

Preparedness of elementary teacher in developing and implementing merdeka curriculum in school

by Dr. Haryanto, M.Pd., dkk

ABSTRACT

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PREPAREDNESS OF ELEMENTARY TEACHERS IN DEVELOPING AND IMPLEMENTING MERDEKA CURRICULUM IN SCHOOL

Curriculum renewal, in essence, is a must in line with the challenges of a nation that continues to change following the development of science and technology. In relation to the implementation of the Merdeka curriculum, the focus of this research is the readiness of the teacher as an alternative to the new curriculum in schools, the problem is the extent to which existing teachers and school institutions have the readiness and understanding as well as what problems are faced in implementing the Merdeka curriculum. The subjects of this study were 60 elementary school teachers in Sleman Regency, Yogyakarta. Based on the results and discussion, it can be concluded that the readiness of elementary school teachers in Sleman Yogyakarta Regency to develop and implement an Merdeka curriculum is very ready to implement an Merdeka curriculum as seen from the questionnaire score above 92.05% which indicates good. The analysis of each factor also looks quite good with the average value of the questionnaire above 4.00. The factors that hinder the plan to implement an Merdeka curriculum in elementary schools, namely (1) do not have experience with an Merdeka curriculum that is different from the 2013 curriculum; (2) Limitations of reference to reading sources related to the Merdeka curriculum; (3) Internet access owned by schools in learning; (3) Time management to follow the independent curriculum training; and (5) Adequate Competence (Skills) and age factor. Curriculum renewal, in essence, is a must in line with the challenges of a nation that continues to change following the development of science and technology. In relation to the implementation of the Merdeka curriculum, the focus of this research is the readiness of the teacher as an alternative to the new curriculum in schools, the problem is the extent to which existing teachers and school institutions have the readiness and understanding as well as what problems are faced in implementing the Merdeka curriculum. The subjects of this study were 60 elementary school teachers in Sleman Regency, Yogyakarta. Based on the results and discussion, it can be concluded that the readiness of elementary school teachers in Sleman Yogyakarta Regency to develop and implement an Merdeka curriculum is very ready to implement an Merdeka curriculum as seen from the questionnaire score above 92.05% which indicates good. The analysis of each factor also looks quite good with the average value of the questionnaire above 4.00. The factors that hinder the plan to implement an Merdeka curriculum in elementary schools, namely (1) do not have experience with an Merdeka curriculum that is different from the 2013 curriculum; (2) Limitations of reference to reading sources related to the Merdeka curriculum; (3) Internet access owned by schools in learning; (3) Time management to follow the independent curriculum training; and (5) Adequate Competence (Skills) and age factor.

Kata Kunci: *preparedness, merdeka curriculum, elementary school, yogyakarta*