



# IDENTIFYING THE OBSTACLES FACED BY HEADMASTER AND TEACHER MOVER IN IMPLEMENTING THE INDEPENDENT CURRICULUM

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## ABSTRACT

*This research aims to find out the obstacles faced by the headmaster and teacher mover in the implementation of the independent curriculum in SD Negeri 54 Banda Aceh City and what the solutions are for overcoming the obstacles faced by the headmaster and teacher mover in the implementation of the independent curriculum at SD Negeri 54 Banda Aceh City. This research uses a qualitative descriptive research method. The objects of this research are the principal and teachers. The data collection technique is carried out by conducting interviews. The results of the research show that obstacles faced by the headmaster and teacher movers in the implementation of the Merdeka Curriculum at SD Negeri 54 Banda Aceh City are the existence of several policies that are hampered by central policies, the lack of training and improvement of human resources from related agencies, and the fact that principals and teachers have to seek additional references from other parties. On the other hand, teachers must continue to teach without implementing complete policies. The solution to overcoming the obstacles faced by the headmaster and teacher mover in the implementation of the Merdeka Curriculum at SD Negeri 54 Banda Aceh City is to look for references outside the school and take part in external training for the principal, namely by bringing in and providing training as well as bringing in resource persons from other parties. Outside, the IKM program has been running well and continues to make improvements every day and year.*

**Keywords:** Identification, Obstacles, School Mover, Teacher Mover, Independent Curriculum

## 1. INTRODUCTION

The development of science and technology (IPTEK) has brought changes to almost all aspects of life. Therefore, the world of education needs to receive serious attention from the government regarding the demand to produce quality human resources, because through the education process, a quality young generation will be born who is expected to be able to keep up with the changes and developments of the times in all aspects of life. Bahri (2017) mentioned that one important component of education that is often overlooked is the curriculum. In general, the curriculum is a description of the vision, mission, and educational goals of a nation. This also positions the curriculum as the central value content that will be transformed for students.

The curriculum is a collection of a set of values that are internalized by students, both in cognitive, affective, and psychomotor forms. Basically, there are three curriculum foundations, namely philosophy, psychology, and socio-cultural foundations. These three basic curriculum principles must be truly understood so that they can be guided in efforts to produce a better curriculum in the future (Bahri, 2017). Minister of Education, Culture, Research, and Technology Nadiem Makarim introduced a new curriculum on February 1, 2021, named Merdeka, which consists of three parts, namely: independent sharing, independent learning, and independent change. The Merdeka curriculum was first implemented in 2,500 schools spread across 34 provinces and 111 districts and cities in Indonesia, which took place in the 2001–2022 academic year (Rosminda et. al., 2023).

With the launch of the independent curriculum in the learning process for all students throughout Indonesia, it will be an improvement in the world of education implemented by the government. This program will really help students, especially those who live in the outermost, underdeveloped, and frontier areas (3T). Freedom to learn, teacher mover is the motto of the concept of an independent curriculum. The concept of the independent learning curriculum for students is the formation of independence in thinking. Meanwhile, the concept of learning



for teachers in the independent curriculum is the existence of freedom and independence in developing teacher potential according to the duties and responsibilities of each teacher (Manalu et. al., 2022).

Monday (01/02/2021), online in Jakarta, the Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim, launched Merdeka Belajar Episode 7: Mobilizing School Program. In his direction, the Minister of Education and Culture said that the School Mover Program is a fast way to realize the vision of Indonesian education, which focuses on developing overall student learning outcomes by realizing the Pancasila Student Profile (Kemendikbudristek, 2021).

School Mover are schools that focus on developing student learning outcomes evenly by realizing the integrity of the six dimensions of the Pancasila Student Profile, which include faith, devotion to God Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning, and creativity. School Mover also focus on student learning outcomes, including cognitive (literacy and numeracy) and non-cognitive (character) competencies, starting with superior human resources (the headmaster and teachers). Principals and teachers from School Mover carry out outreach in the form of outreach activities to other educational units (Kemendikbudristek, 2021).

The demands that arise along with the implementation of the independent learning curriculum are that teachers must be able to adapt. Teachers, as professionals, must be able to create quality learning in order to produce student output that has good morals and is competitive. Teachers must always improve their pedagogical abilities, in particular, with the aim of being able to guide students to have good reasoning. Achieving good reasoning abilities and the ability to create is possible if the teacher is able to provide stimuli that can stimulate students. This illustrates that teachers have freedom in their thinking.

Mobilizing teachers are teachers who motivate as leading agents who will become future principals, the headmaster, and curriculum trainers. Just like individuals who have been given provisions to advance education, teachers must continue to be cared for and nurtured in order to create a better educational ecosystem. Not only that, the teacher mover must also be able to maintain good communication and relationships with students and the school community. Using technology to improve the quality of education and always reflecting on and evaluating the implementation of learning. Teacher mover must also have the ability to encourage their colleagues to always innovate (Ningrum & Suryani, 2022).

Increasing the capacity of the headmaster will help school members explore the problems they face and solve their own problems. This is in line with the concept of transformation: someone who has knowledge and skills will be able to find solutions and fix all problems independently. "With the Mobilization School, it is hoped that it can make continuous changes and transform into a school that produces a Pancasila Student Profile" (Zamjani, 2020: 38).

Based on the results of initial observations at SD Negeri 54 Banda Aceh, it is known that this school is implementing the Merdeka curriculum, namely the Merdeka Sharing curriculum. The implementation of the Merdeka curriculum at SD Negeri 54 Banda Aceh has been going on since 2022 and has started to be implemented in Phases A, B, and C. Because the Merdeka curriculum is still a relatively new concept, teachers must have knowledge and understanding of it because the implementation of the independent curriculum starts with their readiness. This new policy certainly has obstacles to implementing it; the planning and implementation of learning are not yet perfect. The implementation has not gone according to plan because so many changes have been highlighted and many of them do not work effectively in the classroom. Teachers feel limited in adopting the Merdeka Curriculum (Fitriyah & Wardani, 2022).

## 2. METHODS

This research approach is a qualitative approach with a qualitative descriptive research type. The qualitative research method is research that describes a particular social condition through real and correct descriptions formed through words obtained from collecting and analysing relevant data from that natural condition (Sugiyono, 2016:337). So this research describes the identification of obstacles faced by the headmaster and teacher mover in implementing the Independent Curriculum in SD Negeri 54 Banda Aceh City. Data were collected using three methods, namely interviews, observations, and interviews. Data analysis techniques use the Miles and Huberman model, namely data reduction, data display, and conclusion drawing and verification.



### 3. RESULTS & DISCUSSION

Based on the results of research conducted at SD Kartika at SD Negeri 54 Banda Aceh City, What are the obstacles faced by the headmaster and teacher mover in implementing the independent curriculum in SD Negeri 54 Banda Aceh City? There are several policies that are hampered by central policies. The lack of training and improvement of human resources from related agencies requires the headmaster and teachers to look for additional references from other parties, and on the other hand, teachers have to continue teaching without implementing complete policies.

What are the solutions to overcoming the obstacles faced by the headmaster and teacher mover in the implementation of the Independent Curriculum in SD Negeri 54 Banda Aceh City, namely by looking for references outside the school and taking part in external training for the headmaster, namely by bringing in and providing training as well as bringing in resource persons from outside parties? The IKM program has been running well and continues to make improvements every day and year.

Minister of Education, Culture, Research, and Technology Nadiem Makarim introduced a new curriculum on February 1, 2021, named Merdeka, which consists of three parts, namely: independent sharing, independent learning, and independent change. The Merdeka curriculum was first implemented in 2,500 schools spread across 34 provinces and 111 districts and cities in Indonesia, which took place in the 2001–2022 academic year. With the launch of the independent curriculum in the learning process for all students throughout Indonesia, it will be an improvement in the world of education implemented by the government.

This program will really help students, especially those who live in the outermost, underdeveloped, and frontier areas (3T). Freedom to learn, teacher mover is the motto of the concept of an independent curriculum. The concept of the independent learning curriculum for students is the formation of independence in thinking. Meanwhile, the concept of learning for teachers in the independent curriculum is the existence of freedom and independence in developing teacher potential according to the duties and responsibilities of each teacher.

This is in accordance with previous research by Adha and Fadhila (2023). Challenges are threats or obstacles that prevent us from trying or doing something. To find this aspect, the headmaster and teacher must be able to identify the weaknesses that exist in their institution. The principal of SD Negeri Medono 07 Pandeglang "Ayu" stated that the challenges faced in implementing the independent curriculum were divided into two, namely internal and external challenges. Internal challenges include human resources, who still need to learn a lot about the independent curriculum. The main things that often occur in schools include limited insight into the independent/motivating curriculum and a limited number of resources. The second thing that is a challenge in terms of internal factors is the diverse abilities of students, so it is difficult to determine a joint project that covers all the abilities of heterogeneous students. External challenges faced include support from the community, which is still not optimal, even though the school Mover program requires collaboration between the school and the surrounding community. There are often conflicting regulations in schools that implement an independent curriculum, so the headmaster is hesitant to make decisions.

According to research by Kurniati and Kusumawati (2023), teachers have implemented an independent curriculum in classroom learning despite facing obstacles and challenges. The obstacles and challenges faced in the aspect of preparing learning tools are describing the TP from the available CP and compiling the ATP from each TP. The difficulties faced in implementing differentiated learning are identifying student needs and varying appropriate media and learning methods for each group of students. Meanwhile, the obstacles faced in implementing diagnostic assessments are mainly varying questions and analyzing diagnostic assessment results quickly and accurately. A common obstacle teachers face in all aspects of readiness is time management. Teachers need special time to carry out each activity in independent curriculum-based learning. It is hoped that time problems will be reduced due to the habit of implementing learning based on the independent curriculum consistently. There is a need to increase teacher human resources in all aspects. Guidance and assistance to teachers in implementing the independent curriculum are still needed intensively. Good communication between the principal, learning committee teachers, and teachers implementing the independent curriculum so that the technical guidance activities carried out can be carried out optimally.



According to research conducted by Nasution (2023), the implementation of the independent curriculum is currently experiencing several obstacles. Among others, teachers still have experience with low learning independence, limited references, uneven access to learning, time management, and so on. Meanwhile, the challenges in the education unit are: (1) teacher readiness (human resources) as the main pillar of implementing the independent curriculum; (2) teachers' ability to support digital-based technology facilities; (3) increasing communication and collaboration networks between educational units and stakeholders; and (4) difficulties in implementing the learning evaluation function as an integral part of learning. Learning assessment is an important component that is often overlooked by schools in achieving curriculum goals.

#### 4. CONCLUSION

Based on the results of research regarding the identification of obstacles faced by the headmaster and teacher mover in the implementation of the independent curriculum in 54 public elementary schools in the city of Banda Aceh, these are the obstacles faced by the headmaster and teacher mover in implementing the independent curriculum in public elementary schools. 54. In the city of Banda Aceh, there are several policies that are hampered by central policies. The lack of training and improvement of human resources from related agencies requires that the headmaster and teachers seek additional references from other parties, and on the other hand, teachers have to continue teaching without implementing complete policies. The solution to overcoming the obstacles faced by the headmaster and teacher mover in the implementation of the Independent Curriculum in SD Negeri 54 Banda Aceh City is to look for references outside the school and take part in external training for the headmaster, namely by bringing in and providing training and bringing in resource persons from outside parties. The IKM program has been running well and continues to make improvements every day and year.

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