

## History Teacher Perceptions of the Implementation of Merdeka Belajar Curriculum at SMAS Kemala Bhayangkari 1 Kubu Raya

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### Abstrak

Tujuan penelitian untuk mengumpulkan data berkenaan dengan persepsi guru mengenai kurikulum untuk siswa tahun pertama di SMAS Kemala Bhayangkari 1 Kubu Raya dengan menggunakan metode deskriptif kualitatif. Data diperoleh dengan melakukan observasi, wawancara, dan pendokumentasian dengan para ahli bidang studi dan tim kurikulum. Analisis data dilakukan dengan menggunakan teknik reduksi data, entri data, dan validasi data. Temuan penelitian menyoroti persepsi guru tentang kurikulum Merdeka Belajar, yang berbeda dari kurikulum 2013. Mata pelajaran sejarah pada kurikulum merdeka belajar merupakan perpaduan antara sejarah peminatan dan wajib. Selain itu, pada tahap E atau kelas X, mata pelajaran sejarah digabungkan dengan mata pelajaran lain seperti sosiologi, ekonomi, dan geografi menjadi IPS. Namun, pada fase F atau kelas XI dan XII mata pelajaran sejarah bersifat mandiri. Pada penerapan kurikulum merdeka belajar guru sejarah harus mampu mengkombinasikan berbagai metode dan model serta pemanfaatan teknologi untuk menghasilkan pembelajaran yang menyenangkan dan merdeka sesuai dengan profil pelajar pancasila.

**Kata kunci:** persepsi, implementasi, kurikulum merdeka belajar, mata pelajaran sejarah.

### Abstract

*The purpose of the study was to collect data regarding teachers' perceptions of the curriculum for first-year students at SMAS Kemala Bhayangkari 1 Kubu Raya using qualitative descriptive methods. Data were obtained by conducting observations, interviews, and documentation with subject matter experts and the curriculum team. Data analysis was conducted using data reduction, data entry, and data validation techniques. The research findings highlight teachers' perceptions of the Merdeka Belajar curriculum, which is different from the 2013 curriculum. History subjects in the independent learning curriculum are a combination of specialization and compulsory history. In addition, in phase E or grade X, history subjects are combined with other subjects such as sociology, economics, and geography into social studies. However, in phase F or grades XI and XII history subjects are independent. In the implementation of an independent learning curriculum, history teachers must be able to combine various methods and models as well as the use of technology to produce fun and independent learning in accordance with the profile of Pancasila students.*

**Keywords:** perception, implementation, independent learning curriculum, history subject.

### INTRODUCTION

The development of education in Indonesia is inseparable from curriculum improvement, every period the curriculum undergoes evaluation. It can almost be said that the curriculum often changes. As a country that consistently innovates in its

curriculum, Indonesia has experienced several curriculum changes. Based on this, a lot of changes are happening in the Indonesian education system if we keep going in the same direction. This includes changes to the curriculum, the learning process, the improvement of facilities and

infrastructure in education and even the development of teachers as instructors (Mubarok et al., 2021). The curriculum is an educational program that prepares young people to contribute to society and be useful after completing their education (Maba et al., 2018). Teachers play an important role in curriculum development and implementation as it happens directly in the classroom (Mantra et al., 2019). In curriculum innovation, teachers are expected to get used to and encourage themselves to innovate, improvise and create during the learning process (Marisa, 2021). In this context, teachers are a key factor in the successful implementation of the school curriculum.

Minister of Education and Culture, Nadiem Makarim has created Merdeka Belajar curriculum with an educational philosophy that allows students to develop their knowledge and skills freely based on the Pancasila Learner Profile (Rahmadayanti et al., 2022). Thus, encouraging every teacher to have competencies that play an important role in the success of education so that it can meet international education standards (Uno, 2020). Indonesian education must have the ability to reason based on history and numerical data in terms of literacy and numeracy as the goal of Merdeka Belajar (Anisimov et al., 2019). Menurut *Menteri Pendidikan, Kebudayaan (2022)*, The implementation of Merdeka Belajar curriculum in senior high school education

units is divided into two phases, namely phase E or grade X and phase F for grades XI and XII The emergence of Merdeka Belajar curriculum has led to various perceptions from teachers about its implementation at the education unit level. This is an interesting thing to study in order to find out how a teacher's perception or view of the implementation of Merdeka Belajar curriculum. according to Endhes Isthofiyani et al., (2014) Teacher perceptions are very important in curriculum implementation because in addition to students, teachers are also active in implementing the implementation of an independent learning curriculum. As a determinant of implementation, the perception of the teacher can be a lesson or reference in the future in taking steps towards curriculum change (Alex, 2013). The challenges experienced by educators in implementing the Merdeka Belajar curriculum include teaching equipment, assessment or evaluation, implementation of the Pancasila Student Profile Strengthening Project and other elements. (Imas, 2022).

Based on the results of preliminary research on January 19, 2023, SMAS Kemala Bhayangkari 1 Kubu Raya has implemented the Merdeka Belajar curriculum since the 2022/2023 school year. In history subjects, history lessons for class X or phase E are combined into one with other subjects such as

economics, sociology and geography which form Social Sciences (IPS). (Sofia & Basri, 2023). However, according to (Nugroho et al., 2022) For classes XI and XII, history lessons are taught independently. In terms of learning time allocation, especially history subjects are given two hours per week. In implementing the Pancasila Student Profile Strengthening Project (P5) at SMAS Kemala Bhayangkari 1, there are three themes, namely *Bangunlah Jiwa dan Raganya*, *Bhineka Tunggal Ika*, and *Entrepreneurship*. Through this project, it can indirectly help history teachers to introduce history in West Kalimantan such as the Kadariah Palace, Jami Sultan Abdurrahman Mosque, Radank House, regional dances and typical West Kalimantan foods that can be used as a business. However, there are still obstacles in implementing the Merdeka Belajar curriculum, these obstacles are regarding the making of learning tools, evaluation or assessment and the implementation of the Pancasila Student Profile Strengthening Project.

The problems that arise in this study are the many perceptions of teachers regarding the independent learning curriculum, causing teachers to wonder about the confusing information about the implementation of the independent learning curriculum. Therefore, the researcher took the title "Teacher Perceptions of the Implementation of the Independent Learning Curriculum in

History Subjects at SMAS Kemala Bhayangkari 1 Kubu Raya." This title was created to capture the various perceptions of teachers in implementing the Merdeka Belajar curriculum so as to provide clarity in the information obtained, especially in history subjects at SMAS Kemala Bhayangkari 1 Kubu Raya.

#### **METHOD**

This research is qualitative research with a descriptive approach, the aim is to collect information and data that already exists or occurs in the field. In the statement *Poerwandari, (2007)*, Qualitative research is a form of research that includes interview transcripts, field notes, photos, videos, and other forms of data description. the research subjects are history teachers and curriculum deputies at SMAS Kemala Bhayangkari 1 Kubu Raya. In qualitative research, data collection is carried out naturally in natural settings through the stages of observation, in-depth interviews, and documentation (*Moleong, 2018*). Next, analyze the data by comparing and consolidating findings in the form of similarities, differences or patterns that emerge from various techniques and sources. then reflect on the findings and interpret the results of the study by considering different perspectives from the two triangulations. Finally, report the findings in the form of research results.

## **RESULTS AND DISCUSSION**

### **History Teacher Perceptions**

Perception is a person's experience of an object, event or a relationship that is bound so that it can interpret something into information. (Alex, 2013). According to Endhes Isthoiyani et al., (2014) Teacher perception is the process of teachers organizing and interpreting various incoming information with the aim of creating a meaningful picture. Perception depends not only on physical stimuli but on the relationship between stimuli and events that occur.

Merdeka Belajar Curriculum has three characteristics, namely project-based learning, soft skills and character development in line with the profile of Pancasila students. Learning applies essential material and a more flexible structure, and in the digital era uses technology that can support education and keep up with advances in science and technology (Rahayu et al., 2022). In the independent learning curriculum, teachers must be able to understand the personality of students, create an interesting learning process, adapt to the needs, needs, personality of students' physical and mental progress (Iqbal et al., 2023). This statement is in line with Ki Hadjar Dewantara's concept of education, which is based on the idea that humans are given the ability to develop their abilities to live in harmony with existing laws and customs, as well as the ability to

gain lasting and eternal wisdom (Ainia, 2020).

The implementation of the Merdeka Belajar curriculum policy has strengthened the different roles of teachers in learning activities. Teachers do not only play a role in one role, but they must be able to design learning, implement, and evaluate learning so that students can achieve the desired competencies and refer to various sources, it can be said that teachers play an important role in implementing Merdeka Belajar curriculum policy. Thus, the concept of Merdeka Belajar frees teachers who have been struggling with education management from the pressure of education administration so that they can implement and assess student learning outcomes more freely and freely (Yamin et al., 2020).

SMAS Kemala Bhayangkari 1 prepares history teachers who meet the needs and objectives of the subject. Thus the emphasis of education is on developing creative and independent thinking skills. Teachers are expected to act as catalysts for positive change in students' lives (Susilowati, 2022). Reorganization is carried out in order to recognize national changes and challenges and to adapt to global changes (Yamin et al., 2020). With educational resources that meet the standards, students' abilities and capabilities can advance and develop. Self-education is critical education that is high-quality, fast,

flexible, expressive, progressive, and multidimensional (Agustina et al., 2023). Students who learn with intrinsic motivation can be observed from their handwriting and eye-hand coordination.

### **History Learning in Merdeka Belajar Curriculum**

History learning in the Merdeka Belajar curriculum has changed from the 2013 curriculum. In the Merdeka Belajar curriculum, history learning becomes one, namely there is no more compulsory or specialization history (BSKAP, 2022). In terms of material, there are also additions and subtractions as well as a combination of specialization and compulsory history (Kemendikbud, 2022). This makes teachers have to learn new materials such as the addition of Spice Route material in class X. Teachers must also be able to explain and describe the combined and additional materials between compulsory history and specialization history.

According to BSKAP, (2022) The Senior High School History Learning Outcomes are divided into two stages, stage E and stage F, each of which has two components, namely skills in historical processes and conceptual understanding of history. Stage E (Grade X) students should understand and know the introductory concepts of history. Students should be able to analyze and identify historical events during the time of their ancestors and the spice routes of the archipelago. Furthermore, they can carry out historical

research in oral, written or other styles by utilizing primary and secondary sources. It is expected that students have the skills to describe historical events and interpret the meaningful values in each event. At level F, students should be able to develop basic historical concepts to enable them to consider historical events in the context of local, national, and world history, and be able to connect and evaluate Indonesian historical events with various issues arising in the world in the period from colonization to reform.

Additional outcomes are provided for Grade XI and XII students. Grade XI students can conduct diachronic or public historical research by utilizing primary or secondary sources and present it orally, in writing, and otherwise and use historical skills to describe, investigate, and evaluate historical events and interpret the values contained. Grade XII students can conduct public or diachronic historical research using primary and secondary sources and present it orally, in writing, and otherwise. By utilizing historical skills in describing, elaborating, and evaluating historical events from various perspectives and pursuing their own talented interests in history through further education or historical activities outside of school. We hope that by doing so, history education will become increasingly popular and the values embedded can be applied and applied in civic life.

The time allocation for history learning in the Merdeka Belajar curriculum is only 2 hours per week, which is considered insufficient coupled with quite a lot of material. Teachers must be able to manage time so that all material can be conveyed properly (Arifah, 2022). However, in reality there is still material that is left behind even though the Merdeka Belajar curriculum does not force everything to be conveyed. The concept of historical thinking skills, which is emphasized in the Merdeka curriculum, involves the use of students' particular skills in learning history. The Merdeka curriculum emphasizes the importance of fostering critical thinking skills in the fields of chronology (diachronic), synchronic, imaginative, creative, critical, reflection, multiperspective, continuity, and the cause and effect of changes in human life (BSKAP, 2022).

In Merdeka Belajar Curriculum, teachers must also be creative in designing lessons so that students feel free and comfortable (Iqbal et al., 2023). If teachers can design learning creatively and innovatively, the learning process becomes interesting and engaging. (Zunidar, 2019). This is because the school has implemented differentiated learning. The government must also be able to fulfill the rights of both public and private teachers in order to achieve education in accordance with the demands of the curriculum. Assessment in the Merdeka

Belajar Curriculum uses diagnostic, formative, and summative assessments (Izza et al., 2020). Learning should maintain a balance between factual knowledge, conceptual understanding and practice.

According to (Herwina, 2021) argues that the independent curriculum program is a concept in the world of education that upholds independence or freedom, which means that the educational process in the classroom must pay attention to the learning needs of each individual. Differentiated education is an adaptation of the mindset, learning style, and perseverance of students in achieving good learning outcomes. In addition, differentiated teaching requires creative and innovative teachers to help students achieve learning goals. To develop teachers who are competent and able to move outside their comfort zone and improve their abilities.

The Merdeka Belajar Curriculum (KMB) provides more freedom for students to choose their own learning paths and emphasizes more independent, collaborative and project-based learning. Meanwhile, Curriculum 2013 (K13) uses a more structured thematic approach than before to address 21st century challenges in critical thinking, communication and collaboration (Sari et al., 2023). In history subjects, there have been changes from the 2013 curriculum to the Merdeka Belajar Curriculum, such as the number of

lesson hours being 2 hours per meeting and the combination of specialization and compulsory history, which is a challenge for teachers who must be able to teach both (Lutfiah, 2022).

There is a major difference between the Merdeka Belajar curriculum and the K13 curriculum is the learning approach. In K13, it is more focused on mastering material and achieving competencies, Merdeka Belajar curriculum focuses more on developing students' creativity and freedom of learning. In essence, Merdeka Belajar curriculum provides more space for students to explore their own interests and talents. In addition, teachers also argue that the Merdeka Belajar curriculum prioritizes learning that is relevant to real life and the world of work. So, students will be better prepared to face challenges in the future. Not only that, Merdeka Belajar curriculum also encourages students to be active in learning and develop an attitude of independence. However, on the other hand, the teacher also said that the Merdeka Belajar curriculum still needs a lot of improvement and adjustment. In the future, there are still many challenges that will be passed in the face of curriculum changes and developments.

History education under the Merdeka Curriculum provides more space for diverse historical learning. It is clarified with learning outcomes that require teachers to be able to improve

history learning to form student character in accordance with the profile of Pancasila students. On the other hand, this curriculum also provides input and criticism regarding historical material that is dominated by political and military figures. History education is taught clearly and comprehensively as well as for people who are just starting out. A study should be conducted in a multidimensional, multiperspective manner, and based on a rigorous analysis of relevant secondary sources, both from the humanities and other fields. The field of education in this area is becoming increasingly characterized by some technical aspects of curriculum implementation, such as the development of intracurricular activities, Pancasila learner profile modification projects, and extracurricular activities. Teachers' proficiency is indispensable in developing learning objectives and flexibility (Lutfiah, 2022).

In developing technology-based learning, history teachers must be able to combine with various models and methods used (Riduan, 2022). Technology-based learning is required because education must adapt to the advancement of science and technology in order to build the power of competitiveness in order to obtain human resources that have strong competitiveness. however, to make technology-based history learning is still lacking due to inadequate mastery of technology in addition, the history teacher

also explained that even though the era is digital, the lecture method cannot be eliminated because students also need direct explanation related to the material being studied.

### **Assessment in the Merdeka Belajar Curriculum**

Assessment of learning activities for both history and assessment subjects at SMAS Kemala Bhayangkari 1 Kubu Raya is always given during the learning process. Evaluation in the Merdeka Belajar curriculum uses diagnostic, formative and summative assessments. In history learning itself, this diagnostic assessment is carried out by identifying students' initial abilities, needs and their understanding of the material being studied through observation or short quizzes (Solehudin, et.al, 2022). Meanwhile, according to Purnawanto, (2022) formative assessment in history learning is carried out through the teaching and learning process by providing feedback such as questions and answers to find out students' learning progress and help them improve their understanding or skills that still need to be improved. This assessment is more on individual and group assignments, discussions and presentations. Finally, summative assessment is carried out at the end of learning to evaluate learning outcomes over the past few months through midterm or final semester tests (Lola, 2023). In addition, the implementation of

the Merdeka Belajar curriculum requires a holistic assessment of student competence rather than focusing solely on mastering historical facts. Learning should maintain a balance between factual knowledge, conceptual understanding and practice

### **CONCLUSION**

In the face of curriculum change, adequate support for teacher training, a deep understanding of the curriculum objectives and flexibility in overcoming obstacles that may arise are essential. Most teachers will have their own opinions related to curriculum changes, and open dialog and cooperation between educators, students, parents and other related parties are important to ensure the successful implementation of the new curriculum. In the Merdeka Belajar curriculum, history teachers must be able to combine technology-based learning with various models and methods. Classroom learning uses differentiated learning, history teachers must be able to utilize their creativity to design learning that is interesting and fun according to the profile of Pancasila students. In learning history, the teacher himself has tried to utilize technology as a learning medium and use various learning methods in order to make teaching and learning activities enjoyable.

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