

What are Teachers' Perceptions of Curriculum Changes

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Abstract. *This journal research aims to see the implementation of teacher perceptions in curriculum development. This research uses quantitative research by collecting structured data through measurement instruments such as questionnaires. From the results of observations through questionnaires or systematic observations regarding this curriculum change, first, this curriculum change has an effect on learning styles, for example, if previously teachers only relied on books and blackboards when teaching, now it is all digital and of course this also makes it easier for teachers to teach and makes it easier for students to receive material from the teacher and can also influence learning models or methods. Meanwhile, changes to the curriculum can improve the quality of education. With this curriculum change, there are also challenges faced by schools, one of which is that teachers need to be prepared to utilize technology effectively in the learning process and also how to implement it. So, in conclusion, this curriculum change is indeed important but must be adjusted to the curriculum and current developments. In accordance with research that the author observed, schools currently prefer the Independent Curriculum.*

Keywords: curriculum, teacher, perception

Abstrak. *Penelitian jurnal ini bertujuan untuk melihat implementasi bagaimana persepsi guru dalam pengembangan kurikulum. Penelitian ini menggunakan penelitian kuantitatif dengan mengumpulkan data yang terstruktur melalui instrumen pengukuran seperti kuesioner. Dari hasil pengamatan melalui kuesioner atau pengamatan sistematis tentang perubahan kurikulum ini, pertama, perubahan kurikulum ini berpengaruh terhadap gaya belajar, contohnya jika dulu guru hanya mengandalkan buku dan papan tulis saat mengajar, sekarang sudah serba digital dan tentunya hal ini juga memudahkan guru dalam mengajar dan memudahkan siswa dalam menerima materi dari guru dan juga bisa berpengaruh terhadap model atau metode pembelajaran. Sedangkan dalam perubahan kurikulum ini bisa meningkatkan mutu pendidikan. Dengan adanya perubahan kurikulum ini, ada juga tantangan yang dihadapi oleh sekolah, salah satunya adalah guru perlu dipersiapkan untuk memanfaatkan teknologi secara efektif dalam proses pembelajaran dan juga bagaimana cara mengimplementasikannya. jadi, kesimpulannya, perubahan kurikulum ini memang penting namun harus disesuaikan dengan kurikulum dan perkembangan zaman. Sesuai dengan penelitian yang penulis amati bahwa, sekolah lebih memilih Kurikulum Merdeka saat ini.*

Kata kunci: kurikulum, guru, persepsi,

BACKGROUND

According to Muhammedi (2016), the curriculum is the core of the educational process. The curriculum is the area that has the most direct influence on educational outcomes. Meanwhile, according to Siti Mardiya (2023), the curriculum is a structured part of education which is a combination of each educational unit, and the curriculum is part of its influence on educational outcomes. The curriculum can also be a medium for achieving educational goals. So, the Curriculum is a collection of plans and arrangements regarding learning content and materials as well as methods used as guidelines for organizing teaching and learning activities. According to untari (2018) The word perception is literally a direct response (reception) of something. Perception in this case means response or acceptance between policy holders and

policy actors. Curriculum change is one of the systemic changes that can improve and restore learning. Curriculum changes are something that often happens along with advances in technology and information. Curriculum changes in each educational unit certainly have positive and negative impacts. From the positive side, the independent learning curriculum has the advantage of providing freedom and flexibility for teachers and students to develop according to their interests and needs. One of the changes caused by changing the curriculum to an independent learning curriculum is the change from thematic-based learning to gem subjects. So we can know that the curriculum is a very important tool in learning so that it can achieve what is expected, namely a collection of new ideas, which are designed together by thinking carefully about the advantages and disadvantages so that it can become an appropriate concept that can be used in the education process in Indonesia. In its implementation, complexity is sometimes faced with various kinds of obstacles that need to be overcome and resolved very precisely and responsively. The existence of various kinds of obstacles arise due to factors that may not have been foreseen, and must be balanced with encouragement that must be implemented immediately. In the learning process, various changes and revisions have been made in order to create the ideals of Indonesia's national education goals. According to Ahmad (2014), teachers' perspectives and interpretations of K-13 are important to know to measure the suitability between policies issued by the government and teachers' acceptance and understanding of policies.

METHODS

The research method used in this research is a quantitative method with structured data collection through measurement instruments, namely questionnaires. This research was conducted to obtain information or opinions from English teachers regarding changes to this curriculum regarding learning. And this is also done outside of learning hours, guided by the topics that have been prepared. The aspects asked about teachers are attitudes and experiences before and after implementing the integrated curriculum model as well as the efforts made by teachers to improve students' abilities. According to Rahmi (2023) the teacher's perception in implementing the independent learning curriculum was found to be a percentage of 83.33% which is included in the good standard. And the author also looks for references from books, journals, articles, and so on so that they can become references and strengthen the opinions that have been stated. The author searched for data through sources such as journals and books related to curriculum development reform and also issues related to curriculum development

reform. In the research that the author conducted by collecting data, the problems that occurred with this curriculum change were firstly, it really affected learning styles. For example, if in the past teachers only relied on books and blackboards when teaching, now everything is digital and of course this makes it easier for teachers to teach and makes it easier for students to receive material from the teacher. And climate change can affect students' learning styles, such as learning methods or models, school facilities and so on can influence changes in students' learning lifestyles.

RESULTS AND DISCUSSIONS

The results of the research

According to Junaeda (2023) In conducting a program in the form of independent learning during the Covid 19 pandemic, there are 4 (Four) main policies that must be considered, namely: First, USBN is replaced with an exam (assessment). Second, in 2021 the National Exam is replaced. Third, lesson plans are shortened. Learning Implementation Plans (RPP) have been considered burdensome for educators, and tend to spend time on administrative matters. And Fourth, PPDB zoning is more flexible. In accordance with the results that the author researched, in dealing with teacher perceptions regarding curriculum changes, especially in the Merdeka curriculum, teachers play a role as implementers of school curriculum development, namely as school curriculum creators, implementers of curriculum developed by schools, school curriculum evaluators. The curriculum was created as an effort to improve the quality of education in the form of a learning management strategy program. The curriculum, which contains a set of plans and arrangements regarding objectives, content, and learning materials and methods, is used as the basis for organizing learning activities to achieve national education goals. Curriculum changes can have positive and negative impacts on the quality of education. The positive impact is that students can learn by following increasingly advanced developments. And teachers also act as agents of change. Broadly speaking, every teacher has four characteristics that reflect an agent of change, namely the development of personal vision, habits of inquiry, the importance of mastery and collaboration. The results that the author examined for each teacher stated that curriculum changes must continue to be made to improve the quality of education, in the sense that curriculum changes are expected not to disrupt the education process itself. Curriculum changes will cause changes in various things, for example in terms of planning, implementation of learning, assessment and evaluation. Curriculum changes are carried out basically in order to improve the deficiencies that have occurred in the implementation of the curriculum, apart from that of

course also to meet the demands of changing times. This curriculum change is also to improve the quality of education implemented. However, if this is ignored then there will be no change. For example, in the use of digital goods, if initially the teacher cannot operate a computer and has no intention of learning it, the quality of education will not improve. And curriculum changes must be able to answer various educational problems to improve the quality of education. Curriculum changes are very necessary along with developments over time, because with change, the world of education will always move in a better direction, improving the quality of education. This curriculum change also has an impact on the quality of education for both teachers and students, such as changes in attitudes, learning processes and student learning outcomes. It is important to make changes to the curriculum to adapt the curriculum as time goes by. And according to what the author has learned from several journals, there are several factors that led to changes in the curriculum, the first of which is the liberation of a number of regions in the world from colonial rule. they realized that all this time they had been raised in an education system that was no longer in line with the nation's ideals of independence. For this reason, they began planning significant changes in the curriculum and education system. Second, because of the rapid development of science and technology, the development of various branches of knowledge taught in schools has resulted in the discovery of old theories. On the other hand, developments in the fields of psychology, communication, and others have encouraged the discovery of new theories and ways of learning. Appropriate curriculum changes can explore students' potential so that in the future they are able to face changes in cultural transformation and globalization. It is also hoped that curriculum changes will prepare future generations who are visionary and able to stand on their own feet. The curriculum must always change with the times, especially now that science and information technology have developed and learning would be boring without changes, especially since our task is to prepare our students to face a new era, the same era. According to Muhamad Sofian Hadi (2022) The independent curriculum was born during the transition period of the emergence of the co-19 pandemic that swept the whole world. And the teacher's perception of the implementation of the independent curriculum which has been socialized for approximately two years by the ministry of education.

Discussion

According to Sunarni (2023) curriculum attendance is absolutely used in the arrangement of preparing learning programs in accordance with the expected targets, which explains the curriculum as a set of guidelines designed in a learning program consisting of principles,

environment and needs in accordance with program targets, learning carried out. Meanwhile, according to Syifaузakia (2023) at the PAUD level, it applies in detail about the activities and conditions of social change that are happening in PAUD units when the Merdeka Curriculum policy is present. Changes and amendments to the curriculum are commonplace in any country in the world, as is the case in Indonesia which periodically revises the curriculum. Curriculum changes are the most important changes to the national education system and can change other educational components. According to this explanation, it can be understood that changing the curriculum is a major thing, and of course changing the curriculum will change existing components such as competencies and others to achieve the expected learning goals. "The government's aim to update the curriculum is to advance students. This means that the change from K13 to an independent curriculum is to adapt to current developments. According to the researcher's perception, the independent curriculum is good, because it allows students to make further progress in teaching and learning activities in accordance with today's learning era. "In our perception, the change in learning competency itself is good, because it can make it easier for teachers to carry out assessments." And according to the author, the accurate perception of teachers in this curriculum change is the difference in learning methods and new learning materials. In the new curriculum, learning is designed to be project-based to develop students' soft skills and character (faith, piety and noble morals; mutual cooperation; global diversity; independence; critical reasoning; and creativity). It can be concluded that curriculum changes can have a lot of influence on educational units, especially on important elements in schools, namely teachers. One of the challenges of changing the curriculum is adapting from the old curriculum to the new curriculum for all learning methods and all the needs in the learning process, managing attitudes, classes, open materials, and so on.

Entering the era of society 5.0, teachers play a role not only as teachers, but also as facilitators, motivators and also as learning managers. As a facilitator, the teacher's role is expected to be able to facilitate all students to participate in all learning processes. The role of the teacher as a motivator is expected so that the teacher is able to provide motivation to students to achieve satisfactory achievements according to their potential. And implementing climate change will cause changes in various things, for example in terms of planning, implementation of learning, assessment and evaluation. Curriculum changes are carried out basically in order to correct deficiencies that have occurred in the implementation of the curriculum, apart from that of course in meeting the demands of changing times.

CONCLUSIONS

Curriculum changes will have a lot of influence on educational units, especially on important elements in schools, namely teachers. Teachers are required to have skills, creativity, responsibility and expertise in using various media, methods and strategies so that the objectives in the curriculum can be achieved optimally. Therefore, efforts to develop and change the curriculum should also be balanced with improving teacher quality. The change in curriculum to the Merdeka curriculum is a curriculum that provides freedom to educators and students in carrying out learning according to their needs and learning environment. The Merdeka Curriculum has several characteristics and advantages that can improve the quality of education in Indonesia. The Merdeka Curriculum will be launched in 2022 and is optional, so schools can implement it in stages according to their respective readiness. It is hoped that the Merdeka Curriculum will give birth to a generation of Indonesians who are faithful, knowledgeable, have noble character, culture, national insight and an independent spirit. And this curriculum change can explore the potential that students have so that in the future they will be equipped to face changes in cultural transformation and globalization as well as a world that is increasingly using technology. Curriculum changes can have both positive and negative impacts on the quality of education. One of the positive impacts of curriculum changes is that students can learn to keep up with increasingly advanced developments. Overall, the curriculum plays an important role in improving the quality of education. A good curriculum will help improve students' understanding, skills and character development. Class Hours (JP) in the 2013 Curriculum are set per week, while JP in the Merdeka Curriculum is set per year. The learning process in the Independent Curriculum can be carried out anywhere and at any time according to the needs and abilities of the teacher and students being taught. Meanwhile, the 2013 Curriculum prioritizes learning activities in the classroom. Assessment in the 2013 Curriculum is based on knowledge aspects, skills aspects, attitude aspects and behavioral aspects. Meanwhile, the Merdeka Curriculum prioritizes strengthening the Pancasila student profile, intracurricular and extracurricular activities.

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