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Article

Analysis of Changes in Kurikulum Merdeka Towards the Implementation of Curriculum, Science Learning Methods, and Teaching Media in Junior High School Learning Activities

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ABSTRACT

The educational process in junior high schools has many goals, one of which is to obtain personal development in building oneself in order to play a role in national development. The kurikulum merdekais a new policy program that prioritizes the interests and talents of students that can foster creative attitudes and develop student potential. The study aims to describe the influence of changes in the kurikulum merdeka , learning methods, and teaching media in learning activities in Junior High Schools. The method used is descriptive qualitative. Data in the form of responses obtained from interviews and observations are then analyzed descriptively with interview materials about the implementation of the kurikulum merdeka , science learning methods, and student teaching media. The results of the study indicate that the implementation of the kurikulum merdekais included in the low category, because teachers lack training, while the learning methods applied are quite good, but teachers must improve it and the teaching media used is good.

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INTRODUCTION

Development curriculum 2013 to kurikulum merdeka happen on moment existence The Covid-19 pandemic has caused many changes in various sectors, one of which is sector education. Pandemic year 2019 become condition special Which result in learning lag in achieving student competencies, resulting in Indonesia is experiencing a crisis in learning *(learning crisis)* (Adla and Maulida 2023). The purpose of development curriculum 2013 to kurikulum merdeka based on with Decision Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 on February 10 2022. At the

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learning loss *recovery* stage occurs in special conditions. The 2013 Curriculum has not been able to catch up with Indonesia's backwardness in learning achievement, that is why the government developed the 2013 curriculum become kurikulum merdeka.

Kurikulum merdeka is a new policy program from the Ministry of Education and Culture of the Republic of Indonesia (Kepmendikbutristek, n.d.) created by Nadiem Anwar Makrim. Kurikulum merdeka Prioritizes students' interests and talents which can foster creative attitudes and can develop the potential of students because of the potential possessed by each each participant educate no The same And for participant educate own ability Which differ in the application of knowledge delivered by educators (Naufal, Irkhamni, and Yuliyani 2020). The kurikulum merdeka provides convenience to students and opens up educator horizon to the problem that faced such as during student admissions, RPP, process learning, evaluation, until with Exam National. In implementing learning using the kurikulum merdeka, teachers need to make thorough preparations so that learning can run well. Basically, preparation is a period to project or predict what will be done, this is an effort to plan actions taken in learning related to competencies (Yuniar and Umami 2023). Teachers must preparea plan or action that includes mental, physical knowledge, skills and attitudes. In addition, the preparation that teachers must prepare is the merhod and teaching media that are in accordance with the material to be taught.

Educators need an interesting and innovative learning atmosphere so that students do not feel bored and remain enthusiastic in participating in learning (Suhartono 2021). So it is necessary to implement good learning methods so that they can provide students with interest in the material to be taught. The learning method itself is a way of teaching or a way of conveying lesson material to students who are learning (Suryani and Mastuti Rahayu 2018). The learning method will be more effective if combined with teaching media that are in accordance with the learning method, thus increasing support for effective and efficient implementation in teaching and learning activities. Teaching media can be defined as physical or non-physical aids that are deliberately used as intermediaries between educators and students in understanding learning materials to be more effective and efficient (Ani Daniyati et al. 2023). The use of methods and media can support learning to be more effective and efficient in implementing the kurikulum merdeka.

The implementation of teaching and learning activities using the kurikulum merdeka still has many things that have not been fully implemented due to the lack of facilities and guidance from the Ministry of Education and Culture, in addition to the lack of interest from teachers which causes the adjustment of a new curriculum policy to be slightly hampered. So that there are many impacts that occur (Hehakaya and Pollatu 2022). This study aims to describe the influence of changes to the kurikulum merdeka , learning methods, and teaching media in learning activities in Junior High Schools at junior high schools in Slahung District.

METHODS

The research was conducted in March 2023. The location of the research was at one of the Junior High School institutions located in Slahung District, Ponorogo Regency (Hardani et al. 2020).. The researcher used a qualitative approach which is a study that produces descriptive data in the form of written words (Imbiri 2020). Data collection techniques were carried out using observation and interview methods with interview materials about the implementation of

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the kurikulum merdeka , science learning methods, and student teaching media. The sample used in this study was 6 people including the principal, vice principal for the curriculum section and 4 science teachers. Data in the form of responses obtained from the interview results will be analyzed using qualitative analysis adjusted to the curriculum indicators, science learning indicators, and teaching media indicators to find out how the implementation of the curriculum, science learning, and learning media are applied and are included in the categories very good, good, quite good, or less good.

RESULTS AND DISCUSSION

The development of the kurikulum merdekawas motivated by the development of the era from time to time and the increasingly rapid development of technology. The kurikulum merdekahas been implemented in 2,500 schools throughout Indonesia (Amalina 2024).The kurikulum merdekaas a new curriculum must have new ideas so that teachers must adapt to changes in the curriculum, so that there are several problems faced by teachers and students. The results of the study regarding the implementation of the kurikulum merdeka , science learning methods, and science learning media at the junior high school level are as follows.

Based on the results of interviews regarding the implementation of the kurikulum merdeka , it is known that teachers still experience difficulties in implementing the kurikulum merdeka , teachers said that the training received by teachers on the kurikulum merdekahad a presentation that was still limited, so teachers felt they were not ready enough to implement the kurikulum merdekaoptimally. The teachers and the deputy head of the curriculum section revealed that the main challenge lies in all stages covering the planning, implementation, and assessment stages of learning in accordance with the kurikulum merdeka(Ahmad Dailami Taunie and Hindun Hindun 2023). Regarding this, the researcher made a proposal to the samples involved to hold regular meetings with the Teacher Working Group and assistance through the Project Management Office (PMO) and the principal so that the implementation of the curriculum runs more effectively (Asrifan et al. 2023).

Furthermore, regarding the science learning method, the observation results show that the implementation of the science learning method in general still uses the lecture method, some teachers assume that using this method is considered effective because it can achieve the curriculum target. Whereas in the kurikulum merdekarequires students to actively participate in learning by using learning methods such as Problem Based Learning (PBL) or with experiments. The teacher said that the failure to implement the experimental method was due to limited time allocation and facilities that made it difficult for teachers to conduct experiments in class, the teacher realized that by implementing the experimental method it could improve direct learning experiences that were rich in objective and realistic aspects. To achieve the objectives of this learning method, the researcher suggests that teachers can overcome the problem of time allocation for the implementation of the experimental method by dividing participants into several groups and conducting experiments alternately and to overcome the limitations of facilities teachers can use simple tools first such as making practical tools from used materials besides being used for experiments, this can also train students' creativity (Yusuf and Arfiansyah 2021), so that the objectives of the science learning method can be achieved and students take part in learning.

Observations regarding the science learning media used at the research location show that the learning media used are in accordance with the learning material. Some learning media available in schools include textbooks, student worksheets, projectors, and whiteboards. The most frequently used media are whiteboards and student worksheets. It is still rare to find teachers using projectors, which is still limited, this is due to the lack of teacher expertise in operating the device and still having difficulty in compiling interesting presentations (Mulianati et al. 2022). Teachers tend to use conventional methods due to the lack of training and

socialization of the use of technology in learning (Thahery 2023). Researchers suggest that training be carried out in the use of technology so that facilities such as available projectors can be utilized optimally (Faridah, Maasawet, and Boleng 2019).

CONCLUSION

The development of the 2013 curriculum into an kurikulum merdeka curriculum began in 2019 more because of the Covid-19 pandemic which had many impacts on various sectors, one of which was the education sector which caused our country to lag behind in learning student competencies. Based on the results of the study, it was found that the implementation of the kurikulum merdekawas included in the less good category, which was caused by a lack of training, the lack of training resulted in teachers being confused in implementing the kurikulum merdeka , which caused various problems. The way to improve the quality of educators is for teachers to routinely hold gatherings such as Teacher Working Groups. The science learning method used is quite good, but teachers need to improve it by using more varied learning methods so that students can actively participate in learning while the teaching media used is included in the very good category, because teachers can adjust it to the material being taught.

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