

The Impact of IKM on Teacher Competence and Professionalism

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ABSTRACT

This study aims to analyze the impact of Implementation of the Independent Curriculum (Indonesia: Implementasi Kurikulum Merdeka/IKM) on teacher competence, professionalism and teacher professional development. This research is an exploratory research, namely research that seeks to explore the causes and impacts and factors that influence it. The results showed that the IKM had a significant impact on the competence, professionalism and development of the teaching profession. Based on competence, the impact of IKM on teacher competence states that 47% of teachers are highly competent and 51% of teachers are competent. Judging from the professionalism of teachers in teaching, it is proven that 97% of teachers understand and master the assessment of students, 99% of teachers are able to design learning and are very good at learning concepts and materials. Meanwhile, from the development of the teaching profession, most teachers have the habit of self-reflection and have emotional maturity. Teachers also have a high concern for students and have a spirit of mutual cooperation.

Keywords: IKM; competence; professional learning practices; professional development

INTRODUCTION

The government has stabilized the Independent Curriculum as an effort to restore learning and overcome learning gaps (Sujana, 2020; Wang, 2001). The Independent Curriculum was developed as a more flexible curriculum framework, as well as focusing on essential materials and developing the character and competence of students (Crawford et al., 2020; McCombs et al., 2008; Saggaf, Salam, & Wirawan, 2017). The main characteristics of this curriculum that support learning recovery are project-based learning for the development of soft skills and character according to the Pancasila student profile, Focus on essential materials so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy, and flexibility for teachers to perform differentiated learning according to the ability of students and make adjustments to the local context and content (Cameron, 1978; Hülsing et al., 2013; McCombs et al., 2008).

One of the demands in implementing the Independent Learning Curriculum is the availability of teachers who have an awareness of rights and responsibilities, are able to be role models, are able to foster a spirit of independence, creativity, are able to generate motivation, innovation and solutions and are adaptive to change (Crook & Bligh, 2016; Saariaho et al., 2019; Sobarna et al., 2020). Within the framework of the implementation of the Independent Learning, teachers as agents of change must prepare themselves so that they are able to face and survive with change, meaning teachers who are able to give birth to students who are tough and ready to face various challenges and great changes. The position and role of the teacher in the Free

Learning paradigm has the task and function to build students into human development, humans who are able to make improvements and peace. Teachers must be able to spread social souls that are manifested in the wider social world. In addition, in carrying out their duties the teacher must be able to provide something that can arouse the enthusiasm of students in developing themselves through active learning. In carrying out learning, teachers must be able to manage learning wisely and fairly. Wise means being able to provide direction and emphasis on learning that facilitates all students in learning without exception, while fair means that in learning the teacher must be able to treat students learning according to their rhythm and ability on an ongoing basis and understand the differences of students as the basis for learning (De Smul et al., 2018; Garcia-Morales et al., 2012; Naji et al., 2020).

In the context of IKM, the Independent Curriculum has not been implemented simultaneously and massively. This is in accordance with the policy of the Ministry of Education and Culture which provides flexibility to educational units in implementing the curriculum. The IKM options offered are adjusted to the readiness of teachers and education personnel. To participate in the IKM, the education unit registers the IKM. Furthermore, teachers and education personnel in the education unit fill out a readiness questionnaire that has been developed. From the readiness questionnaire, the most appropriate choice related to the readiness of the education unit was produced. The hope is that the more appropriate, the more effective IKM will be in education units. The Ministry of Education and Culture provides flexibility to educational units in implementing the curriculum by providing 3 (three) model offers based on the readiness of teachers and education personnel, namely 1) Independent Learning, namely an implementation model that gives freedom to educational units when implementing the Independent Curriculum in several parts and the principles of the Independent Curriculum, without changing the curriculum of the education unit that is being applied to the PAUD education unit, grades 1, 4, 7 and 10, 2). Mandiri Change is an implementation model that provides flexibility to educational units when implementing the Independent Curriculum by using teaching tools that have been provided in PAUD education units, grades 1, 4, 7 and 10 and 3) Mandiri Sharing is an implementation model that provides flexibility to educational units in implementing the Independent Curriculum by developing their own various teaching tools in PAUD education units, grades 1, 4, 7 and 10.

Schools can implement one of the three Independent Curriculum options according to their individual readiness. As of May 8, 2022, as many as 143,265 educational units under the Ministry of Education and Culture and the Ministry of Religion have registered to implement the Independent Curriculum independently. Gradually, for stage 1, a decree has been issued for education units to conduct IKM. For the independent learning category, there are 35,334 educational units, the independent category changes as many as 59,429 educational units, and the independent category shares as many as 3,607 educational units. The Ministry of Education and Technology has also started to disseminate information on the availability of Independent Curriculum books through a Circular on the Procurement of Independent Curriculum Books issued by the Director General of Early Childhood Education, Basic Education, and Secondary Education of the Ministry of Education and Culture. In Circular Letter Number 2802/C/LK.00.03/2022 dated April 7, 2022 addressed to the Heads of Provincial Education Offices and Heads of District/City Education Offices throughout Indonesia, it is explained that the procurement of Independent Curriculum textbooks in implementing schools is carried out

through a mechanism School Procurement Information System (SIPLah) by ordering from a predetermined provider. The ordering process for schools is carried out until April 2022, while those who are not implementing the driving school program are until May 2022. The financing for the procurement of Independent Curriculum textbooks in SP is from the School Operational Assistance (BOS) performance in 2022, Education Operational Assistance (BOP)) performance in 2022, government assistance, as well as independent funds. Meanwhile, for schools that are not implementing the SP program, funding comes from regular BOS/BOP.

The Ministry of Education and Culture has carried out socialization and understanding of SMIs with a target of 142,809 educational units under the Ministry of Education and Culture and 445 under the Ministry of Religion with a total of 1.3 million teachers. Socialization and understanding will produce teachers who are able to implement the Independent Curriculum. This study will try to trace the impact of socialization and understanding of IKM on the ability and mastery of teachers in IKM.

METHOD

This research uses exploratory descriptive research which aims to explore the implementation of the Independent Curriculum based on professional knowledge and learning practices. Explorative research is research that aims to explore in depth and thoroughly about the causes or various things that affect the occurrence of something (Creswell & Clark, 2017; Creswell & Creswell, 2017; Fetter et al., 2013; John W Creswell, 2013). The research respondents were teachers who participated in the socialization and training of SMEs. Data was collected using the method of distributing questionnaires, observation, documentation and in-depth interviews simultaneously. Questionnaires were given using Whats App. The data generated from the questionnaire is a description of the opinion of the Implementation of the Independent Curriculum. The data generated from the questionnaire is quantitative data. The data can be converted into qualitative data in the form of intervals using a Likert Scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people towards social phenomena. The answer to each instrument item using a Likert Scale has a gradation of very positive

Based on this framework, the framework for teachers in IKM is presented in table 1.

Table 1 Categories, Criteria and Items of Teacher Mastery Instruments

Category	Competence	Items
Professional Knowledge Competence	Analyzing the structure and flow of knowledge for learning	Teachers are proficient in explaining concepts and teaching materials to other teachers
Professional Learning Practice	Develop a classroom environment that facilitates students to learn safely and comfortably	Teachers are adept at managing classroom conditions that are conducive to learning

Category	Competence	Items
Professional Development	Design, implement, and reflect on effective learning	Creative teachers in preparing and implementing lesson plans
	Conduct assessments, provide feedback, and submit learning reports	Teachers are proficient in compiling assessments to measure student competence
	Involve parents/guardians and the community in learning	Teachers are good at communicating with parents / guardians of students
	Demonstrate the habit of reflection for self-development independently	Teachers do self-development that is proven to be real
	Demonstrate spiritual, moral, and emotional maturity to behave in accordance with the teacher's code of ethics	The teacher is calm even when facing problems
	Demonstrate child-oriented work practices and habits	The teacher shows concern for students who are having difficulties
	Carry out potential development in mutual cooperation to foster work behavior	Teachers are light-hearted in helping other teachers' difficulties in doing learning

RESULTS AND DISCUSSION

The impact of the IKM that has been implemented by the Ministry of Education and Culture, Research and Technology for teachers is the existence of good practices in learning. IKM internalization in learning will be reflected in student satisfaction. The results of Sutaris' research (2022) stated that most of the students were very satisfied with the learning carried out by the teacher. The Ministry of Education and Culture also stated the same thing, namely an increase in learning achievement in the implementation of the Prototite Curriculum. The results showed that IKM had a good impact on teachers in improving the quality of learning. As many as 97% of teachers understand and master the assessment of students, 99% of teachers are able to design learning and are very good at learning concepts and materials.

The impact of IKM on teachers' professional knowledge is proven to be very significant, as evidenced by the mastery of learning materials and concepts. The results show that 47% of teachers are very familiar with and understand the concept of independent learning and 51% of teachers understand and master the Independent Learning curriculum and only 2% of teachers do not understand the Independent Curriculum in learning. The impact of IKM on teacher learning practices has been shown to be very significant in influencing teachers in classroom learning. In

detail, the impact of IKM on classroom learning practices are: 1) Class Management, 2) Learning Design Creativity, 3) Student Assessment, 4) Communication with Parents and Guardians.

Class management with the Independent curriculum with project-based learning and focus on students (Ersig & Williams, 2018; Saggaf, Salam, & Rifka, 2017; Sari, 2017; Yuangga & Sunarsi, 2018). The results of the study stated that 45% of teachers were very good at classroom management in the Merdeka curriculum, and 54% understood and mastered classroom management. Only 1% of teachers do not feel that they understand classroom management in IKM. The creativity of teachers in designing learning is very important in the Independent Curriculum. The majority of teachers understand and master in carrying out appropriate learning designs. As many as 45% feel very mastered and 54% feel they have to improve the quality of learning design. Only 1% of teachers feel they lack mastery of learning design. Student Assessment is the teacher's ability to measure the ability of students seems to be the main factor in the IKM. The assessment ability is strongly controlled by 97%. Teachers are very mastered as much as 40% and 57% stated that they understand the way of assessment and measurement. Communication with Guardian Parents In the implementation of IKM, teachers are proven to be able to communicate well with guardian parents. This is highly controlled by 50% and 49% feel effective communication with parents. While 1% stated that they lacked communication with parents/guardians.

The impact of IKM on the professional development of becoming a teacher is to always do: 1) self-development, 2) self-maturation, 3) concern for students and 4) mutual cooperation work behavior. and care for students. Self-development is the habit of doing reflection for self-development that seems to give new enthusiasm to colleagues. As many as 45% habitual reflection and 54% feel a new spirit to develop themselves. Maturity Self is the emotional maturity of the teacher seems to be the key. Behavior that describes the figure of a professional teacher shows classy moral ethics. The self-maturity of a teacher is stated by 94%. There are 6% feel immature in ethical behavior. Concern for Students is the concern and concern for the condition of students as stated by 49% and 50% of teachers need to increase concern for students. Work Behavior Gotong Royong is a teacher in the implementation of IKM proven to be able to provide inspiration and enthusiasm for others. As a person, he is able to place himself and as a work team, he can work well together and harmoniously. This was stated by teachers in the IKM as much as 47% and 51% of their peers stated the same thing, but had different intensities.

CONCLUSION

IKM have a significant impact on the competence, professionalism and development of the teaching profession. Based on competence, the impact of IKM on teacher competence states that 47% of teachers are highly competent and 51% of teachers are competent. Judging from the professionalism of teachers in teaching, it is proven that 97% of teachers understand and master the assessment of students, 99% of teachers are able to design learning and are very good at learning concepts and materials. Meanwhile, from the development of the teaching profession, most teachers have the habit of self-reflection and have emotional maturity. Teachers also have a high concern for students and have a spirit of mutual cooperation.

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