

Teacher's Perception of Independent Learning Curriculum in Pancasila Education Learning in Grades I and IV Bandung City Public Elementary School

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Abstract

This research aims to describe teachers' perceptions of the independent learning curriculum policy in grades I and IV at state elementary schools in Bandung. This research uses qualitative research, and this research uses a phenomenological research design. Phenomenological analysis examines elementary school teachers' opinions regarding the independent learning curriculum policy in Pancasila education learning. The respondents in this study were elementary school teachers. The reason for choosing classes I and 4 is because those classes were the first to implement the independent curriculum. In this research, the data collection used was interviews. All interview data is collected so that it can be studied descriptively to obtain reliable and trustworthy findings. The research results are as follows: (1) Teachers appreciate the independent learning curriculum policy implemented in elementary schools, (2) The importance of the teacher's role in implementing independent learning curriculum learning in Pancasila education learning, depends on each teacher. , (3) Teachers have the opportunity to develop and implement the curriculum and plan learning to improve the quality of the teaching and learning process, (4) there are many platforms that discuss independent learning curricula that enable independent learning teachers to develop their skills, (5) but not all teachers has implemented an independent learning curriculum in his class. (6) for older teachers who have limited information and technology capabilities, (7) the obstacles to implementing the independent learning curriculum, especially in learning Pancasila education, also depend on the stability of internet conditions, especially for those who teach in remote schools, this is the main obstacle.

Keywords: Perception, Independent Learning Curriculum, Pancasila Education

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Introduction

Education is an effort to develop human potential so that they are able to adapt to life that continues to develop, in line with the demands of changing times. Every individual needs to get an effective education because high quality education will have a real impact on demographic success, in accordance with Law number 20 of 2003. In Indonesia this often happens curriculum innovation that is adapted to the needs of society and the country. The curriculum in Indonesia starts from the 1947 Curriculum to the Merdeka Curriculum continue to innovate (Alam, Sapriya, et al. 2023).

Education aims to optimize the potential of students so that they become individuals who have strong faith and devotion to God Almighty, have superior skills, are creative, independent, have noble character, are healthy, knowledgeable, and act as members of a democratic and responsible society. . To achieve effective educational goals, it is important to have a curriculum that can support the achievement of these goals (Maulida 2022).

The legal basis for implementing the MBKM (Free Learning Campus) curriculum is contained in several regulations, namely Minister of Education and Culture Regulation Number 3 of 2020 which sets Higher Education standards; Minister of Education and Culture Regulation Number 4 of 2020 concerning the Transformation of State Universities into Legal Entity Universities; Minister of Education and Culture Regulation Number 5 of 2020 concerning Evaluation and Accreditation of Study Programs and Higher Education; Minister of Education and Culture Regulation Number 6 of 2020 concerning Procedures for Accepting New Students for Study Programs at State Universities; and Minister of Education and Culture Regulation Number 7 of 2020 which regulates the Establishment, Changes, and Dissolution of State Universities, as well as the Establishment, Changes, and Revocation of Private Higher Education Licenses (Sopiansyah et al. 2022).

Formally, the Pancasila Education subject will replace PPKn in June 2022, in line with the implementation of the new Merdeka Curriculum in the 2022/2023 academic year. There are no substantial differences in characteristics or content between Pancasila Education and PPKn. Both of them still focus on four main consensuses: Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Republic of Indonesia. However, what differentiates the two.

Currently, the Merdeka Curriculum is being implemented at all levels of education to overcome challenges in the teaching and learning process which has been disrupted by the pandemic. The government has given three options to schools in implementing the Independent Curriculum: (1) Freedom to Learn, (2) Freedom to Change, and (3) Freedom to Share. The implementation of the Independent Curriculum resulted in significant changes felt by teachers and all components involved in education. Learning administration, teaching strategies, and evaluations carried out by teachers will experience a transformation as a result of implementing the Independent Curriculum (Rahimah 2022).

The aim of this research is to find out how teachers perceive the independent learning curriculum implemented in Indonesia, especially in learning Pancasila education.

This research applies qualitative methods, which is a research approach that produces descriptive data, such as verbal reports in the form of speech or writing, as well as behavior that can be observed directly from individuals who are research subjects.

Qualitative research methods developed because there was a paradigm shift in the way we understand reality, phenomena or certain symptoms. This paradigm interprets social reality as something holistic, complex, dynamic and full of meaning (Sugiyono 2021).

Qualitative research is carried out to explore phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions and other aspects in depth and descriptively using language and narrative. This research was carried out in a specific natural context and adopted more organic or natural methods (Moelong 2006).

Qualitative methods used include observation, interviews, and document review. There are several reasons why qualitative techniques are chosen. First, qualitative techniques allow adaptation to actual situations. Second, this technique directly reveals the dynamics of the relationship between researchers and respondents.

Qualitative research emphasizes quality over quantity, gathering information not through questionnaires but by using interviews, direct observation, and relevant official documents. A qualitative approach also prioritizes process over results. This is because the relationships between the elements under investigation become more detailed when observed in the process.

Through this qualitative approach, researchers will conduct observations, interviews and document analysis to provide respondents with a direct picture of teacher perceptions in the context of Independent Curriculum learning in grades I and IV at SDN Bandung City.

Method

This study applies phenomenological research methods. Researchers used a phenomenological (Nuryana, Pawito, & Utari 2019) approach to explore understanding of elementary school teachers' perceptions regarding learning Pancasila Education in the context of the Independent Learning Curriculum.

Phenomenology focuses on subjective experiences in a study. This approach is related to a person's personal outlook and perspective on the world and their interpretation of the various events they experience. This approach aims to understand extraordinary events experienced by individuals without any previous assumptions (Nuryana, Pawito, & Utari 2019).

Phenomenology is the study of what appears (phenomena). Thus, the focus of phenomenology is studying what arises from a phenomenon, so that any research or work that discusses how something appears is included in the domain of phenomenology. In the context of qualitative research that uses a phenomenological approach, we can actually apply phenomenology in everyday life. We naturally observe phenomena, then analyze them so that we can understand how they arise within us. Then, the next stage is to understand the phenomenon itself from its perspective, including how it appears and affects us.

This phenomenological research has an exploratory aim, where the focus is to reveal and explore a phenomenon that has not been previously explored or to enrich information that has been found in previous exploration. Exploratory research using the phenomenological method aims to present detailed and in-depth data and descriptions. The focus of this research is to explore, explore, identify and evaluate elementary school teachers' conceptions of

listening learning, taking into account various different perspectives and experiences (Khan 2014).

The selection of research subjects used the purpose sampling method because the samples were selected based on specific considerations. This consideration is a key factor in determining the sample for research because it is in accordance with the aims and objectives of the research (Sugiyono 2021).

The main consideration is that the informants are class I and IV standard school teachers who have experience developing the independent learning curriculum. The second consideration is that there is no element of coercion on the subjects who become informants, so that the informants who will be interviewed are based primarily on their needs and have met the standards as capable informants in the area under study. The third consideration is that the topics chosen are those who have experience in the field of basic education, especially teachers who are experienced in developing Pancasila education lessons.

To support phenomenological research, research subjects who are also informants must have a deep level of experience in their field. This allows the information obtained to become a source of innovation that is relevant to the research objectives. The selection of informants must pay careful attention to individuals who have significant experience and knowledge regarding the reality to be investigated in depth.

This research will be carried out on class I and IV teachers in the city of Bandung (SDN 053 Cisit, SDN 208 Luginasari, and SDN 139 Sukarasa Bandung City), which is located in Bandung City, West Java Province. This research was carried out in the even semester of the 2022-2023 academic year.

This research was carried out by me, Faisal Alam, who is a postgraduate student at the Universitas Pendidikan Indonesia and also my lecturers named Professor Sapriya, he is a lecturer at the Universitas Pendidikan Indonesia, and also Dr. Agus Muharam is also a lecturer at the Universitas Pendidikan Indonesia.

Conclusion

SD Negeri 053 Cisit is located at Jalan Sangkuriang no. 87, Dago, Coblong sub-district, Bandung city, West Java province. This school was founded in 2017 with the establishment decree 420/Kep.674-DisDik/2017 by the Bandung city national education office in collaboration with the Bandung city government based on a proposal from the local community on a land area of 2,916,749 M². According to the principal, the vision for establishing the school is to create students who are devout, accomplished, independent and have an environmental culture.

SD Negeri 208 Luginasari is located at Jalan Sukagalih No.11, Cipedes, Kec. Sukajadi, Bandung City, West Java Province. This school was founded in 1978 with the Decree on the Establishment of Presidential Instruction No. 6 of 1978 by the Bandung City National Education Service in collaboration with the Bandung City Government at the suggestion of the local community. The vision for establishing the school according to the head is to create students who have noble character, are intelligent, skilled, care about the environment and love national culture.

SD Negeri 139 Sukarasa Bandung City is located at Jl. Gegerkalong Hilir No. 82, Gegerkalong, Kec. Sukasari, Bandung City, West Java Province 40153. This school was founded in 1937 with establishment decree 420/Kep.674-Disdik/2017 by the Bandung City National Education Service in collaboration with the Bandung City Government at the suggestion of the local community. According to the head, the vision for establishing the school was "To create students who excel in science and technology and mathematics, think critically and creatively and are polite and cultured".

From the research results, several main findings can be presented as follows:

1. Appreciation of the Independent Learning Curriculum Policy: Teachers appreciate the independent learning curriculum policy implemented in elementary schools.
2. The Central Role of Teachers in Implementing the Learning Independence Curriculum: The importance of the teacher's role in carrying out learning based on the criteria of learning independence, especially in the context of Pancasila education learning, really depends on the individual role of each teacher.
3. Opportunities for Curriculum Development and Learning Planning: Teachers have the opportunity to develop, implement and plan learning to improve the quality of the teaching and learning process.
4. Availability of Platforms for Self-Study: There are many platforms that cover self-study curricula, providing opportunities for teachers to enhance their skills. However, not all teachers implement this curriculum in their classes.
5. Challenges for Teachers with Technological Limitations: Teachers who are older and have limited technological abilities face challenges in implementing a self-paced learning curriculum.
6. Main Obstacle: Internet Conditions in Remote Schools: The main challenge in implementing the independent learning curriculum, especially in Pancasila education learning, is dependence on internet stability, especially for teachers who teach in remote areas.

These findings provide a fairly comprehensive picture of how the Merdeka Belajar curriculum is perceived and implemented in the elementary school environment. The existence of challenges related to the role of teachers, availability of platforms, as well as technological barriers and internet access provide a basis for improving policies to better deal with these obstacles.

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