

ABSTRACT ANALYSIS OF HIGH SCHOOL SOCIOLOGY TEACHERS' UNDERSTANDING OF THE MERDEKA CURRICULUM

by Aris Martiana, Grendi Hendrastomo, Datu Jatmiko

ABSTRACT

The Merdeka Curriculum is an answer to the dynamics of global change and a response to learning loss that occurred during the pandemic. The Merdeka Curriculum has been officially launched in 2022 and is being implemented in stages in every school that is ready to implement this curriculum. The change from the 2013 curriculum to the independent curriculum of course requires teacher readiness to adapt. This research aims to reveal and analyze the level of understanding of sociology teachers in high schools towards the Independent Curriculum, see the differences in understanding between driving teachers and non-moving teachers in understanding the implementation of the independent curriculum and find out the factors that influence the level of teachers' understanding of the independent curriculum. This research uses a mixed method with a quantitative approach supporting the qualitative method. Quantitative methods use surveys, qualitative approaches are used to deepen the analysis by conducting interviews with teachers to obtain data. Data collection used survey, interview and focus group discussion methods. The research subjects were sociology teachers throughout Indonesia. The analysis was carried out descriptively quantitatively while qualitatively using an interactive model.

The results of this research are that driving teachers have a better understanding than non-moving teachers regarding the implementation of the Independent Curriculum, including in terms of teacher understanding of curriculum aspects, teacher readiness in planning learning or teaching modules, understanding the learning implementation process, learning completeness and evaluation. Teachers at driving schools have a slightly better understanding than non-driving teachers regarding the implementation of the Independent Curriculum. There are no significant differences in understanding the implementation of the Merdeka Curriculum, in terms of teacher readiness in planning learning or teaching modules, understanding the learning implementation process, learning completeness and evaluation between teachers at driving schools and teachers at non-moving schools. There is no significant difference in the overall understanding of the implementation of the Merdeka Curriculum between teachers at driving schools and teachers at non-driving schools. teachers at driving schools have a slightly better understanding than teachers at non-driving schools regarding the implementation of the Merdeka Curriculum as a whole. In this case, regional differences also influence teachers' understanding of the implementation of the Independent Curriculum. Difficulties or obstacles experienced by teachers are not much time, teachers also often leave class because there are many activities being carried out, difficulties in compiling learning materials, little material and suddenly assignments that are quite heavy, making students feel confused and don't understand the material. conveyed, the AKM issue does not focus on the material provided, Olympic children who also do not understand the sociology material and focus on the material make students lack morals, the government is often selective in carrying out treatment to schools, MGMP experienced difficulty in gathering teachers to hold discussions. The efforts made were from the Government, MGMP, Collaboration with external parties. There is a driving teacher who is expected to provide training to other teachers so that the quality of the teacher will be better and able to carry out the main task (teaching students) well, so that students' abilities and knowledge will increase, and there will be improved facilities.

Kata Kunci: *Merdeka Curriculum, Educators, Driving Teachers, Sociology*