum is open modules. Teachers are obliged to prepare open modules completely and systematically; this is because they are teachers' pedagogical competencies that need to be developed. The aim of this study is to analyze how difficult it is for teachers to compose open modules. This type of research is qualitative descriptive research. The sample used in this research were biology teachers at Disma 1 Paiton and Disma Tuns Luhur. The data collection method used in this research was interviews, observation, and documentation. PMM (*Merdeka Mengajar Platform*), Facilities, Students, Teaching Module Components, Learner Characteristics, and Managing Time. Teachers' lack of understanding of independent learning results in teachers having difficulty implementing independent learning as they should.

Keywords: Independent Learning, Independent Curriculum Learning, Qualitative Research, Biology Teacher

INTRODUCTION

The Merdeka Curriculum is a curriculum with diverse extracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies (Ningsih & Dian Dwi Laksani, 2020). Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students (Ningsih & Dian Dwi Laksani, 2020). Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes determined by the government. The project is not directed at achieving certain learning achievement targets, so it is not tied to subject content (Ningsih & Dian Dwi Laksani, 2020).

To achieve national education goals, it is necessary to develop an educational curriculum. Because, one element that cannot be separated from the future development of national education is curriculum policy. The curriculum is the heart of the world of education. The future curriculum needs to be designed and improved to improve the quality of education at the national level (Ningsih & Dian Dwi Laksani, 2020). (Ningsih & Dian Dwi Laksani, 2020) the development of education in Indonesia cannot be separated from various changes. Every time, the curriculum undergoes an evaluation process. In fact, many believe that when policymakers change, the curriculum changes with them. As a country that continues to innovate in curriculum development, Indonesia has experienced more than ten changes since independence.

The independent learning curriculum requires students to create or complete a project. These project activities enable students to develop their skills and potential in various fields. This project activity in the stand-alone curriculum is the only one that includes P5 activities. P5 activities are project activities to increase the profile of Pancasila students. P5 activities can be carried out in two phases: conceptual phase and situational phase. This P5 activity gives students the freedom to learn in a formal context, makes the learning structure more flexible and allows schools to adjust their time allocation, thereby involving students

directly in their learning. An environment that aims to improve various Pancasila student profile competencies(Ningsih & Dian Dwi Laksani, 2020).

The *Merdeka Belajar* Curriculum is a policy designed by the government to make a big leap in the quality of education in order to produce students and graduates who excel in facing complex future challenges. The essence of Freedom of Learning is freedom of thought for educators and students. Freedom to learn encourages the formation of an independent spirit character where educators and students can freely and happily explore knowledge, attitudes and skills from the environment(Ningsih & Dian Dwi Laksani, 2020). In the independent learning curriculum, teachers are free to create learning that is educational and fun. Current pedagogical competence also requires teachers to be able to model and implement the learning process. Teachers are also given the mandate to act as a driving force to plan, implement, evaluate and follow up on these evaluations(Ningsih & Dian Dwi Laksani, 2020). Apart from being a learning resource, the teacher's role in the curriculum concept is as a learning facilitator where this can be supported by knowledge competencies, skills and basic values which are reflected in the ability to think and act which are included in professional, pedagogical, personality and social. The concept of active, innovative and comfortable learning must be able to realize students according to the needs of the times, especially in the current era(Ningsih & Dian Dwi Laksani, 2020).

Based on previous research, there are internal factors that hinder the implementation of the independent learning curriculum at the senior secondary school (SMA) level: (1) Student motivation is still low because schools have not established an evaluation system to assess student interests and talents, and classes are not managed or grouped based on interests and talents. talent (2) Based on learning style, it has a high degree of freedom (students can come and go), but there are also students who feel they have no ideas after studying in class and lose concentration. When we study from home during the Covid-19 pandemic, there is a lack of interest in classroom management by driving teachers, and (3) There is a discrepancy between the test results conducted by the school to assess students' interests and talents and the students' expectations, which gives rise to conflict.

The difficulties faced by biology teachers in defining an independent learning curriculum show two trends. The first is research that defines the term independence as a form of freedom, and research that finds inappropriate excesses of teacher freedom(Ningsih & Dian Dwi Laksani, 2020). Thus, to achieve a correct independent learning curriculum, teachers' professional competencies, namely mastery of teaching materials, development of teaching materials, and use of information technology must be obtained properly. The second is research that emphasizes the need to master learning design. Teachers and students interact with technological media that are carefully designed for use in the teaching and learning process(Ningsih & Dian Dwi Laksani, 2020).

METHOD

This research uses a qualitative descriptive research method. Qualitative research is research that uses library research from various books and articles. This method was chosen because this research aims to describe the situation of the teacher's role in the learning curriculum. This type of research method is field research. The descriptive method used in this research aims to examine various problems in the field and obtain meaning that is more appropriate to the conditions of the research environment. The aim of this research is to analyze the difficulties of biology teachers in implementing the independent learning curriculum in high schools in Paiton District, Probolinggo Regency. Excavating one source uses the same technique but uses different sources at different times.

RESULTS AND DISCUSSION

Research conducted to determine teachers' difficulties in implementing the free learning curriculum shows that due to teachers' lack of understanding of the concept of free learning has given rise to different implementations of free learning among teachers. Teachers were found not to properly understand the content and process of implementing independent learning. The role of teachers and students is still unclear in teachers' understanding, resulting in ignorance of implementing independent learning as it should. It is proven that freedom to learn has worried teachers about the form of teaching methods that have been implemented so far. Moreover, there are the same teachers who have never had any understanding and experience about independent learning. The teacher's unclear understanding is accompanied by confusion about how implementing independent learning can weaken the achievement of learning goals. Teachers' lack of understanding of independent learning results in teachers having difficulty implementing independent learning as they should. There are two important elements that trigger difficulties for teachers in defining and applying the concept of independent learning, namely (1) the teacher's long experience with conventional teaching and learning processes and being confronted with the concept of independent learning that teachers have never experienced can increase the level of difficulty for teachers in translating independent learning (2) teachers' limited understanding of the meaning, basis and principles of independent learning can weaken teachers' interpretations connecting the roles of teachers and students in the learning process.

The statement was made again by citing the results of interviews with biology teachers at SMAN 1 Paiton and at SMA Tunas Luhur in accordance with the issues discussed. The presentation is carried out by developing the characteristics of biology teachers in the educational unit. Based on the results of interview research conducted by researchers, there are various difficulties experienced by biology teachers. The following are various kinds of difficulties for biology teachers at SMAN 1 Paiton and SMA Tunas Luhur; PMM (*Merdeka Mengajar* Platform), Facilities, Students, Teaching Module Components, Learner Characteristics, and Managing Time.

The lack of response from PMM (*Merdeka Mengajar* Platform) means that teachers are still busy with preparing teaching and learning materials and students also lack material/content. Facilities, because biology lessons are lessons that are not just about delivering material, but biology lessons are lessons that involve practice/projects, with facilities and infrastructure that can support the smooth teaching and learning process. Students, there are students who are not focused when receiving material, because the independent learning style tends to be freer. Teaching Module Components, the teacher does not know the meaningful understanding, so the teacher's understanding is still limited regarding the composition of the teaching module. The diverse characteristics of students, the lack of references to learning models with differentiated systems, limited school infrastructure, and limitations in understanding initial knowledge. Managing Time, in the learning process efforts, teachers may need more time to learn more in order to adapt to the expected changing demands. Several schools determine an agenda that is compact enough to involve teachers so they can actively participate in various activities. There are no other duties and responsibilities involved. Teachers move as much as possible and find innovative, creative ways of learning. Not all teachers are able to manage their time well, especially with busy schedules or other problems that may arise.

CONCLUSION

Teachers' difficulties in implementing the independent learning curriculum show that due to teachers' lack of understanding of the concept of independent learning, it has given rise to different implementations of independent learning among teachers. Teachers were found not to properly understand the content and

process of implementing independent learning. The role of teachers and students is still unclear in teachers' understanding, resulting in ignorance of implementing independent learning as it should. It is proven that freedom to learn has worried teachers about the form of teaching methods that have been implemented so far. Moreover, there are the same teachers who have never had any understanding and experience about independent learning. The teacher's unclear understanding is accompanied by confusion about how implementing independent learning can weaken the achievement of learning goals. Teachers' lack of understanding of independent learning results in teachers having difficulty implementing independent learning as they should. Based on the results of interview research conducted by researchers, there are various difficulties experienced by biology teachers. The following are various kinds of difficulties for biology teachers at SMAN 1 Paiton and SMA Tunas Luhur; PMM (*Merdeka Mengajar* Platform), Facilities, Students, Teaching Module Components, Learner Characteristics, and Managing Time.

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