

**CURRICULUM CHANGE AND ITS IMPACT ON
SENIOR HIGH SCHOOL STUDENTS` LEARNING
OUTCOMES AND TEACHING AND LEARNING
ACTIVITIES: TEACHER PERCEPTIONS
IN LOMBOK TIMUR**

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty
of Education in partial fulfillment of the requirements for the degree of**

Master of Arts (M.A.)



by:

Mashur

04242110022

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

2023

**Curriculum Change and Its Impact on Senior High
School Students` Learning Outcomes and Teaching and
Learning Activities: Teacher Perceptions
in Lombok Timur**

Thesis

Submitted to meet the Graduation Requirements of
Master's Degree MA in Education



Author:

Mashur

Student ID: 04242110022

FACULTY OF EDUCATION

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

1444 H / 2023 M

ABSTRACT

Name : Mashur
Programme : Education
Title : Curriculum Change and Its Impact on Senior High School Students` Learning Outcomes and Teaching and Learning Activities: Teacher Perceptions in Lombok Timur

Education is one of the tools to shift civilization. The better the education, the higher the progress of the level of civilization of a nation. No civilization is truly progressive without education. Education is part of the civilization, those can influence each other, an advanced civilization naturally produce an advanced education system. Advanced education and civilization are influenced by several aspects of education, one of which is curriculum. Curriculum has become the heart of education as well as being the main support, constructive elements and pedagogic formulations to optimize the learning process in the classroom. The curriculum also become signs that would help to achieve educational goals easier and becomes a plan or scenario that provides the widest possible space for students to develop the potential that already exists within them. This study aimed describing the high school subject teachers' perceptions about the curriculum reform in Lombok Timur, describing the perceptions of high school subject teacher regarding the impact of curriculum reform on the student learning outcomes and describing the perceptions of high school subject teacher regarding the impact about curriculum reform on the teaching and learning activities. To gain the teacher perceptions, the study was conducted in Focus Group Discussions (FGD) which divided into two sessions. To triangulate the findings, the thematic analysis, document analysis and observation were applied. The result showed that the subject teachers have vary perceptions regarding the change. Some participants said that changes did not need to be made because the intensity of changes was frequent enough to make teachers confused, but there were several teachers who give their voices that the changes needed to be made due to the conditions of the times and demands had changed, these changes followed the changing times. Participants said that the curriculum change gave impact on the student learning performances and teaching and learning activity. Moreover, the subject teachers are optimistic with the simple administrative support of change and content designed by the ministry. However, the subject the number of professional development should be increased to improve the subject teacher capacities particularly offline in-service training, differentiated learning model and Pancasila Student Profile Strengthening Project.

Keyword: *curriculum change, teacher perceptions, subject teachers, 2013 curriculum, Merdeka curriculum, impact, professional development*

ACKNOWLEDGMENT

I would like to express my gratitude to my beloved supervisors, Dr. Destina Winarti and Dr. Charyna Ayu Rizkiyanti for their support and guide during completing this thesis. I would thank them for their willingness to be contacted at any time. They have been awfully ready and relaxed to be invited to discuss academic and non-academic matters, always encouraging me to make progress, even if it is just small and I had opportunities to talk a lot about personal matters. Your contribution to my journey during working on this thesis was exceptional!

My gratitude goes to the Dean of the Faculty of Education, Prof. Nina and Dr. Tati D Wardi, Head of the Master Study Program in the Faculty of Education encouraged us to enjoy this journey of study master. Besides, my gratitude goes to all faculty members, lecturers, and staff for their guidance, education, advice as well as assistance during the study process.

Additional thanks to all my classmates and dormitory mates who had shared their ideas, encouragement, and assistance in the data collection process and gave moral support. My classmates and my colleagues, who were patient and chatty shared their ideas about my research plan and faithfully criticized my research for improvement.

Last but not least, my deepest gratitude to my father, Amaq Samsudin, Inaq Patma, Inaq Erdi, Amaq Azril, and Siro who always encouraged studies. I am also very grateful to all my lovely cute nephews and nieces, Emi, Azril, Erdi, Razak, Patma, Rinda, Awan, and Johan who have stayed to make jokes, which strengthened me when there were loads of assignments to complete.

TABLE OF CONTENTS

STATEMENT OF AUTHENTICITY

ANTI-PLAGIARISM STATEMENT

ATTESTATION

THESIS APPROVAL

ABSTRACT.....	i
ACKNOWLEDGMENT	ii
LIST OF TABLE	vi
CHAPTER I INTRODUCTION.....	1
1.1 Background	1
1.2 Research Objectives.....	5
1.3 Research Questions	5
1.4 Limitations of the Study	6
1.5 The Significance of the Study	6
CHAPTER II THEORETICAL FOUNDATION	7
2.1 Literature Review	7
2.1.1 The Impact of curriculum change in the educational setting	8
2.1.2 Context in Indonesia	11
2.1.3 Curriculum Change in Indonesia	14
2.2 Theoretical Framework	24
2.2.1 Teacher Perception.....	24
2.2.2 Theories of Curriculum and its Function	26
2.2.3 Curriculum Change	28
2.2.4 Student learning outcomes and teaching and learning activities	28
CHAPTER III RESEARCH DESIGN.....	31
3.1 Research Methodology.....	31
3.1.1 Case Study Design	31
3.1.2 Participants	32
3.2 Data collection.....	32
3.2.1 Document Analysis	32

3.2.2 Observation.....	33
3.2.3 Focus Group Discussion (FGD)	34
3.2.4 Instrument.....	35
3.3 Time and Place of the Study	36
3.4 Data Analysis.....	36
3.5 Credibility & Trustworthiness	37
3.5.1 Credibility.....	37
3.5.2 Trustworthiness.....	38
3.6 Research Ethic/ Ethical Issue	38
Informed Consent	39
Confidentiality and Anonymity.....	39
CHAPTER IV RESEARCH RESULTS AND DISCUSSIONS	40
4.1 Research Results	40
4.1.1 Demographics of the Participants	40
4.1.2 The teacher perceptions regarding the curriculum change.....	41
4.1.3 The teacher perceptions regarding the old curriculum and the challenges ..	45
4.1.4 The teacher perceptions regarding the new curriculum and the challenges .	47
4.1.5 The teacher's perceptions regarding the content after the change	49
4.1.6 The teacher perceptions regarding teacher readiness and the ministry's support of change.....	50
4.1.7 The teacher perceptions regarding the impact of the change on student learning outcomes.....	52
4.1.8 The teacher perceptions regarding the impact of the change on student teaching and learning activity.....	55
4.2. Discussion	58
CHAPTER V CONCLUSION AND SUGGESTION.....	64
5.1 Conclusion.....	64
5.2 Suggestions and Recommendations.....	66
REFERENCES	70
APPENDICES.....	76
Appendix 1 The Instrument (English Version).....	76
Appendix 2 The Research Instrument (Bahasa Indonesia version).....	77
Appendix 3 Observation Template (English Version).....	79

Appendix 4 Observation Template (<i>Bahasa Indonesia</i> Version)	81
Appendix 5 Bahasa Indonesia Transcription	83
Appendix 6 English Transcription.....	84

LIST OF TABLE

Table 1 Demographic of the Participants 45

CHAPTER I

INTRODUCTION

1.1 Background

Education is one of the tools to shift civilization. The better the education, the higher the progress of the level of civilization of a nation. No civilization is truly progressive without education (Danish, 2007). Education is part of civilization, those can influence each other, an advanced civilization naturally produce an advanced education system. Advanced education and civilization are influenced by several aspects of education, one of which is a curriculum. The curriculum has become the heart of education as well as being the main support, constructive elements, and pedagogic formulations to optimize the learning process in the classroom (Indonesian Ministry of Education, Culture, Research and Technology, 2022; Munandar, 2017). The curriculum also becomes signs that would help to achieve educational goals easier and becomes a plan or scenario that provides the widest possible space for students to develop the potential that already exists within them.

However, the curriculum is not as simple as it seems. In the national scope, the curriculum does not only concern content or substance issues at the micro level but also it colors the construction of a society that involves many interests (Indonesian Ministry of Education and Culture, 2019). The curriculum is related to the social relations of the various agents who are involved and have an interest in it. It is related to the political interests of the authorities as well as concerned with the relationship between the state and schools and social relations between schools and the community. Even the relationship with the market or capital is very influential (Susilawati, 2021). What makes the situation even more complicated is when the curriculum is related to business

interests, particularly the bookkeeping business and other facilities. This condition requires the government to revise, change or reform the curriculum based on market needs, the market is teachers, students, and schools so in practice, the design of curriculum materials must be adapted to the needs of students, teachers, and schools (Collishaw, 2022; Parrish, 2020).

In the journey of education in Indonesia, one of the government's efforts to achieve the expected educational goals is to revise, change or reform the curriculum. This effort has been one of the intermediate development steps to improve previous curricula. Indonesia's curriculum has changed for more than ten times, those are Rentjana Peladjaran which was implemented starting in 1947, Curriculum 1952, Rentjana Pendidikan in 1964, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, *Kurikulum Berbasis Kompetensi* (KBK, Based Competence Curriculum) 2004, *Kurikulum Tingkat Satuan Pendidikan* (KTSP/School-based curriculum) 2006, curriculum 2013 and currently Indonesia has been applying Merdeka Belajar curriculum (Ananda & Hudaidah, 2021). Judging from the curriculum that had been implemented from the year of 1947 to 1994, these curriculums much more focused on the density of teaching materials which burdens students during the teaching and learning process (Putri, 2013).

With the renewal of the *Kurikulum Berbasis Kompetensi* (KBK, Based Competence Curriculum) in 2004, even though there has been a reduction in teaching materials, the opportunity for the role of parents was still not fully functional in the learning process at every level of primary and secondary education units so that the influence on the quality of education has not been fulfilled (Elwanti, 2012). In the school-based curriculum, Based Competence Curriculum 2004, the basic principles

were not perfect and must be perfected through a process of deliberation, discovery, and experimentation in accordance with the context of room and time. While the 2013 curriculum which was implemented in the school year 2013-2014 was designed for more involving students into the educational process in both classrooms and outside of the classroom, this curriculum encouraged the students to be more proactive during the learning process to do observing, questioning, experimenting, associating and communicating (Sinambela, 2017).

Recently Indonesian government applied a new curriculum called the Merdeka Belajar curriculum. This curriculum is the substitute for the Prototype curriculum launched by the Indonesian Minister of Education, Culture, Research and Technology, Nadiem Makarim in 2022 based on the Implementation of the Minister of Education and Culture Decree Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. The Prototype curriculum has created due to the learning crisis during Covid-19 pandemic which impactful to the quality of education (Ria, 2021).

The pandemic has caused a loss of learning to occur and the learning gap between regions and between socio-economic groups has increased, so it is necessary to emphasize the importance of simplifying the curriculum in the form of a curriculum in special conditions or an emergency curriculum. The effectiveness of the emergency curriculum reinforces the importance of making changes to curriculum design and implementation strategies in a more comprehensive manner (Indonesian Ministry of Education, Culture, Research and Technology, 2022). Moreover, this curriculum conception is based on the situation of a democratic society in Indonesia which provides a liberating experience with an emphasis on promoting freedom and independence of

thought, social and political empowerment, respect for the freedom of others, acceptance of various opinions, and enriching the life of every individual in that society, without regardless of class, race or creed (Rahayu et al, 2022).

However, the curriculum change has left confusion for teachers and schools which affects the performance and perspective of teachers and the implementation of the learning process and outcomes. As stated by Suyanto (2017) during the curriculum change, schools need to provide an independent budget to hold pre-training services for teachers to increase their practical and theoretical understanding in using scientific approaches, applying authentic assessment, and developing syllabuses, textbooks, and lesson plans and the schools are also asked to socialize the new curriculum design to students and parents for the implementation which made schools in a real busy.

Moreover, curriculum policy implementation enforced by the government has been largely determined by the teacher's ability to implement it correctly. The implementation is more or less influenced by perceptions and interpretations come from teachers (Putri, 2013). The teacher's perception and interpretation of the curriculum are rooted in the teacher's own knowledge and experience (Lundeberg & Levin, 2003). Despite the requirement to be professional, visionary, and creative, the teachers lack of professional training and development which was impactful for their preparation for the teaching and learning process (Uzlah & Suryana, 2022; Pujiono, 2014).

Based on the issues faced by the teacher during implementing of the new curriculum as stated above, the researcher is interested to conduct research under the title “Curriculum Change and its Impact on High School Student Learning Outcomes and Teaching and Learning Activities: Teacher Perceptions in Lombok Timur”. The researcher chooses senior high schools as the object of the study since this school level

has more, varied and specific subjects so that the researcher might have more data regarding their perceptions from teachers who teach specific subjects such as economics, sociology, geography, physics, chemistry, and biology. The researcher chooses these subject teachers since all these subjects are examined for higher education admission.

1.2 Research Objectives

Curriculum changes have occurred due to the globalization demand (Richard, 2021), in the implementation process, it is important to have the teacher's voice about the curriculum change and how it can affect the students' performances and the teaching and learning. Therefore, this study intends:

1. To describe the high school subject teachers' perceptions about the curriculum reform in Lombok Timur
2. To describe the perceptions of high school subject teachers regarding the impact of curriculum reform on the student learning outcomes
3. To describe the perceptions of high school subject teachers regarding the impact of curriculum reform on the teaching and learning activities

1.3 Research Questions

In improving the education quality, the government has done revision, reform, and changed the national curriculum in Indonesia since its independence time until now. The changes have been expected to improve the student's and teachers performances in the schools. Therefore, the researcher formulated three research questions to narrow down the topic of the study which was conducted in one of the senior high schools in Lombok Timur. Those are:

1. What are the teachers' perceptions in Lombok Timur about the curriculum change?
2. How do high school subject teachers perceive the impact of the Indonesian curriculum reform on student learning outcomes?
3. How do high school subject teachers perceive the impact of the Indonesian curriculum reform on teaching and learning activities?

1.4 Limitations of the Study

In this study, the researcher investigated the Indonesian public school subject teachers, particularly the 10-year experienced teachers who have experienced the curriculum change which is at least having experience from the 2013 curriculum to the *Merdeka Belajar* curriculum.

1.5 The Significance of the Study

This study aimed at describing the teachers' perceptions of curriculum change and how its impact on student learning outcomes and teaching and learning activities. Besides, to obtain knowledge on curriculum changes in Indonesia and to explore the high school subject teacher perceptions regarding the impact of curriculum change on students' learning outcomes and the teaching and learning activities in Lombok Timur. In the end, it was expected to contribute to the knowledge of the curriculum reform and can be a reference for future related studies. This study was conducted in a senior high school in a rural area in Lombok Timur district, West Nusa Tenggara Province, the eastern part of Indonesia. Lombok Timur is the district with the highest dropout rate among eight districts and two cities in West Nusa Tenggara (Department of Education and Culture of West Nusa Tenggara Province, 2021).

CHAPTER II

THEORETICAL FOUNDATION

The theoretical foundation for this thesis contains several parts. In the first part, the researcher discussed about the previous studies which discuss about the teacher barriers and perceptions for the curriculum changes in across countries and Indonesian context. Followed by the explanation of perception theory, the importance of teacher perceptions for curriculum improvement and the conception of curriculum and its functions. Furthermore, the researcher discussed curriculum changes and their impact on student learning outcomes and teaching and learning activities. The theoretical foundation for this thesis contains several parts. In the first part, the researcher discussed the previous studies which discuss the teacher barriers and perceptions of the curriculum changes across countries and the Indonesian context. Followed by the explanation of perception theory, the importance of teacher perceptions for curriculum improvement, and the conception of curriculum and its functions. Furthermore, the researcher discussed curriculum changes and their impact on student learning outcomes and teaching and learning activities.

2.1 Literature Review

In this literature review, there are different fields of study conducted by several researchers from across countries and Indonesia about curriculum change and their studies are inter-twined which is discussed below. This part discusses them together with the involvement and perception of teachers in curriculum changes.

2.1.1 The Impact of Curriculum Change in the Educational Setting

Curriculum change occurs for the purpose of adjusting educational characteristics to various challenges and opportunities in the context of rapidly changing times (Suhandi & Rubiah, 2022; Patekur et al, 2022) since it is a challenging work and continuously subject to change (Wong, 2021, Millegard & Petterson, 2016). Some experts (O'Connor et al, 2020; Sleeter, 2012; Wong, 2021) said the curriculum change must be adapted to the needs of students and the times.

However, some studies showed how the teachers perceive the curriculum change which affects their readiness to implement the new curriculum after years of implementing the old curriculum (Gleeson et al, 2020; Rahimi & Alavi, 2017; Suyanto, 2017; Tronsmo, 2019). In a study conducted by Wedell & Gressik (2018) in some developed and developing countries, the curriculum change impacted the lack of communication and consultation between those who were working at the central and local levels which resulted from the plan to implement the changes without consideration well the existing cultural and material realities. This condition also resulted in a change in view of the curriculum as a separate event so it failed to consider the implications of curriculum change.

Moreover, teachers were informed about the reasons for the changes and the content of the new textbooks, but they did not have good assistance in developing ways to adapt their familiar practices to be more consistent with the goals of the changes which resulted from teachers feeling confused what to do with the many sources of knowledge in the context of developing the curriculum implemented in their schools (Wedell & Gressik, 2018). Whereas, the teachers engage not only with students, but also

with too many procedures, texts, models, research evidence, and technologies (Tronsmo, 2019).

The issues of the curriculum change made teachers in primary and lower secondary school not see their expanded freedom as real freedom, they feel their world is deeply contextualized and they see a gap between their experienced world and the intended world of the curriculum (Mellegard & Petterson, 2014). Based on the study, the principals in some schools that they investigated recognized the extensive work of the teachers during the implementation was becoming the major agents of implementing the new curriculum and they were not given support from the owners of the schools to accomplish the intended implementation process, this certainly would hinder the implementation of new curriculum.

Teachers perceive the implementation of a new curriculum impacted their situations where they had unequal political power in education and follow national policy even though they are not completely sure how the policy can be taken into (Chiu, 2016). The societal barriers and justice challenges were becoming the teachers' concern where they are required to actively confront the knowledge and teaching challenges and required to overcome learning by focusing on students' diverse cognitive, affective, and social developments (Chiu, 2016).

While a study conducted by Harris Graham (2019) stated that the curriculum change had encouraged teachers to struggle to cope with the expectations of new courses (regulations), however, it is risk in the reluctance which ultimately undermines their degree of agency as teachers. The agency allows individuals to be free or independent in making choices and engaging in autonomous actions, and making judgments in the interests of others and themselves (Campbell, E, 2012). The agency

helps us to understand how humans can be reflexive and creative, acting against societal challenges, but also how individuals are enabled and limited by their social and material environment (Priestley et al, 2013). Teacher agency is associated with a narrow agenda of school improvement, in which agency is construed as an agent of change ((Priestley et al, 2015).

Teacher agency depends on the personal, social, and physical abilities of teachers, the built environment, available facilities and school conditions such as school leadership, opportunities for collaboration between teachers, and training in curriculum planning practices (Poulton, 2020). Moreover, Campbell (2012) explained more about teachers as agencies that teachers as moral educators, models, and role models through actions, words, and attitudes to govern their professional practice according to deeply held values and beliefs about teaching, learning, and epistemology. Their teaching involves a deep awareness of the importance of one's choices and how those choices affect the development and well-being of others (students) and an extension of their own agency, teachers need to respect the agency of their students as autonomous human beings.

Yet, the change which was designed to improve academic outcomes was likely to be constrained by their ability measures. The change was designed to measure any improvement and limit the teacher's role in achieving agency when implementing the curriculum and it made it more difficult for them to use assessments effectively in their practices. Their perceptions are linked ideas which consist of attitudes, beliefs, and values which become part of their professional identity, hence, changes that are potentially at odds with a teacher's core values and self-awareness can be seen as a threat.

Moreover, Rahimi & Alavi (2017) stated that some novice and experienced language teachers from the old system new curriculum found that the novice and experienced teachers perceive the new curriculum design neglected teachers' agency and experiential professionalism, teaching context, and problems in implementing the change (Harris & Graham, 2019). The teachers were demanded to be more active roles in the process of curriculum and syllabus design and are ready to fully cooperate with administrators in this regard and the way the teachers have been trained to implement the change had been one of the big issues.

Gleeson et al (2020) found that the curriculum change policy paid attention to increasing national competitiveness and economic development involving more skills than knowledge, emphasizing learning rather than teaching, and emphasizing teacher autonomy over-regulation and central government which structure of teacher professionalism policy-making had been largely avoided as well as the influence of market values and performativity and the importance of curriculum.

Jacob & Frid (1997) provided research finding on the perceptions of secondary school teachers and postgraduate students about curriculum changes in mathematics in Australia, and the impact of curriculum changes on teaching and learning. They found that teachers had mixed reactions to change, their voices not being respected resulting in an inability of curriculum changes to reflect students' needs.

2.1.2 Context in Indonesia

In the Indonesian context, some studies showed how issues and barriers were faced by most of the teachers about curriculum change and the implementation of new curriculum which affected their perceptions.

Teacher perceptions from Rahimi & Alavi's (2017) finding had also been experienced in Indonesia and in line with the study of Sinambela (2017), during the curriculum change from the 2006 curriculum (KTSP) to the 2013 curriculum, the teachers feel confused on the required administration and the application of the scientific approach in the classroom from the current curriculum which forced them to re-apply the teacher-centered learning approach, as that was not one of the 2013 curriculum conceptions.

Another barrier to the curriculum change from KTSP 2006 to 2013 curriculum studied by Suyanto (2017) in Yogyakarta that after three years of its implementation showed that from 33 schools, 200 teachers and 200 students as the samples of the study, there was only 34.74 percent stated their readiness to implement the current curriculum, 49.17 was less ready and the 16.10 percent was not ready, Suyanto investigated the school readiness with some criteria, those criteria are schools` policy, school`s book, teachers book, trained teachers, teachers understanding of the current curriculum and ICT access. The ability of teachers in making a lesson plan and implementing a scientific approach was investigated and the result showed that the school readiness was low and the 5-day training of the new curriculum for teachers was not enough to understand the curriculum itself. The teachers perceived that they need master trainers from the Ministry of Education of Culture who have strong expertise to train and guide the teachers in understanding the theories and practices of the curriculum.

A study conducted by Suyanto (2017) had a similar case to a finding of Mustofa & Mariati (2022) at the *Maarif Nahdlatul Ulama* (NU) Educational Institutions in Surabaya City, they found that implementing a new curriculum left confusion for teachers, many teachers did not have a good understanding on theories and practices of

the policies applied in *Merdeka Belajar* curriculum and they also had difficulties in implementing independent learning policies in schools and in class, having difficulties in developing learning methods that refer to independent learning and having hardships in developing the curriculum. Other than that, the teachers should improve their capability to create learning more creative, meaningful, and valuable (Mustofa & Mariati, 2022). However, Nadiem Makariem's statement on the Indonesian Ministry of Education and Culture said, that the *Merdeka Belajar* curriculum benefits the teacher practices in which teachers are reduced in carrying out their profession, through the freedom to assess student learning with various types and forms of assessment instruments, free from various burden some administrative arrangements, free from various pressures of intimidation, criminalization, or politicizing teachers.

In contrast to Suyanto (2017) and Mariati & Mustafa (2022) finding, Patekur et al (2022) found that the teacher had the right perception in understanding curriculum change to improve the education and student's competency in challenging times, the teachers' ability to create lesson plan was significantly improved since they believed that the socialization or webinar was enough to improve their capabilities in supporting the 2013 curriculum implementation. The existence of *Musyawah Guru Mata Pelajaran* (MGMP/ teacher subject association), teaching working group (KKG), workshop, and professional technical guidelines helped them a lot.

Previous studies have mostly discussed teacher perceptions in implementing the new curriculum which contain complaints and challenges faced by them, but did not discuss much about the impact of curriculum changes on teaching and learning activities and student learning outcomes. Hence studies also need to investigate or explore the extent of the impact on student development in the learning process. The researcher

found limited studies to the related discussion, Dewantara's (2020) study is one of the related topics which discussed how the implementation of thematic learning of the new curriculum affected the student learning activity and outcome in which they do not increase significantly and the change made the students confused.

2.1.3 Curriculum Change in Indonesia

In the journey, curriculum changes in Indonesia have occurred over a period of more than ten times before and after Indonesian independence. This curriculum change occurred in tandem with the changes in political, social, cultural, economic, and science and technology systems in the life of the nation and state (Ananda & Hudaidah, 2021).

Curriculum in Old Order Era (1947-1965)

In general, education during the Old Order era was a form of post-independence interpretation under the control of President Soekarno, the curriculum at this time provided enough free space for education where education at this time was based on socialism, which meant that education was the right of all groups of people regardless of social class (Ananda & Hudaidah, 2021).

Curriculum 1947

The 1947 curriculum was the first curriculum that emerged after Indonesian independence, this curriculum was known as Rentjana Peladjaran 47, at that time the mention of the curriculum tended to use a leer plan originating from Dutch rather than the term curriculum in English (Wahyuni, 2015). The curriculum was a substitute for the Dutch colonial education system by reducing intellectual intelligence education and was based on the spirit of the times and the atmosphere of national life with the spirit of

capturing character and religious beliefs (Soleman, 2020; Manurung, 2019; Insani, 2019). In addition, the educational content in this curriculum was directed at activities that develop a healthy and strong physique (Mohammedi, 2016).

This curriculum was designed very simply where it only regulates two things, namely a list of subjects, and several hours of the lesson are conveyed to students together with the teaching procedures/outlines (Hadiansyah et al, 2020) or what so-called as Garis-Garis Besar Program (GBPP/Lines Program Size). GBPP emphasized the way teachers teach and how students learn (Ananda & Hudaidah, 2021).

However, the change in the orientation of education in this curriculum was more political in nature, namely from a Dutch educational orientation to being for the national interest (Wahyuni, 2015) because the political situation coincided with the turmoil of the revolutionary war and because of the lack of information where teachers in the regions did not understand what actually what was included in this curriculum, so this curriculum was implemented in 1950 (Hadiansyah et al, 2020).

Curriculum 1952 (Decomposed Lesson Plan Curriculum 1952)

In this curriculum, the education and teaching system was changed to be more in line with the wishes and aspirations of the Indonesian people at that time, namely by forming a Panitia Penyelidik Pengajaran /Teaching Investigation Committee to change the curriculum at all levels of education which was oriented towards colonial interests to the needs of an independent nation (Iramdan & Manurung, 2019). The most prominent feature of this curriculum was that each lesson plan must be paid attention to the content of lessons related to daily life (Ritonga, 2018).

This curriculum classified the subjects in more detail, which classified into five study groups, namely moral, intelligence, emotionalistic/artistic, skill, and physical. Character/moral education and physical education are one of the priorities in this curriculum, the same as in the previous curriculum (Insani, 2019).

The assessment system in this curriculum is almost the same as the 1947 curriculum, namely daily tests, quarterly general tests, and final exams. Daily tests and quarterly general tests are used as the basis for determining whether a student goes up or stays in class. If a student has not achieved a minimum score of 6 in general quarterly tests, the person concerned takes a remedial test while the final exam which was renamed the State Examination was conducted around 1958, and used to determine graduation (Agung, 2015).

Curriculum 1964(Rentjana Pendidikan 1964)

The curriculum in Indonesia in 1964 experienced refining. The concept of active, creative, and productive learning became the issue developed in the 1964 Education Plan. This concept obliges each school to guide children so they can think of their own problem-solving solutions to various existing problems. Thus it can be understood that the concept of curriculum in this era is more about how students are active, creative, and productive in finding solutions to various problems that develop and exist in society. The learning method used in the 1964 curriculum is a method called *Kerjasama terarah/terbimbing* (guided cooperation). In addition, Krida Day is set on Saturday by the government. Krida Day means that on that day students are given the freedom to practice various activities according to their individual interests and talents. Such as cultural activities, arts, sports, and various forms of games. The 1964

curriculum was planned to be able to become a tool to create Pancasilaist Indonesian people who are socialists with the characteristics as set out in MPRS Decree No. II in 1960 (Muhammedi, 2016). The idea of the Pancasilaist comes from the word *Pancasila*. *Pancasila* is the foundation of the state and the philosophy of the nation and state of the Republic of Indonesia and Pancasilaist means the adherents of Pancasila ideology who are good and loyal to the nation (*Kamus Besar Bahasa Indonesia (KBBI)*, 2023).

Curriculum in the New Era (1966-1998).

The curriculum during the New Order era was divided into four curricula, namely:

Curriculum 1968

The political nature was closely attached to the emergence of the 1968 curriculum, replacing the 1964 curriculum which was imaged as the result of the "Old Order" government. The 1968 curriculum aims that education is emphasized in efforts to form a true, strong, and physically healthy Pancasilaist, enhancing intelligence and physical skills, morals, character, and religious beliefs (Alhamuddin, 2014). The change from pancawardana to fostering the Pancasila spirit occurred in the 1968 curriculum. The 1945 Constitution became a center for implementing this curriculum purely and consistently. The total number of subjects in the 1968 curriculum totaled nine subjects. This curriculum lesson is theoretical and does not relate to real problems that occur in the field (Alhamudin, 2014).

The birth of the 1968 curriculum was due to ideological political considerations adopted by the government at that time, namely the New Order. The correlated subject curriculum is a characteristic of the structure of the 1968 curriculum, meaning that material at the lower education level correlates with education at the next level. The learning method used in this curriculum was very dependent on educational science and psychology in the late 1960s.

Curriculum 1975

The 1975 curriculum emphasizes goals so that education is more efficient and effective. "The background is the influence of the concept in the field of management, namely MBO (management by objective) which was popular at that time. Teaching methods, materials, and objectives are detailed in Instructional System Development Procedures (PPSI). This era is known as the term "lesson unit", namely the lesson plan for each unit of discussion. Each unit of study is further detailed: general instructions, specific instructional objectives (ICT), subject matter, learning tools, teaching and learning activities, and evaluation. The 1975 curriculum was heavily criticized. Teachers are kept busy writing details of what will be achieved from each learning activity (Wahyuni, 2015).

Curriculum 1984

The 1975 curriculum was considered not in accordance with the needs of society at that time, so a new curriculum was formed, namely the 1984 curriculum. The special feature of this curriculum was its student-centered teaching approach through active student learning methods or often referred to as CBSA (Active Student Learning

Methods). Delivery of material is not just lectures, field methods have also begun to be used so that learning is more effective and efficient in achieving lesson objectives. Active Student Learning Methods are expected to be able to apply the process of intellectual-emotional involvement of students in learning activities that enable: Cognitive assimilation/experience processes that enable the formation of knowledge, processes of action/direct experience, skills, processes of appreciation and internalization of values (Ananda & Hudaidah, 2021).

Curriculum 1994

The 1994 curriculum was created as a refinement of the 1984 curriculum and was implemented in accordance with Law No. 2 of 1989 concerning the National Education System. This has an impact on the lesson time distribution system, namely by changing from a semester system to a quarterly system. With a quarterly system which is divided in one year into three stages, it is hoped that it will provide an opportunity for students to be able to receive quite a lot of subject matter. The aim of teaching this curriculum is to be more oriented toward subject matter and problem-solving and problem-solving skills (Iramdan & Manurung, 2019).

Kurikulum Berbasis Kompetensi (KBK/Competency-Based Curriculum/CBC)

Competency-Based Curriculum (CBC) can be interpreted as a curriculum concept that emphasizes developing the ability to carry out (competence) tasks with certain performance standards, so that the results can be felt by students, in the form of mastery of a certain set of competencies. CBC is directed to develop the knowledge, understanding, abilities, values, attitudes, and interests of students so that they can do

something in the form of expertise, accuracy, and success with full responsibility (E Mulyasa, 2006).

KBK characteristics include selection of appropriate competencies; specification of evaluation indicators to determine the success of competency achievement; and development of learning systems. In addition, KBK has a number of competencies that must be mastered by students, assessment is carried out based on special standards as a result of competency demonstrations shown by students, learning places more emphasis on personal individual activities to master the required competencies, students can be assessed for competence at any time if they are ready, and in learning, students can progress according to their respective speed and abilities (E. Mulyasa, 2006).

Kurikulum Tingkat Satuan Pendidikan (2006)/ School-Based Curriculum

To carry out the mandate contained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, an Education Unit Level Curriculum (KTSP) was developed. In this curriculum, which previously had a centralized patterned education system, it changed to decentralization (Hadiasnyah, et, al, 2019).

The objectives of this KTSP include national education goals and conformity with the peculiarities, conditions, and potential of the region, educational units, and students. The most prominent feature is that the teacher is given the freedom to plan learning according to the environment and conditions of the students and the conditions the school is in, Wahyuni (2015). Therefore, the curriculum is prepared by the education unit to enable the adjustment of educational programs to the needs and potential that

exist in the region. The purpose of this KTSP Preparation Guide is to become a reference for educational units.

2013 Curriculum

Education in Indonesia has struggled to adapt to the new curriculum, Merdeka Belajar after no longer implementing the old curriculum, 2013 curriculum. According to Kosassy (2017), the 2013 curriculum is a curriculum that emphasized a competency-based and character-based curriculum, with a thematic and contextual approach. This curriculum encouraged students to improve and use their knowledge to apply them in schools and societies and internalize and personalize character values and noble characters to be manifested in daily behavior. Indonesian Ministry of Education and Culture (2014) in this curriculum emphasized that all subjects must contribute to the formation of affective, psychomotor, and cognitive aspects of students.

This curriculum had been reformed with an integrated thematic concept that is implemented at the junior and senior high school levels. The idea of the 2013 curriculum is an answer to a number of criticisms of the gap between expectations and results (Mukminin et al, 2019) where students are expected to focus more on the process of cognition rather than moral character while Merdeka Belajar gives emphasis on the student's character. In addition, the preparation for implementing this curriculum which was still limited caused several problems related to teacher competence, evaluation process, school facilities, and materials.

Merdeka Belajar Curriculum

While in *Merdeka Belajar* curriculum, this curriculum executed with flexibility (Suhandi & Robi`ah, 20220) which means the nuance of learning would create students' characters, bravery, independence, the capability in socializing, politeness, and competence, which are not only relying on a rank system. Independence is given to the students, teachers, and schools to design the material and assessments for the learning process. In the educational process, the nuances of learning are expected more comfortable by giving spaces and times to have active discussions with their teacher rather than listening to their explanation (Mustaghfiroh, 2020).

Moreover, the role of teachers and parents in this current curriculum is in line with the thoughts of Ki Hadjar Dewantara, namely that teachers and parents function as facilitators, mentors, and partners of children in the process of their development (Ministry of Education, Culture, Research, and Technology, 2022). The projects designed in this Merdeka curriculum refer to the conception Ki Hajar Dewantara, namely developing *cipta* (creativity), *rasa* (ideas), and *karsa* (initiative) by producing products that have an impact on oneself and the environment towards a balance between nature and culture (Ministry of Education, Culture, Research and Technology, 2022).

In the projects, there are three themes provided, namely *kearifan lokal* (local wisdom), *demokrasi* (democracy), and *kewirausahaan* (entrepreneurship). Local wisdom is a local cultural wealth that contains policies and views on life as well as accommodating policies and wisdom in it. Over time, the existence of local wisdom is fading and slowly being replaced by global values (Ministry of Education, Culture, Research, and Technology, 2022). That is why it is important for the nation's next generation to understand and know how to apply the values that exist in the local

wisdom around them (Ministry of Education, Culture, Research and Technology, 2022). A school is a place where students learn everything including studying democracy. Studying democracy is not only the theory of democracy but its application in everyday life. Cultivating democratic values in schools requires the principle of freedom of opinion, equality of rights and obligations, and the growth of a spirit of brotherhood between students and teachers. These principles must always accompany classroom learning in any subject. School life is a bridge or transition for children in the context of instilling democratic values in a child. In real life, entrepreneurship skills are also needed by the students to improve their confidence and leadership skills and dare to take risks and see opportunities and challenges not only at this time but also in the future.

In the implementation of *Merdeka Belajar*, the assessments which previously used a national exam and changed to be a Minimum Competency Assessment and a Character Survey, and the assessments of portfolios, written work, or other forms of assignments are given to the schools by emphasizing on the literacy and numeracy reasoning skills and not using the national exam to assess the students' performance (Indonesian Ministry of Education & Culture, 2021). The assessment is carried out in the fourth, eighth, and eleventh grades while the old curriculum was applied in the last grade of school. In terms of administrative stuff and students, the admission system is simplified and reformed in that the lesson plan created only one page to save teacher times to improve the learning activities and increase their competencies while the admission system gave access to affirmative and highly achieved students to get more opportunities, where the regional governments are also given technical authority to determine areas the zoning.

Suhandi & Robi`ah (2022) explained that the essence of the difference between the 2013 curriculum and *Merdeka Belajar* can be seen in the conception of learning where 2013 curriculum learning was focused only on intra-curricular while co-curricular activities are generally left to the creativity of supporting teachers. In implementing the 2013 curriculum generally developed on the basis of an incorporative eclectic philosophy by taking elements both from foreign philosophical schools which are then integrated into the national education system.

Different from the new curriculum that strengthens differentiated learning according to the stage of student achievement. In the implementation of this new curriculum, it is generally developed on the basis of educational philosophy humanism where in the learning process, humans are placed as the most important object in learning education (Friere, 1972). The potential for freedom can develop their potential abilities and with the philosophy of humanism, the education carried out emphasizes the cognitive processes and affective in learning by combining human capabilities and potential in order to that students have independence to choose and organize their life to achieve their self-actualization.

2.2 Theoretical Framework

2.2.1 Teacher Perception

Perception is a process of understanding or giving meaning to a piece of information on a stimulus. Stimulus is obtained from the process of sensing objects, events, or relationships between symptoms which are then processed by the brain. The process of cognition begins with perception (Robbins, 2016). Perception is complex and nothing affects the messages that enter the brain (Abidin, 2018). According to Devito

(2011), the process of perception has three stages, In the first stage, is the perception of sensory stimulation at this stage the senses are stimulated. Although humans have sensory abilities to perceive stimuli, they do not always use them. In the second stage, stimulation of the senses is regulated, in this stage, the stimulation of the senses is regulated according to various principles. One of the principles often used is the principle of proximity or similarity. The final stage is the stimulation of the senses interpreted and evaluated. This stage is a subjective step that involves evaluation on the part of the recipient.

Walgito (2010) explains that the process of perception can be explained by the object causing the stimulus, and the stimulus regarding the sensory organs or receptors. In the process of perception, the individual is aware of what is seen, what is heard, and what is touched, namely the stimulus received through the senses. This process is the final process of perception and is the actual perception. Responses as a result of perceptions can be taken by individuals in various forms.

Perception has an important role in the success of the learning process to influence students' behavior, interest, and motivation to learn (Patekur et al, 2022). Teacher perceptions are needed for curriculum changes to let government knows what challenges, the teachers are facing in the field, particularly in remote areas learning from curriculum changes from KTSP to 2013 as in Nur`abidin's research (2018) that teachers perceive that curriculum change must keep up with the times and the government needs to give more authority to the education office at the branch level to conduct training in improving teacher theoretical and practical understanding on the conception and implementation of the 2013 curriculum at the rural areas. Teacher perception is needed since their role is a determining factor in improving the quality of

education in a school (Soto, 2015) and there is a significant influence between the level of mastery of teachers of the material being taught with the achievements of the students (Syaefuddin & Budisantoso, 2007).

Menter & Hulme (2013) added that teachers have a key role in implementing the curriculum, there are four models of teacher professionalism that are evident in work that impacts the curriculum, they are effective, reflective, questioning, and transformative teachers. When the teacher's professionalism improved, their perception can be used to inform government and curriculum makers about the content of curriculum development (Enright et al, 2022) and when the curriculum should be changed, revised, or reformed. Teacher perception can be solutions to inform the curriculum makers about strategies, methods, and materials needed based on their demands in the educational process (Sleeter, 2012, Wong, 2021), and the demands and needs of the culture, society, and expectations of the population in the certain areas (Wong, 2021).

In essence, every curriculum policy implementation imposed by the government is largely determined by the ability of educators to implement it correctly. This implementation is more or less influenced by the perceptions and interpretations held by educators. According to Lundeberg and Levin (2003), perception and teacher's interpretation of the curriculum is rooted in the teacher's own knowledge and experience.

2.2.2 Theories of Curriculum and its Function

The curriculum comes from the Latin word, *curricula*. The curriculum is the totality of student experiences that occur in the educational process and is an

educational plan that provides guidelines covering the type, scope, and sequence of content (Yasir et al, 2021). Curriculum as a broader concept means all the activities in which children are involved under the auspices of the school. This includes not only what students learn but how they learn it, how teachers help them learn, using what support materials, styles, and methods of assessment, and in various facilities (Richard, 2001). A philosophy, goal, objective, learning experience, teaching resource, and assessments that comprise a particular educational program are also part of the curriculum (Alsubaie, 2016).

As an educational program that has been systematically planned, the curriculum has a very important role in student education. According to Nasution et al (2022), there are three roles in the curriculum, namely the conservative role, the critical or evaluative role, and the creative role. In the conservative role, the curriculum is responsible for transmitting and interpreting social heritage to the younger generation so that the school as a social institution can influence and foster student behavior in accordance with various social values that exist in society. At this stage, the curriculum functions as a bridge between students and adults in a civilizing process that is increasingly becoming complex. In critical or evaluative roles, the curriculum plays a role in social control and emphasizes elements of critical thinking. Social values that are no longer suitable for future conditions are eliminated, and modifications and improvements are made. Thus, the curriculum must be the right choice on the basis of certain criteria. While the creative role, the curriculum plays a role in carrying out various creative and constructive activities by creating and compiling something new according to the current and future needs of society and developing all their potential. The curriculum

creates new lessons, experiences, ways of thinking, abilities, and skills that benefit society.

2.2.3 Curriculum Change

Curriculum change is challenging work and continuously subject to change (Wong, 2021, Millegard & Petterson, 2016). Curriculum need to be reformed to advance the quality of education particularly student learning outcomes and performance that can ultimately be implemented in society. This outcome and performance would be referred to as a contribution (Clark, 2022). The curriculum change is a complicated and lengthy process, requiring commitment, cooperation, and compromise between the institutions and stakeholders involved; development is more complex in divided societies, particularly when subject content is open to debate (O'Connor et al, 2020). As the researcher mentioned above curriculum change will continue to exist with the aim of improving the quality of education and continue to grow rapidly (Evans, 2005). However, the changes should be provided with clear guidelines for adjusting the educational process according to developments so that the curriculum can survive, in accordance with social goals and targets, and enable schools to accommodate and anticipate all interventions that occur without being overwhelmed and enveloped.

2.2.4 Student Learning Outcomes and Teaching and Learning Activities

Curriculum changes have an impact on the quality of education, the impact is that students can learn to keep up with increasingly advanced times and it has impacted negatively on decreasing student achievement since they cannot adjust to the new

learning system (Setiawati, 2022). Moreover, when the curriculum is developed and implemented in the school system down to the classroom, the implementation mechanism can affect learning practices and student learning outcomes (Emore & Sykes, 1992). Below, the researcher explains the student learning outcomes and teaching and learning activities.

Student Learning Outcomes

Learning outcomes describe how skills, abilities, knowledge, or measurable values that students must have after completing courses, academic learning programs, and assessments (University of South Carolina, 2010; Mahajan & Singh, 2017). These learning outcomes can be an indicator of student success which can provide a clear picture of what has been achieved from the academic course or program itself (Mahajan & Singh, 2017).

Learning outcomes are influenced by several factors, namely external and internal factors. Internal factors consist of physiological factors and psychological factors including intelligence, motivation to develop, and cognitive abilities, while external factors are environmental factors and instrumental factors including the role of the teacher, curriculum, and learning models applied in the learning process (Suryabrata, 2012; Nasreen & Naz, 2013). Learning outcomes should be the basis for selecting curriculum content and instructional strategies. The curriculum must be developed downward from the end of learning outcomes to curricular, pedagogical, and assessment tools (Battersby, 1999).

Teaching and Learning Activities

Teaching and learning activity is the activity which becomes the core of the implementation of education, this activity is a real activity done between educators and students (Solichin, 2006). This activity is the interaction between students and teachers where the students can get knowledge and experiences and even can sharpen their skills and vice versa. Teaching and learning activities seem to be a logical starting point for developing reflective practice skills for practitioners who are new to teaching or involved in a new field of teaching. Consideration of the success or failure of an activity can direct teachers to focus on one or two areas of concern to them, for example, the speed of delivery and measuring student involvement (Fry et al, 2012).

Teaching and learning activities in Merdeka Belajar are required to adapt to conditions in the student's environment so that learning materials must be culturally relevant by empowering students socially, emotionally, intellectually, and politically by creating a relationship between students' homes and school life while meeting regional curriculum requirements (Ladsen-Billings, 1994).

In improving the student's learning outcomes and teaching and learning activity, the teachers need to join pre-service teacher training education and have strong support of learning tools, infrastructure, and diversity of knowledge and skills (Dewantara,

CHAPTER III

RESEARCH DESIGN

3.1 Research Methodology

This study used a qualitative method. An appropriate approach to investigating teacher perceptions regarding curriculum change is one that is exploratory (Hedgcock, 2002). The qualitative method can deep down the aspects being studied and delve deeper into the teachers` perceptions. To find out the impact of curriculum changes on student learning outcomes and teaching and learning activities, a qualitative method is needed. The researcher explored the perceptions of teachers who have at least 10 years of teaching experience and experience in implementing the 2013 curriculum and the Merdeka Belajar curriculum.

3.1.1 Case Study Design

The researcher used a case study design in this study. The case study is the type of qualitative approach that can be only focused on a unit of study, which occurs in a specific context such as individual teachers, a classroom, or a school (Gay et al, 2012). The process of designing case study research involves determining the research questions, defining the case, determining the role of theory development in case selection, determining the theoretical and conceptual framework for the study, and deciding whether a single case study, a multiple case study, or a collective case study is appropriate (Gay et al, 2012). A single case study was used in this study since the researcher collected the data from only one school which currently applies Sekolah Penggerak program in a rural area in Lombok Timur. Sekolah Penggerak is one of the

Merdeka Belajar curriculum, there are only six public schools applying for this program in Lombok Timur.

3.1.2 Participants

In this study, the research participants were the eight subject teachers who have taught Chemistry, Biology, Physics, Maths, Geography, Sociology, History, and Economics. The researcher chose teachers who have experienced 10 years of teaching and have experience in implementing the 2013 curriculum to the *Merdeka Belajar* curriculum.

3.2 Data Collection

In this study, the data was generated using a variety of techniques including document review, observation, and Focus Group Discussion. To collect the data regarding the curriculum, the researcher reviewed the curriculum documents and the related curriculum materials.

3.2.1 Document Analysis

To collect data related to the curriculum, the researcher reviewed curriculum documents and other curriculum-related materials. Documents reviewed for this research were primary sources. This includes the old curriculum document (2013 curriculum) and the new curriculum (*Merdeka Belajar*). Documents included in it were text and images. Document analysis improves the evidence in the study because qualitative case studies require an in-depth examination that offers a comprehensive explanation of a particular phenomenon, event, organization, or program (Bowen,

2009). Here, studies that rely on documentation are inevitably limited by the availability and quality of data, necessitating more empirical data collection in the field.

The researcher analyzes the documents such as *Rapor Pendidikan* (Education Report), *Rapor Merdeka Belajar* (Merdeka Belajar Report), and *Rapor Projek Penguatan Profil Pelajar Pancasila* (P5/Report for the Strengthening Pancasila Student Profile Project) and teaching activities such as lesson plans and forms of teaching assessment from teachers to answer research questions number two and three about the impact of curriculum changes on students' learning outcomes and teaching and learning activities.

3.2.2 Observation

The observation was considered the basic foundation of regular social interaction (Gay et al, 2012). In doing observation, there are two techniques needed, namely participant and non-participant (Sugiyono, 2017). In participant observation, observers actively participate in the activities they observe. The researcher actively monitors and gathers information about the events taking place, the participants, and the environment itself (Gay et al, 2012; Sugiyono, 2017). While non-participant observation is when observers are not actively involved in the circumstances being observed, meaning that they observe and record situations (behaviors) but do not interact and participate in the activities being investigated; instead, they observed and recorded participants' behavior (Gay et al, 2012; Sugiyono, 2017). In this study, the researcher used non-participant observation. The researcher observed teaching and learning activities including the learning documents used in the teaching and learning activities such as lesson plans, syllabus, assessment document, how the classroom environment,

teacher enactment, and student's attitude during the learning process. To avoid free observation, the researcher used an observation template (See appendix 3 & 4 for the detailed observation template).

3.2.3 Focus Group Discussion (FGD)

The researcher used Focus Group Discussion (FGD) as the main data collection technique to conduct an investigation. FGDs aim to collect data regarding participants' perceptions and views of something, not trying to seek consensus or make decisions about what action to take to be taken. Therefore, open-ended questions were used in FGDs, which allowed participants to provide answers accompanied by explanations (Krueger, 1988). The researcher also used FGDs with the aim of uncovering more detailed and richer facts, in order to gain an understanding of more than one point of view about their views about the change and carry out verification.

The researcher contacted the teachers in the school to be investigated and asked them to participate in the research. The FGDS was conducted in two days on Monday and Thursday with different groups. Group one was the MIPA teachers. MIPA stands for *Matematika* (Maths) and *Ilmu Pengetahuan Alam* (natural sciences). MIPA consists of Mathematics, Biology, Chemistry, and Physics and Group two was IPS (*Ilmu Pengetahuan Sosial* /Social Sciences). IPS consists of Geography, Economics, History, and Sociology. The FGDs were conducted based on the agreement of the researcher and the vice principal of curriculum with the selected subject teachers. The first FGDS was conducted for 62 minutes and 4 seconds at 08.40 am in the principal's room and the second FGD was 73 minutes and 4 seconds at 8.59 am at the school library and was conducted face to face. Before conducting the FGDs, the researcher informed the

purpose of the FGDs to understand perceptions about curriculum changes at the high school level and their impact rather than judging or supporting their teaching styles or the current educational system. All contents of the FGDs were recorded using a mobile phone recorder and the data was stored and protected on a personal computer and Google Drive.

3.2.4 Instrument

The research instrument follows the nature of qualitative research which places the researcher as the main instrument (Gay et al., 2012). The main instrument means the presence of the researcher is absolute since the researcher needs to have interaction with the environment both human and non-human that exist in the research area. Its presence in the work field must be explained, whether its presence is known or not known by the participants. This is related to the involvement of the researcher in the site of the study, whether involved actively or passively.

The instrument used during the study was the observation and the FGDs. The observation is created in a template that consists of the aspects observed and the description of observation results during teaching and learning activities.

For the FGDs, questions were grouped into 6 themes: the old curriculum and changes in general, the new curriculum, the role of teachers, ministry support for changes, student learning outcomes, and teaching and learning activities. In each theme, there were two and three questions. The researcher adopts the instrument for the FGDs developed by Rahimi & Alavi (2017) in their paper on “Teacher Perception of a Top-Down Curriculum Change” (See appendix 1 & 2 for both English and *Bahasa Indonesia* versions). The instruments were validated by the experts, the experts were the

researcher supervisors in the university. The first supervisor's expertise is in Mathematics education and the second supervisor's expertise is in Psychology education.

3.3 Time and Place of the Study

This study was conducted from 30 March to 8 May 2023 (the first week of Ramadhan month to a week after Idul Fitri) in one of the schools in Lombok Timur, Nusa Tenggara Barat, Indonesia. This school is one of the *Sekolah Penggerak* schools located in a rural area.

3.4 Data Analysis

After the data obtained from the FGDs, the data transcribed directly and kept into the researcher's personal computer. Then the researcher conducted a thematic analysis. Thematic analysis is a way to analyze data with the aim of identifying patterns or finding themes through data collected by researchers (Braun & Clarke, 2022). That is after the researcher coded the transcribed data using the key points, words, and abbreviated phrases that describe how the data segments are related based on the research question into category themes, the researcher ranked them within these themes to identify patterns, relationships, similarities, and differences. The yellow one was the theme of the perception of the curriculum change, the blue one with the perception of the teachers regarding the old curriculum and challenges, and the green one is the perception of the new curriculum with the challenges. The orange one consists of the teacher's perceptions regarding the content after the change and the red one talks about the teacher readiness and the ministry's support of the change. The brown one consists of the suggestion for the change and the suggestion for the ministry. The light blue and

the light green were the themes of the impact of the change on student teaching and learning activity and the impact of the change on learning outcomes.

After grouping the participant statements with the respective themes, the researcher analyzed the differences and the similarities of the themes. Then the researcher examined the sorted data to distinguish meaningful patterns and processes. To provide confidentiality, the FGDs participants were coded by P1, P2, P3, P4, P5, P6, P7 and P8

3.5 Credibility & Trustworthiness

3.5.1 Credibility

Credibility refers to establishing confidence in findings and interpretations in a study. The techniques used to ensure data are ensuring prolonged engagement, persistent observation, triangulation of sources, methods, theories, and researchers, peer provisioning, negative case analysis, reference adequacy, and member checking (Guba & Lincoln, 2013).

To establish credibility, the researcher conducted member checks as part of the search (Holliday, 2001). Checking members is a process carried out by the researcher to seek feedback regarding the analysis of data from research participants depending on the initial analysis. This technique can help to find out whether the reality built by researchers reflects the reality perceived by research participants (Guba & Lincoln, 2013), and guard against researcher bias (Robson, 2002).

To verify the data, the researcher provided the participant with a transcript of the FGDs to make sure it has been understood or not. The researcher would check their respective analyzes in subsequent visits regarding previous analyzes and test research

informants' interpretations during the study as this was an agreed-upon informal procedure (Guba & Lincoln, 1989).

3.5.2 Trustworthiness

Trustworthiness is a set of quality criteria for assessing interpretive research which is called the criteria for authenticity (Schwandt, 2001). The measurement in determining the trustworthiness of a qualitative study is whether our findings are reliable and ready to be followed up (Maykut & Morehouse, 2001). In taking qualitative research, the procedure must be appropriate to build trust, however, it can still be attempted even though it cannot be proven (Guba & Lincoln, 1989). Guba & Lincoln (2013) suggest that in conducting research, it is necessary to explain the precautions they have taken to increase the credibility of their study.

The researcher has experienced being a teacher for more than five years in public and private educational institutions at the junior and senior high school levels in East Lombok, West Nusa Tenggara, and Bogor, West Java. Therefore, the familiarity regarding teacher and student activities in school is strong enough. Thus, to maintain trustworthiness, the researcher used the triangulation technique mentioned above, and the researcher was also guided by the two supervisors who have experience and expertise in education and curriculum.

3.6 Research Ethic/ Ethical Issue

Research ethics are an important consideration in a study. Here are a few keys that need to be taken into consideration:

Informed Consent: The researcher explained the nature of the research and the potential consequences of involvement to the participants. The researcher provided information on the objectives, benefits, methods demands, risks, inconveniences, discomforts, and possible outcomes of the research to the participants (Israel & Hay, 2006). Moreover, the researcher ensured the participants have the opportunity to engage actively in the exchange of information.

Confidentiality and Anonymity : The researcher ensured the information from the participants are private and their answers are anonymous (Israel & Hay, 2006). The researcher ensured the participants' privacy by using pseudonyms or other measures to obscure their identities.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSIONS

4.1 Research Results

This chapter begins with the demographic data of participants. The result of the FGD data was organized to address research questions. There were three research questions, what are the teachers' perceptions in Lombok Timur about the curriculum change, how do high school subject teachers perceive the impact of the Indonesian curriculum reform on student learning outcomes and how do high school subject teachers perceive the impact of the Indonesian curriculum reform on teaching and learning activities.

Also, it contains data collected through the FGDs with the eight subject teachers from science teachers, social studies teachers, and math teachers. The FGDs model was conducted to gain a deep understanding of the perceptions of all participants. The FGD lasted for more than an hour and was conducted at the school where the participants taught.

4.1.1 Demographics of the Participants

This part describes each of the eight participants, the six participants are female and the two participants are male. They are teachers of Physics, Chemistry, Biology, Mathematics, Sociology, History, Geography, and Economics. Their average teaching experience is over 10 years and 40 years. All the participants have teaching experiences based on their educational background. The researcher named the participants by P1, P2, P3, P4, P5, P6, P7 and P8. The P1, P2, P3, P6, P7, and P8 are currently taught to the

tenth and twelfth graders, P1 to the tenth graders, and P5 to the tenth and eleventh graders. All information regarding the demographic participants is listed in Table 1.

Table 1. The Demographic of Participants

No	Participant	Gender	Field of study	Teaching experience	Undergrad and Postgrad major	Currently teaching in
1.	P1	Female	Physics	35 years	Physics	10 th and 12 th
2.	P2	Female	Biology	30 years	Biology	10 th and 12 th
3.	P3	Female	Chemistry	25 years	Chemistry	10 th and 12 th
4.	P4	Male	Mathematics	30 years	Mathematics (Bachelor) and Educational Management (Masters)	10 th
5.	P5	Male	Sociology	29 years	Sociology	10 th and 11 th
6.	P6	Female	History	20 years	History	10 th and 12 th
7.	P7	Female	Geography	20 years	Geography	10 th and 12 th
8	P8	Female	Economics	35 years	Economics	10 th and 12 th

4.1.2 The teacher perceptions regarding the curriculum change

As in the data, some participants had contradictory perceptions as a result of curriculum changes. They seemed to express feelings of discomfort that arise as a result of reflecting on their role in the learning process. First of all, some participants expressed indifference to change, others said that they agreed with the changes and some declined the change but still accepted it due to their responsibilities. Some participants said no choice but to follow the change. Participant P1 reported

“... the change is not necessary because the old curriculum has not had a significant impact, and the change occurred again. When I am asked what the results of the current curriculum are, the result is not yet visible yet since it has only been applied one year since using this new curriculum and now we are not too familiar with this new curriculum, particularly in preparing administration so that we teach more comfortably using the old curriculum.”

Source : FGD #P1

P1 said as mentioned above that there was no need to change the curriculum because the impact was not very significant and the result was not yet visible and understanding of the new curriculum was still lacking. P2 supported P1's statement and said that these changes were not too important and the most important thing was how to increase creativity in the learning process and good strategies by contextualizing the conditions and the needs of students in class. In contrast to Participant P3 showing her neutrality towards this change, she assumed that this change would not affect her, the most important thing was that she was trying to improve her own capacity as a teacher.

"...I only focus on how to maximize the application of learning methods, content, and materials, I think the implementation of this curriculum is the same as the previous curriculum."

Source: FGD #P3

P4 had different thoughts from P1, P2, and P3 and emphasizes that the curriculum is dynamic so the changes need to be made. The change occurred because of the changing times. Therefore, the changes must adapt to the circumstances of the times.

“...I may differ from others. For me, because the curriculum is dynamic, so the curriculum needs to change. Dynamic in the sense that we have to know how the conditions of the times. So today's era is not the same as the old eras when we were in high school. So like it or not, the treatment of students must adapt to the conditions of the era. The treatment applied in this curriculum previously did not have the term project. The project is

different between the 2013 curriculum and the independent curriculum where the independent curriculum places more emphasis on character.”

Source: FGD #P4

Participant P5 responded that the government's policy of changing the curriculum was a good way, yet the government or ministries need to reconsider the readiness of education actors such as teachers and the readiness before and after starting the implementation of the new curriculum such as adequate training because the teaching needs and learning content must be adapted to children's abilities. He also explained that he had difficulty mapping children's abilities, he mentioned that today's children's interest in learning is lesser compared to when learning was implemented in the previous curriculum. In his experience, almost all schools have the same difficulties as mentioned above. Furthermore, according to him, teachers are not given the freedom to educate the students. He shared the comparison of education taught by the Prophet Mohammad namely by giving a warning and using physical touch if it is excessive. Furthermore, P5 said that in practice, the assumption of independence is defined differently by the students which they have the freedom to explore and express themselves, and the real meaning is that freely to access the content based on the current curriculum needs.

“.... I see that the curriculum change is something that is expected to be better than every change and adapted to regional conditions and the conditions of our country which are always changing. However, the current curriculum changes are too frequent, so that sometimes we are as the educators are not ready for the change, something new that requires sufficient training. In the 2013 curriculum, this independent curriculum, many things have changed so we feel a bit confused, indeed we know the government wants the best from these changes, but every change must have provision now with policies from the government We also have difficulty to map the children's abilities, moreover the children's interest in learning is slightly less compared to the previous curriculum. Moreover in this independent curriculum, we don't have the freedom right to carry out education as a whole for children, for students because

the assumption of independence for students is they are free to explore himself, while our assumption is that freedom is free to search for material content according to what is in the curriculum needs itself.”

Source: FGD #P5

P5 and P4's view about the change was supported by P7, she said that changing the curriculum was necessary since the conditions of the times had changed and the needs in the field of education have always changed. She thought that the change was unfortunately too fast and did not adapt to the conditions of educators and facilities provided in school.

While P6 said that the current curriculum is actually very influential and has a big impact on schools in big cities but rural schools still need effort in its implementation. According to her, this new curriculum is beneficial because teachers are given freedom so that teachers are made easier and not tired of explaining the material. The condition of rural schools cannot be equated with urban schools and can not be treated the same as urban schools. For her, the implementation of learning cannot be left entirely to students, particularly access to learning via the Internet. The complexity of implementing this new curriculum makes her still implement the learning by adjusting the old curriculum.

On the other hand, the P8 had a different mindset and perceived the change as a threat so changes are not necessary. The threat would be detrimental to teachers, particularly in certification because the participants' lesson hours are reduced to only two which has an impact on higher career opportunities. If it is allowed, it would require her to look for lesson hours at other schools to meet the minimum requirements for certification. In the 2013 curriculum, cross-interest lessons can be added, but in the

current curriculum, they cannot be applied. Another problem is that the change was so fast that it is overwhelming, it would be difficult to adjust.

Therefore, according to the participants that the curriculum needs to be changed considering the changing conditions of the times, but on the other hand the ministry needs to make several considerations, namely the readiness of the teachers in the implementation process. The ministry needs to provide pre-service and in-service training to make curriculum implementation successful, such as improving teachers' abilities to map children's abilities and how to provide treatment to students who have different abilities. Curriculum changes should also not touch the welfare of teachers by reducing lesson hours because it will affect the administration of teacher certification.

4.1.3 The Teacher Perceptions Regarding the Old Curriculum and the Challenges

The participants had similar opinions regarding the previous curriculum and the challenges faced in the field. They said more about administrative and practical problems while applying the curriculum. P4 said that the teachers did not fully understand the implementation of the 2013 curriculum even though the training was still being held and said that the curriculum was still half-understood so that many problems were not yet known.

"The problem with the 2013 curriculum is more about teacher preparation. We are as the teachers, do not fully understand the implementation of the curriculum and suddenly it has changed. Even though we have received training, in practice we have not done it optimally in accordance with the knowledge we got from the training. I can say that we still understand half of the 2013 curriculum, so we cannot know where the problem is."

Source: FGD #P4

Meanwhile, P3 said that the material in the 2013 curriculum was denser but the time allocation given was small so it affected the completeness of the material which resulted in the teachers inevitably finishing the material quickly. P2 and P1 have the same opinion regarding the material and time allocation which is still lacking. P1 said:

“We have one book on IPA subjects (Physics, Chemistry, Biology), except for mathematics, the model is back to junior high school, one group. This is one book that we use, but the content is broad, when compared to the 2013 curriculum the material is dense, but if the time allotment means little because there is a lot of material and then the time allotment is small, we can say it is not enough. If the independent curriculum has little material, a lot of time, but the depth of the material is also interrelated with one material to another.”

Source: FGD #P1

P5 said that in implementing the 2013 curriculum there were several challenges faced, namely *perangkat ajar* (learning administration) and the plot which was too long which made the teachers spend a lot of time preparing it. That makes him bit confused

“For the 2013 curriculum, the obstacles we faced were actually not too many, only one thing was different, regarding the teaching materials and the plot was too long. That makes us sometimes run out of time, particularly in the preparation. The current curriculum is a bit simple, but back to the administrative stuff, to our problems as teachers regarding child readiness for change, particularly now that there is the term differentiation, that's what makes it a bit difficult for us, because we have to map children based on their abilities. In the previous curriculum, there was no term differentiated learning, but the administrative stuff were a bit long, which created a bit of confusion”

Source: FGD #5

P6 had the same opinion that in the previous curriculum she also found difficulties, particularly solving administrative issues, material completeness and competencies that had to be achieved. P7 supports P6's statement regarding this, and she added that these things are required to be achieved but do not pay attention to the

development of each individual (student). In contrast to the current curriculum, each individual is considered before learning a diagnostic test is held to find out the child's development. P6 said:

“In the 2013 curriculum, demands such as administration, completeness of material and competence must be achieved or completed, while in the new curriculum it does not have to be completed, so it is a little lighter when it comes to administrative, content, material or competency demands.”

Source: FGD P6

All participants had the same opinion about the old curriculum and its challenges in implementation, they had problems solving administrative issues, administrative demands were so complex while their responsibilities as teachers, namely teaching material, seemed to be disrupted, particularly since there was a lot of material taught in the old curriculum and the allocated time is not sufficient.

4.1.4 The Teacher Perceptions Regarding the New Curriculum and the Challenges

P5 said that the new curriculum provides convenience in administrative things. It is simpler than the previous curriculum. But on the other hand, one of the difficulties in this new curriculum is the application of the differentiation learning model. Differentiation is a teaching and learning process in which students learn subject matter based on their abilities, what they like, and how to learn. This learning model is new and makes them confused.

“.... The current curriculum is a bit simple, but back to the teaching tools, to our problems as teachers regarding child readiness for change, particularly now that there is the term differentiation, that's what makes it a bit difficult for us, because we have to map children based on their abilities.”

Source: FGD #P5

P6 shared her experiences during the implementation of the current curriculum, she said that the History subject plan of subject removal should not be done in both senior high school and vocational high school. Based on the Ministry decree that the removal would not be done. In this new curriculum such as administration, completeness of material and competence is not required to be completed, when compared to the old curriculum it requires completeness, particularly Basic Competence. Basic Competence is a number of abilities that must be mastered by students in certain subjects as a reference for compiling competency indicators. P8 participants also explained differentiation as a modern learning method.

“... in the independent curriculum, each individual is cared for, before starting learning there is a diagnostic test. The test used to measure the ability of each individual. That's not found in the 13th. Because the 13th prioritizes completeness, does not pay attention to the progress of the participants individually.”

Source: FGD #P6

In contrast to the previous curriculum, in this curriculum administrative demands are simpler, the material taught is not too much and it is not required to complete it on time. In this curriculum, the treatment of all students must be differentiated based on their abilities, so students are not treated in the same way or what is called differentiation. But on the other hand, teachers as facilitators and mentors, using a learning model like this is quite difficult for them because they do not have a theoretical and practical understanding of this.

4.1.5 The Teacher's Perceptions Regarding the Content After the Change

P1 responded the syllabus in the new curriculum is quite interesting, but the textbooks are not interesting, which made them confused, the material looked simple, but a lot of material had to be included. The teacher must make guidelines or scenarios that students would be confused about. Facilitating students to develop themselves is not easy even though it looks simple. Then P2 said that the syllabus and textbooks were interesting but in the curriculum, only one book was given for four subjects such as junior high school science books, and thin not as thick as in the old curriculum, the material did not only contain instructions and had to look for other references.

P3 reported that the material in the ATP (syllabus) was not in sync with the textbooks and caused confusion for the teachers so for now the P3 participants used the books in the 2013 Curriculum. In this new curriculum, there are many new terms that actually create confusion, particularly in terms of KKM (Minimum Completeness Criteria) to KKTP (Criteria for Achievement of Learning Objectives, RPP Learning Implementation Plans to Teaching Capital).

P4 said that the content or material overlaps, the material taught in the 2013 curriculum is taught in grade 12 but in this curriculum, it is taught in grade 10, and the content taught in grade 11 turns out to be in grades 10 and 12 so teachers need to dig deeper into the material so that students understand the material, particularly in Mathematics.

“...in the previous curriculum the material was supposed to be taught in grade 12 but in this independent curriculum it was taught in grade 10 so the teacher had to explore a lot of other things first so he understood the material. That's what happened in Math. The material that we taught in grade 11 in the 2013 Curriculum turned out to be in the new curriculum

that material was in grade 10 and sometimes it was also in grade 12. That's what got us into trouble.”

Source: FGD #P4

P5 participants said that this new curriculum does not use the term Syllabus but it uses the term ATP (Alur Tujuan Pembelajaran/Learning Objective Procedure). This ATP was then developed into teaching tools, one of which was CP (Capaian Pembelajaran/Learning Outcomes) and Teaching Modules, the term lesson plan before changes were made. In the independent curriculum, there was little learning material so he had to take material from the 2013 curriculum. In sociology, there was quite a lot in semester 1 but now there are 3 content and in semester 2 in the old curriculum there are 5 content in the new curriculum it becomes 2 content. Books are also very simple in the current curriculum, so as a teacher, you have to innovate a lot to apply them in learning.

Based on the statements issued by the participants that it turned out that the content or material after the changes was out of sync with the syllabus given and the material was simple but in the field, it required other resources to complete the material which was still lacking, particularly in subjects such as Physics, Chemistry and Biology only having one book. In fact, the materials were taught at the eleventh graders in the old curriculum but it must have been taught at the tenth and twelfth graders.

4.1.6 The Teacher Perceptions Regarding Teacher Readiness and the Ministry's Support of Change

In this part, it explains how the readiness of teachers to face curriculum changes and the government's support for these changes, whether before the change the participants were asked about their readiness to follow or implement this new curriculum. P1 said the current curriculum has confused her and did not for sure the

weakness and the strength of it, probably it was caused by lack of training. In the FGD the researcher also found different experiences among participants where participants P1, P2, P3, P4 P5, P7, and P8 said that they had never been asked about their readiness by the ministry but only participant P6 said they had been asked but through online and Google Forms.

P5 expressed his honesty about the *Implementasi Kurikulum Merdeka* (IKM/the Implementation of Independent Curriculum). He said:

“To be honest, so far I had never filled out a survey regarding opinions about plans to change the curriculum and suddenly the IKM curriculum (Implementation of the Independent Curriculum) came out, maybe that for schools in big cities it has to be prioritized first, only nationalized, but this Merdeka curriculum, right? applied to schools that are ready, that's why there is the term independent IKM.”

Source: FGD #P5

P6 said that he was not asked for his opinion regarding the changes and this Freedom of Learning was registered by the Principal and the principal participated in the selection.

“The school registered to implement this curriculum, there was a principal's test, the learning committee studied without an independent curriculum. Now, after that is done, we would apply it at school to implement this curriculum. So that's why there are characteristics that are very important in independent schools to do this, someone appoints them from the government and so on, so that's what we know and there's no survey.”

Source: FGD #P6

P8 reported that as far as he knew, changes (curriculum) had started since there was Covid so changes were made to improve quality and catch up such as learning loss, so the term curriculum prototype appeared. After Covid was gone, this independent curriculum was explained starting from the new driving schools to other schools.

“ ... But if I look at the sequence. There wasn't a direct survey of teachers that the government distributed before making changes, so it was far-fetched. When it is ready to be implemented, this would become the 2024 curriculum.”

Source: FGD #P8

In implementing the new curriculum, based on participants' narratives before making changes, the ministries did not make observations and questioned how prepared they were in the field, such as distributing online surveys. There was one participant who said he had, but it was not very clear. They assume that it is the responsibility of the committee and the school principal.

4.1.7 The Teacher Perceptions Regarding the Impact of the Change on Student Learning Outcomes

P1 said the curriculum change was of course aimed at improving student learning outcomes and being able to produce a better generation and for him, this curriculum change had an impact on student learning outcomes but it was still not significant. Based on the results of the final physics score, it showed that students made more progress compared to the 2013 curriculum. Meanwhile, P2 said that in the current curriculum, the material points were mentioned a little but actually the discussion was very deep (a lot). She added that the teachers need to find more references to complete the materials and talk about the increase of the learning outcomes, it is more increased but not significant.

P3 said that in this independent curriculum, teachers must use a lot of methods in learning and give students the freedom to cooperate with their friends if they don't understand, they are directly involved in helping. Learning outcomes in class depend on

the enthusiasm of the students, those who are active in class show good learning results while those who are not active just follow their friends who are active. According to him, the *Merdeka* Curriculum provides students with space for freedom by participating in projects. Projects adjusting the *Pancasila* profile such as the *Kearifan Lokal* (Local Wisdom), *Demokrasi* (Democracy), and *Kewirausahaan* (Entrepreneurship) project. The project has the opportunity to realize an entrepreneurial spirit starting from elementary education to secondary education to train students in leadership skills, high initiative and responding to surrounding needs, cooperation (teamwork), and daring to take risks (Ministry of Education, Culture, Research and Technology, 2022). The project has provided a new experience for students. The students not only get theoretical but also practical knowledge and experience in the field.

P4 explained in more detail the impact of curriculum changes on student learning outcomes. "I found the change. Yet the technique for teaching the materials is different from the old curriculum. *Merdeka* curriculum gives more emphasis on group discussions to encourage students to be more engaged, the role of the teacher is a facilitator. The only matter that arises is that *Merdeka* curriculum paid attention to the students' needs since each student has different abilities and performances, and the teachers must provide material based on their needs, particularly those who lacking. In the implementation process, the teachers should give an assessment as the measurement and classification of their performances based on their interests.. But in real practice, the need has not been fully understood and implemented to the fullest by the teachers. But in general, since the students are given the freedom to discuss issues and explore, express their opinion to see their likes and dislikes. They have the responsibility to carry out what their willingness to do and the task given by the teacher. The process has an

impact on student learning outcomes. In MIPA (*Matematika Ilmu Pengetahuan Alam*) subjects (Mathematics, Physics, Chemistry, and Biology) it also has an impact on student learning outcomes as evidenced in increased learning outcomes from before and after the changes were made.

P5 said that this change had an impact on student learning outcomes, he felt the change in the children's literacy and thought that children already knew how to determine their interests. However, P5 emphasized that these changes were not significant, moreover, there was something that made them feel free, that is, they had to go up a grade.

“... as teachers we keep encouraging and directing them to want to learn, but the weakness is that we do not have the flexibility not to teach children. I personally put more emphasis on educating them. Personally, if it's a learning problem, children can learn from anywhere, from anything I Personally, what I put more emphasis on is that it's the education of the child that's what I do, because it's different from teaching and educating, that's a personal view that I feel there has been a change.”

Source: FGD #P5

P6 said the change had a big impact on student learning outcomes.

“Very impactful. First, because the demands of the curriculum must be a minimum standard of completeness. KKM 75. The independent curriculum demands that students are free , independent to do anything. Even though he only enters one day in one semester, he still has to take a remedial exam and there is no term for failing to grade, not completing... ”. P6 seems to have no choice because even though it doesn't take the class the value is still in accordance with the KKM.”

Source: FGD #P6

P7 supported the statements of P5 and P6 that the changes have an impact but students tend to ignore learning since they know that they would go to a higher level without having to study hard. Besides, P8 gave her views on student learning outcomes and the implementation of the independent curriculum

“If I see it, from an individual point of view it could be there, but maybe it's not very visible because students are currently studying during Covid and I'm surprised by the abilities of students now compared to students before Covid, they tend to take a long time to adjust , maybe that's the reason. The impact is there, if you focus on each individual, when students who are faster can be given instructions by independent learning in class, for example by adding material.”

Source: FGD #P7

In short, all participants said this curriculum change had an impact on student learning outcomes but these results were not significant, teachers still found that many students interpreted freedom in this curriculum in contrast to the purpose of curriculum changes, in which in one case, children tended to ignore lessons in class because of their assumption that they study diligently or not, they will get the same opportunity as those who are diligent to move to a higher class because this new curriculum requires teachers to pass all students by giving standard grades.

4.1.8 The Teacher Perceptions Regarding the Impact of the Change on Student Teaching and Learning Activity.

P4 said that the change in curriculum greatly impacted the learning and teaching activities of students. At the school where the participants have been teaching now, two curricula are being implemented, the 2013 curriculum and *Merdeka Belajar*, the *Merdeka Belajar* curriculum for the grades of tenth, eleventh, and twelfth. The negative impact of the implementation of the current curriculum when the project is being implemented. Yet the curriculum was implemented, and teachers and students were confused. Since the 20% percentage is for learning outside the classroom, the teachers for grades eleventh to twelfth think that the tenth graders are playing outside, even though they are making projects. The grade 10 and grade 11 teachers once blamed each

other. Many think the tenth graders are being played by teachers teaching the eleventh and twelfth graders.

P3 explained that the new curriculum had an impact on learning activities. One of the impacts was that students carried out local wisdom like visiting weaving centers and for the democracy theme, students were directed to the village office to see the atmosphere of the general election. For an entrepreneurial project, they were given the opportunity to cook food. Overall, the current curriculum encourages students to be creative and independent. P2 said that since the project was implemented, there are some students who have been keen to practice outside and maximize their time to study the environment.

“I think there is an impact. In the *Merdeka* curriculum, it focuses more on students who explore themselves and are not sufficient with the facilities available at school. So that students, particularly grade 10, are allowed to use gadgets for learning at school. And the impact is that many students take advantage of this opportunity during learning. For example, when I instruct to bring HP, other classes also follow. Finally, when learning is empty in class, they use it to play games, particularly for students who are not instructed to bring cell-phones.”

Source: FGD #P3

P5 said that in the new curriculum, he said that he does not have the flexibility to educate and teach the children freely. He hopes that his students would get world knowledge from the contents made and searched, also he has the freedom to teach the attitude"... The current curriculum seems to focus more on the materials, and the teachers are demanded not to be hard on students which is opposite from the old curriculum. Moreover, students should not be scolded even though the students have done bad deeds, the teachers are demanded to ask them about their problems politely.

The thing that should be fixed is that the students interpret the term “freedom” in good ways.

P6 perceived that the implementation of *Merdeka Belajar* curriculum has been verily easier and does not have a lot of material to teach, yet the children are less interested in learning, they prefer to sleep and prefer to play games because taking the cell phones in the current curriculum it is permitted and required. To facilitate the students, the school has internet installed. In the current curriculum, all assignments and tests must be completed using gadgets, freedom to use gadgets during project hours. It is permissible for students to bring gadgets so that it is easy to find material, easy in the process of learning, and communication between teachers and students smoothly in both directions, students and teachers are the same, but in rural areas, in general, the problem is that they use cell phones not to look for the materials, but instead abused.

P7 elaborated that the curriculum change had an impact on teaching and learning activities and confirmed that the teaching-learning process in the new curriculum has been more exciting. “...more enjoyable now since the students are the executors and teachers are the movers...”. It is not required that learning material must be completed. P8 responded that this curriculum change had quite an impact on teaching and learning activities. In the learning process, well-performed students can be utilized to assist their peers who still have less ability. That would decrease the teacher's burden.

The curriculum change from the 2013 curriculum to the *Merdeka* curriculum has had an impact on teaching and learning activities negatively and positively. In the learning process in this curriculum, all students are required to use learning tools such as gadgets, but the teachers do not fully provide supervision so students use these

gadgets for other bad things such as playing games. However, the positive side is that the *Projek Profil Pancasila* designed by the ministry gives a new color to learning activities, students not only learn theory in class but the ministry designs learning to be more exciting and fun by giving freedom to all students to improve their creativity and experiences in the community. Several participants mentioned that the projects that had been implemented were local wisdom, the voice of democracy, and entrepreneurship.

4.2. Discussion

The curriculum change in senior high schools has occurred in several areas: content, textbooks, and administration, as a result, those have an impact on the student learning outcomes and teaching and learning activities. In general, the main materials are simplified with the aim that teachers and students are free to explore, as well as administration because in the previous curriculum, many teachers complained about the complexity of administration. The three fields above have an effect on the lack of professional development given to teachers and the lack of communication between policymakers (ministry) and education actors (teachers).

Professional Development. All participants agreed that the training and seminars offered by the ministry were insufficient and unbeneficial. The results of the FGDs found that the training was mostly carried out online, not offline which resulted in the teachers being reluctant, so lacked competency. This finding is supported by some literature; Suyanto (2017) reported that training with low meeting intensity did not provide teachers with an understanding of how to implement the new curriculum; Uzlah & Suryana (2022) said that teachers were asked to be professional and visionary but they lacked professional training and development which was impactful for their preparation of the teaching and learning process. Wedell & Gressik (2018) indicated

teachers were informed about the reasons for changes and materials but they did not have good assistance to adapt in practice to be more consistent with the goals of the changes which teachers felt confused about what to do with the many sources of knowledge in the context of developing the curriculum implemented in their schools; Harris & Graham (2019) say that changes designed by ministries to improve student academic outcomes are limited by the abilities of teachers; Patekur et al (2022) found that webinar training had not sufficiently increased their ability to support curriculum implementation; Mustofa & Mariati (2022) found that in implementing the new curriculum, the majority of teachers have limited theoretical and practical understanding so they have difficulties implementing the *Merdeka* curriculum, implementing independent learning at school and in the classroom and developing appropriate methods to be applied in the learning process, in finally, they felt confused.

Communication. The majority of participants said that they were not asked for their views before the changes were made. They only followed directions from their superiors and the ministry directly so that their voices regarding their conditions in the field were not heard directly by the ministry. There is some literature that supports this statement; Jacob & Frid (1997) say that there is no teacher involvement in decision-making; Wedell & Gressik (2018) curriculum changes have an impact on a lack of communication and consultation between parties working at the central and regional levels which results in plans for implementing changes without taking into account the existing cultural and material realities.

Content and Textbook. All participants reported that the material or content in the new curriculum was interesting, fewer, and simpler than the old curriculum. However, one of the participants said that the material that had to be taught was not in sync with the

textbook. As in the case of Physics, Chemistry, and Biology teachers saying that they only have one textbook, the textbook mostly contains instructions so teachers have to look for other sources to complete incomplete material, they even say that reuse the books used in the 2013 curriculum. One participant said books in the 2013 curriculum were more interesting because they were still familiar with the curriculum. The material taught in grade 11 in the 2013 curriculum turns out to be in the new curriculum in grade 10 and sometimes also in grade 12. That's what makes it difficult for teachers.

Administration. Some participants reported when completing learning administration, the school supervisors provided the option to use administration in the *Merdeka* curriculum or the 2013 curriculum according to the capacity of these teachers. Several other participants said that administration in this curriculum was lighter and simpler than in the previous curriculum. In this administration, many terms have multiple interpretations such as the terms; RPP (*Rencana Pelaksanaan Pembelajaran/lesson plan*) become Modul Ajar, Silabus becomes ATP (*Alur Tujuan Pembelajaran/ plot of learning objectives*), KKM (*Kriteria Ketuntasan Minimal/ minimum completeness criteria*) become KKTP (*Kriteria Ketercapaian Tujuan Pembelajaran/ learning objectives achievement criteria*). Those look fine but confused the teachers.

The impact on student learning outcomes. The novel finding in this study is that the participants perceive that the curriculum change has an impact on student learning outcomes. In the results of the analysis of the physics, chemistry, biology, mathematics, and history report cards conducted by the researcher it was found that their learning outcomes increased more because the teacher had enough time to check the development of each individual student because the curriculum demanded to do that which they did not only learn things related to theory (intra-curricular) but also practical

learning (co-curricular). In a study conducted by Suryabrata (2012) & Nasreen & Naz (2013), they found that learning outcomes are influenced by internal and external factors. Internal factors include physiological factors. Within these factors, there are intelligence, motivation to develop, and cognitive abilities while external factors are factors that are influenced by the environment and instrumental environmental factors the role of the teacher, curriculum, and learning models applied in the learning process and society. In this curriculum, students are given the freedom to access resources using gadgets or mobile devices, compared to previously students were not allowed to bring mobile devices including gadgets. However, the researcher agreed with what was reported by the participants that it would be distractions that had quite a negative impact on their learning process such as accessing something that was not too important, which requires proper management and supervision to handle those issues.

The impact on teaching and learning activity. Another novel finding that was discovered by the researcher was that the curriculum change had an impact on teaching and learning activities. This teaching and learning activity is influenced by new rules from the government on intra-curricular and co-curricular percentages. During the observation, the researcher checked to make sure the teacher used the current curriculum administrative such as syllabus, lesson plan so-called *Modul Ajar* (MODAR), and assessment documents. The researcher observed the classroom environment, teacher enactment, the way teachers teach and evaluate students, the way teachers evaluate students, and the students' enactment during teaching and learning activities (See appendix 3 & 4). In the results of observations made by the researcher in the classroom, the students learned actively and the students who had good abilities were given the opportunity by the teacher to help their peers. Moreover, the teacher

engaged with students to make sure the students understand the materials taught to them. But the researcher did not see any differentiated learning model treatment done by the teacher during the learning process as instructed by the current curriculum.

Several participants reported that teaching and learning activities had an impact on the existence of the Pancasila Profile Project. In this project, students have the opportunity to study important themes or issues by taking real action in the field to strengthen their practical abilities. The strengthening project encourages students to contribute and make an impact on the surrounding environment. In order to be able to solve problems in the real world, students must be prepared with experience, knowledge, and competencies that are in accordance with the needs of the times.

According to Mursidawati (2023), this project is expected to develop various 21st-century skills which include aspects of critical thinking, creativity, cooperation, and problem-solving. Developments in technology and information, globalization, and demands for economic and social progress have driven changes in the needs and demands of the world of work. Students are also given the opportunity to develop skills necessary in a social, cultural, and economic setting. The participants said they carried out a strengthening project with three of the seven themes suggested by this curriculum, namely local wisdom, the voice of democracy, and entrepreneurship.

Local wisdom, known as local genius, is a cultural identity, a national cultural identity/personality that causes the nation to be able to absorb and process foreign culture according to its own character and abilities (Ayatrohaedi (1986) in Mentari). The existence of this project brings students closer to the values and culture of the area where they live. Local wisdom is formed as a cultural advantage of the local community

and geographical conditions in a broad sense. Local wisdom is a cultural product of the past that should be continuously used as a basis for life. The good thing is, the researcher found that this local wisdom project had already been implemented by the school, the students were involved in learning weaving directly by the teachers according to the narrative of P3 participants. This project will still adhere to Pancasila values.

The *Voice of democracy*, through the democracy project, students are given the opportunity to learn to take part in decision-making/consensus. The form of deliberation to reach a consensus is part of the basic democratic process that students must use to practice before taking part in broader democratic practices.

Entrepreneurship, through this project, students gain the ability to identify economic potential and business opportunities at the local and regional levels. problems that exist in developing the potential and developing the business, as well as its relation to environmental, social, and community welfare aspects. They also learn about entrepreneurial values, the importance of innovation, and developing sustainable businesses (Mursidawati, 2023).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Teachers' perceptions regarding curriculum changes varied, some said that changes did not need to be made because the intensity of changes was frequent enough to make teachers confused, but there were several teachers who gave the view that changes needed to be made because the conditions of the times had changed, these changes followed the changing times. According to some experiences of teachers, even though the ministry provides pre-service and in-service training to increase the capacity of teachers in successful curriculum implementation, it turns out that it is not optimal, particularly in increasing the capabilities of teachers in mapping children's abilities and how to provide appropriate treatments according to their level of ability. , for teachers, it is not easy. Some teachers are concerned that changes to the curriculum will result in reduced teaching hours for teachers.

In the current curriculum, there is a change in teaching hours for teachers, where teaching hours in some subjects are reduced. It is feared that the implementation of the Independent Curriculum, which reduces the workload of teachers, will affect the receipt of certification allowances. This is because Article 35 of the Teacher and Lecturer Law states that the minimum workload for teachers is 24 hours of lessons in one week. This rule is one of the conditions for certification teachers to receive *Tunjangan Profesi Guru* (TPG/ Teacher Professional Allowance). On the other hand, teachers are of the opinion that this new curriculum is like a breath of fresh air because the administrative system is simpler and less complex than the previous curriculum, so teachers can focus their

attention on how to improve teaching quality. The material or content design in this curriculum is shorter and the time allocation provided is quite a lot, while in the previous curriculum, the material provided was quite a lot but the time allocation provided was limited.

Based on the statements issued by the participants, it turned out that the content or material after the changes was out of sync between the syllabus given and the material which looks simple but in the field requires other resources to complete the material which is still lacking, particularly in subjects such as Physics, Chemistry and Biology. These three subjects are put together in one book like the Science book at the junior high school level. In addition, there are some of the same materials that are taught at all levels, this condition makes the teachers confused.

In implementing this new curriculum, based on participants' narratives before making changes the ministry did not make observations and question opinions and ensure their conditions in the field by distributing online surveys. There was one participant in the FGD who said he had been asked to fill out a survey questioning their opinion on the change, but it was not clear. They assume that it is the principal's responsibility to them.

All participants said that this curriculum change had an impact on student learning outcomes but these results were not significant which study or not, they will still get the same opportunity as those who are diligent to go to a higher class because this new curriculum requires teachers to provide a standard passing grade. This is required because the decision not to raise grades will have a negative impact on students, based on the results of the 2018 PISA Survey that repeating the same lesson

for one year does not make students have academic abilities that are on par with their classmates and even tend to be lower and staying class has an impact on students' economies making them more vulnerable to dropping out of school. This polemic encourages teachers to be more creative in designing teaching methods.

The curriculum change from the 2013 curriculum to the independent curriculum has had an impact on teaching and learning activities negatively and positively. In the learning process in this curriculum, all students are required to use learning tools such as gadgets, but the teachers do not fully provide supervision so students use these gadgets for other negative activities such as playing games. But the positive side is that the *Pancasila* Profile Project designed by the ministry gives a new color to learning activities, students not only learn theory in class but the ministry designs learning to be more exciting and fun by giving freedom to all students to be creative and seek experiences in society. Several participants mentioned that the projects that had been implemented were local wisdom, the voice of democracy, and entrepreneurship.

5.2 Suggestions and Recommendations

Seeing the participants' perceptions of the *Merdeka Belajar* Curriculum, the researcher obtained important findings that need to be informed to the teachers, researchers, schools, other educational institutions, and ministry that it turns out that curriculum changes have had an impact on the students learning outcomes and teaching and learning activities and definitely there are still many things that need to find solutions so that teachers as one of the core actors in implementing the curriculum provide their best abilities for improving the quality of education.

For the teachers, in implementing the curriculum, they must also actively participate in seeking information regarding updates regarding administration, changes, or support so that they do not only rely on their superiors. Apart from that, they also have to get used to taking online training, not just relying on offline training. For teachers, in implementing the curriculum, they must also actively participate in seeking information regarding updates regarding administration, changes, or support so that they do not only rely on their superiors. Apart from that, they also have to get used to taking online training, not just relying on offline training.

For the schools, principals and vice principals of curriculum schools who play an important role in facilitating teachers must remind a lot of the importance of offline and online training, these superiors need to evaluate the training received by teachers. For the researchers, this research was conducted in schools that are currently implementing the latest curriculum for one year, there are many deficiencies, especially the preparation of teachers regarding curriculum changes, besides that, research is only carried out in driving schools in rural areas. Therefore, researchers must ensure that the new curriculum has been implemented for more than two years, and the need for research to be conducted in urban areas to find out how the perceptions of teachers compare regarding curriculum changes.

In implementing the new curriculum, the ministries need to listen to the voices of teachers who teach in villages to find out conditions on the ground so that curriculum makers and public policymakers have an accurate picture or profile of the condition of teachers, what challenges they face, and what they need.

The ministry needs to increase the provision of professional development both pre-service training and in-service training which aims to increase teacher capacity, especially in differentiation, expertise in mapping student abilities, and providing appropriate actions to deal with students who have different abilities. Based on the narrative of the female participants, they hoped that the ministry would emphasize offline not online training, they agreed that online training also did not provide maximum understanding

In-service training for teachers needs to be maximized, especially in project lessons. The capacity of teachers is still lacking because those responsible for the project have different formal educational backgrounds and professional education. This project is very important to increase creativity, leadership skills, teamwork, and being able to respond to the needs of the surrounding students. The percentage of 20% for this project, if maximized, will have a significant impact on student learning outcomes, particularly the practices.

In addition, the ministry must ensure that the rules contained in several decrees are in accordance with those on the ground. Several participants said that their lesson hours had decreased since this curriculum change affected teacher well-being or hinder teacher career opportunities. It is feared that the implementation of the Independent Curriculum, which reduces the workload of teachers, will have an impact on receiving certification allowances. This is because Article 35 of the Teacher and Lecturer Law states that the teacher's workload is a minimum of 24 hours of lessons in one week. This regulation is one of the requirements for teacher certification to receive the *Tunjangan Profesi Guru* (TPG/Teacher Professional Allowance).

Finally, the ministry must clarify and provide the right solution, for teachers regarding little content or material, which turns out they need other resources to complement the material they think is still lacking, perhaps by providing good learning resources for teachers and students to find material in addition to the *Merdeka Mengajar* platform which has been launched by the ministry.

REFERENCES

- Alhamuddin, A. (2014). Sejarah kurikulum di Indonesia (studi analisis kebijakan pengembangan kurikulum). *Nur El-Islam*, 1(2), 48-58. <https://www.neliti.com/publications/226468/sejarah-kurikulum-di-indonesia-studi-analisis-kebijakan-pengembangan-kurikulum#cite>
- Alsubaie, M. A. (2016). Curriculum development: teacher involvement in curriculum development. *Journal of Education and Practice*, 7(9), 106-107. <https://eric.ed.gov/?id=EJ1095725>
- Alwan, F. H. (2006). *An analysis of English language teachers' perceptions of curriculum change in the United Arab Emirate*. [Doctoral dissertation, University of Exeter].
- Ananda, A. P., & Hudaidah. (2021). Perkembangan kurikulum pendidikan Indonesia dari masa ke masa. *Jurnal Pendidikan Sejarah dan Kajian Sejarah*, 3(2), 102-108. <https://doi.org/https://doi.org/10.31540/sindang.v3i2.1192>
- Battersby, M. (1999). So, what's a learning outcome anyway?. A document resume. Retrived 11 Feb 2023 from <https://eric.ed.gov/?id=ED430611>
- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi:10.3316/qrj0902027>
- Braun, V., & Clarke, V. (2022) *Thematic Analysis: Practical Guide*. Los Angeles: SAGE Publications
- Campbell, E. (2012). Teacher agency in curriculum contexts. *Curriculum Inquiry*, 42(2), 183-190. <https://doi.org/10.1111/j.1467-873X.2012.00593.x>
- Chiu, MS. (2016) The challenge of learning physics before mathematics: a case study of curriculum change in taiwan. *Res Sci Educ* 46, 767-786 . <https://doi.org/10.1007/s11165-015-9479-5>
- Clark, Keriffe R (2022). "Education for sustainable development, curriculum reform and implications for teacher education in a small island developing state" discourse and communication for sustainable education, vol.13, no.1, pp.145-153. <https://doi.org/10.2478/dcse-2022-0011>
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge.
- Collishaw, R. (2022). Decolonising the curriculum: A Canadian perspective. *Agora*, 57(3), 36-38. <https://search.informit.org/doi/10.3316/informit.684271568922455>
- Creswell, J.W., & Creswell J.D. (2012) *Research design fifth edition: qualitative, quantitative and mixed methods approaches*. United Kingdom: SAGE Publications, Inc

- Danish, H.B. (2007). *Education for peace: the pedagogy of civilization*. In: Bekerman, Z., McGlynn, C. (eds) *Addressing ethnic conflict through peace education*. Palgrave Macmillan, New York. https://doi.org/10.1057/9780230603585_11
- Dewantara, P. M. (2020). Curriculum changes in Indonesia: Teacher constraints and students of prospective teachers' readiness in the implementation of thematic learning at low grade primary school. *Ilkogretim Online, Elementary Education Online*, 2020; 19 (2): pp. 1047-1060 doi: <https://10.17051/ilkonline.2020.696686>
- Elwanti, S. (2012). *The impact from the implementation of the new curriculum for technical and vocational school in Indonesia* (Doctoral dissertation, Universiti Tun Hussein Onn Malaysia).
- Enright, E. A., Toledo, W., Drum, S., & Brown, S. (2022). Collaborative elementary civics curriculum development to support teacher learning to enact culturally sustaining practices. *The Journal of Social Studies Research*, 46(1), 69–83. <https://doi.org/10.1016/j.jssr.2021.11.007>
- Evans, Norman. (2005). *Curriculum change in secondary schools, 1957–2004: An educational roundabout*. New York: Routledge
- Fry, H., Katteridge, S., & Marshall, S. (2012). *A handbook for teaching & learning in higher education second edition*. United States: Kogan Page Limited
- Gay, L. R., Mills, G.E., & Airasian, P. (2012). *In educational research competencies for analysis and applications*. Columbia: Pearson.
- Gleeson, J., Klenowski, V., & Looney, A (2020) Curriculum change in Australia and Ireland: a comparative study of recent reforms. *Journal of Curriculum Studies* 2020, Vol. 52, No. 4, 478–497. Routledge: Taylor & Francis Group, <https://doi.org/10.1080/00220272.2019.1704064>.
- Hadiasnyah, R. R., Pradhana, R. Y., & Mustiningsih, M. (2020). Dinamika perubahan kurikulum di indonesia. in *seminar nasional arah manajemen sekolah pada masa dan pasca pandemi covid-19*. <http://conference.um.ac.id/index.php/apfip/article/view/424>
- Harris, R., & Graham, S. (2019). Engaging with curriculum reform: Insight from English history teachers` willingness to support curriculum change. Routledge: Taylor & Francis Group.
- Hedgcock, J. S. (2002). Toward a socioliterate approach to second language teacher education. *The Modern Language Journal*, 86(3), 299-317. <https://doi.org/10.1111/1540-4781.00151>
- Holliday, A. R. (2001). *Doing and Writing Qualitative Research*. London: Sage.
- Indonesian Ministry of Education and Culture, 2019, 2022
- Ingebjörg Mellegård & Karin Dahlberg Pettersen (2016) Teachers' response to curriculum change: balancing external and internal change forces, *Teacher Development*, 20:2, 181-196, DOI: <https://10.1080/13664530.2016.1143871>
- Insani, F. D. (2019). Sejarah perkembangan kurikulum di Indonesia sejak awal kemerdekaan hingga saat ini. *As-Salam: Jurnal Studi Hukum Islam & Pendidikan*, 8(1), 43-64. <https://doi.org/10.51226/assalam.v8i1.132>

- Israel, M., & Hay, I. (2006). *Research Ethics for Social Scientist*. London: Sage Publications
- Jacob, R., & Frid, S. (March 24-28, 1997). Curriculum change: what do teachers and students really think? Paper presented at the annual meeting of the American educational research association (ERIC Document Reproduction Service No. ED409 275) <https://eric.ed.gov/?id=ED409275>
- Kamus Besar Bahasa Indonesia, 2023*
- Keputusan kepala badan standar, kurikulum, dan asesmen pendidikan kementerian pendidikan, kebudayaan, riset, dan teknologi nomor 008/h/kr/2022 tentang capaian pembelajaran pada pendidikan anak usia dini, jenjang pendidikan dasar, dan jenjang pendidikan menengah pada kurikulum merdeka
- Kosassy, S. O. (2017). Analisis konsep dan implementasi kurikulum 2013. Pelita bangsa pelestari Pancasila. *E-Jurnal Unri* 12(1), 78-89. <https://pbpp.ejournal.unri.ac.id/index.php/JPB/article/view/4683/4445>
- Ladson-Billings, G. (1994). What we can learn from multicultural education research. *Educational leadership*, 51(8), 22-26. <https://eric.ed.gov/?id=EJ508261>
- Lincoln., & Guba (2013). *The Constructivist Credo*. California: Left Coast Press
- Lundeberg, M. A., & Levin, B. B. (2003). Prompting the development of pre-service teachers' beliefs through cases, action research, problem-based learning, and technology. *Teacher beliefs and classroom performance: The impact of teacher education*, 6, 23-42.
- Mahajan, M., & Singh, M. K. S. (2017). Importance and benefits of learning outcomes. *IOSR Journal of Humanities and Social Science*, 22(03), 65-67. DOI: <https://10.9790/0837-2203056567>
- Iramdan & Manurung, L. (2019). Sejarah kurikulum di indonesia. *Jurnal Ilmiah Wahana Pendidikan*, 5(2), 88-95. Retrieved from <http://jurnal.peneliti.net/index.php/JIWP/article/view/98>
- Maykut, P. & Morehouse, R. (2001). *Beginning qualitative research: a philosophical guide*. London: Routledge.
- Mellegard, I., & Pettersen, K.D. (2014) Teachers' response to curriculum change: balancing external and internal change forces. <https://doi.org/10.1080/13664530.2016.1143871>
- Menter., & Hulme (2013) *Developing the teacher – or not? in reinventing the curriculum new trends in curriculum policy and practice*. New York: Bloomsbury
- Mentari, G. (2021). Kearifan Lokal pada Perwujudan Tathagata di Candi Borobudur. Titian: *Jurnal Ilmu Humaniora*, 5(1), 59-78. <https://online-journal.unja.ac.id/titian/article/view/12185>
- Muhammedi, M. (2016). Perubahan kurikulum di Indonesia: studi kritis tentang upaya menemukan kurikulum pendidikan Islam yang ideal. *Jurnal Raudhah*, 4(1). DOI: <http://dx.doi.org/10.30829/raudhah.v4i1.61>
- Mukminin, A., Habibi, A., Prasojo, L D., Idi, A., Hamidah., & Afreni. (2019) *Curriculum reform in Indonesia: moving from an exclusive to inclusive curriculum*. Slovenia: University of Ljubljana

- Munandar, A. (2018, March). Kurikulum sebagai jantung pendidikan. in *prosiding seminar nasional pendidik dan pengembang pendidikan indonesia* (pp. 52-51). *E-Jurnal Mandala Nursa*
<https://ejournal.mandalanursa.org/index.php/Semnna/article/view/298>
- Mursidawati, M. (2023). Projek penguatan profil pelajar pancasila (p-5) pada kurikulum merdeka jenjang SMA Madani: *Jurnal Ilmiah Multidisiplin*, 1(4). <https://doi.org/10.29103/majim.v1i5.170>
- Mustaghfiroh, S. (2020). Konsep “ merdeka belajar ” perspektif aliran progresivisme. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 141–147.
<https://doi.org/10.30605/Jsgp.3.1.2020.248>
- Mustofa, M., & Mariati, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Dasar: Dari Teori ke Praktis. Indonesia Berdaya. *Journal of Community Engagement* 4(1), 13-18. <https://doi.org/10.47679/ib.2023371>
- Nasreen, A & Naz, A. (2013). A study of factors effecting academic achievement of of prospective teachers. *Journal of Social Science for Policy Implications* 1(1); June 2013 pp. 23-31. <http://www.aripd.org/jsspi>
- O'Connor Bones, U., Worden, E. A., Bates, J., & Gstrein, V. (2020). Lessons learned from 10 years of citizenship education in Northern Ireland: A critical analysis of curriculum change. *Curriculum Journal*, 31(3),479-494. <https://doi.org/10.1002/curj.2>
- Parrish, A. (2020) Curriculum change in modern foreign languages education in England: barriers and possibilities. Routledge: Taylor & Francis Group. *The Language Learning Journal* 2020, Vol. 48, No. 5, 534–554
<https://doi.org/10.1080/09571736.2018.1557733>
- Patekur, P., Wulandari, T. S. H., & Panggabean, C. I. T. (2022). The teachers’ perception and attitude on curriculum changes in indonesia toward high school biology learning in lamongan regency. *International Journal of Education Research and Development*, 2(1), 1-10.
- Poulton, P. (2020). Teacher agency in curriculum reform: The role of assessment in enabling and constraining primary teachers’ agency. *Curriculum Perspectives*, 40(1), 35-48. <https://doi.org/10.1007/s41297-020-00100-w>
- Priestley M, Biesta GJJ & Robinson S (2013) Teachers as agents of change: teacher agency and emerging models of curriculum. In: Priestley M, Biesta GJJ (ed.). *Reinventing the curriculum: new trends in curriculum policy and practice*, London: Bloomsbury Academic, pp. 187-206.
- Priestley, M., Biesta, G.J.J., Philippou, S. & Robinson, S. (2015). The teacher and the curriculum: exploring teacher agency. In D. Wyse, L. Hayward & J. Pandya (Eds.), *The SAGE Handbook of curriculum, pedagogy and assessment*. London: SAGE Publications Ltd
- Pujiono, S. (2014). Kesiapan guru bahasa Indonesia SMP dalam implementasi Kurikulum 2013. *Litera*, 13(2). <http://dx.doi.org/10.21831/ltr.v13i2.2579>
- Putri, R (2013) Pengaruh kebijakan perubahan kurikulum terhadap pembelajaran di sekolah. Universitas Negeri Padang
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi kurikulum merdeka belajar di sekolah

- penggerak. *Jurnal basicedu*, 6(4), 6313-6319. doi: <https://dx.doi.org/10.31004/basicedu.v6i4.3237>
- Rahimi, M., & Alavi, J (2017) The role of teaching experience in language teachers' perceptions of a top-down curriculum change. Routledge: Taylor & Francis Group. *The Curriculum Journal*, 2017 Vol. 28, No. 4, 479–503 <https://doi.org/10.1080/09585176.2017.1344134>
- Ria, N. S. (2021). Teaching during covid-19 pandemic: what should educators do to save nations'educational crisis?. *Lectio: Journal of Language and Language Teaching*, 1(1), 29-40.
- Richard, J. (2001) Curriculum development in language teaching. United Kingdom: Cambridge University Press.
- Rossmann, G. B., & Rallis, S. F. (2003). Learning in the field: and introduction to qualitative research. Sage Publications. *Thousand Oaks, California, USA*.
- Robson, C. (2002). Real world research: a resource for social scientists and practitioner researchers. Oxford: Blackwell Publishing.
- Schwandt, T. A. (2001). Dictionary of qualitative inquiry. thousand oaks, California: Sage Publications.
- Setiawati, F. (2022). Dampak kebijakan perubahan kurikulum terhadap pembelajaran di sekolah. *NIZĀMUL'ILMI : Jurnal Manajemen Pendidikan Islam*, 7(1), 1-17. <https://doi.org/10.1042/nizamulilmi.v7i1.124>
- Susilawati, N. (2021). Merdeka belajar dan kampus merdeka dalam pandangan filsafat pendidikan humanisme. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 2(3), 203-219. <https://doi.org/10.24036/sikola.v2i3.108>
- Sinambela, P. N. (2017). Kurikulum 2013 dan implementasinya dalam pembelajaran. *Generasi Kampus*, 6(2). Retrived from <https://jurnal.unimed.ac.id/2012/index.php/gk/article/view/7085/6067>
- Sleeter, C. (2012). Developing teacher epistemological sophistication about multicultural curriculum: a case study. in educational research competencies for analysis and applications. Columbia: Pearson.
- Soleman, N. (2020). Dinamika perkembangan kurikulum di Indonesia. *Foramadiahi: Jurnal Kajian Pendidikan dan Keislaman*, 12(1), 1-14. <http://dx.doi.org/10.46339/foramadiahi.v12i1.228>
- Solichin, M. M. (2006). Belajar dan mengajar dalam pandangan Al-Ghazali. *TADRIS: Jurnal Pendidikan Islam*, Vol 6 No.1. <https://doi.org/10.19105/tjpi.v1i2.202>
- Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022). Konsep dan implementasi kurikulum mbkm (merdeka belajar kampus merdeka). *Reslaj: Religion Education Social Laa Roiba Journal*, 4(1), 34-41.
- Soto, S.T. (2015) An Analysis of Curriculum Development. *Theory and practice in language studies*, Vol. 5, No. 6, pp. 1129-1139, June 2015 DOI: <http://dx.doi.org/10.17507/tpls.0506.02>
- Suyanto, S (2017) A reflection on the implementation of a new curriculum in Indonesia: A Crucial Problem on School Readiness. AIP Conf. Proc. 1868, 100008-1–100008-9; <https://doi.org/10.1063/1.4995218>

- Suhandi, A. W., & Robi`ah (2022) Guru dan tantangan kurikulum baru: analisis peran guru dalam kebijakan kurikulum baru. *Jurnal Basicedu. Research & Learning in Elementary Education*. Volume 6 Nomor 4 Tahun 2022 Halaman 5936 – 5945 <https://doi.org/10.31004/basicedu.v6i4.3172>
- Suryabrata, S. (2012) *Psikologi pendidikan*. Jakarta: Raja Grafindo Persada.(Rajawali Press).
- Tronsmo, E (2019) *Investigating teachers' work with multiple knowledge resources in local curriculum development*. Routledge: Taylor & Francis Group.
- University of South Carolina (2010). 7 things about learning outcomes. Retrieved from <http://www.sc.edu/cte/learningoutcomes/>
- Uzlah, U., & Suryana, D. (2022). Kompetensi guru PAUD mengimplementasikan kurikulum 2013. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 3921-3930. <https://doi.org/10.31004/obsesi.v6i5.2177>
- Yasir, S. Y., Hamidah, H., & Anggia, P. D. (2021). Penerapan Kurikulum 2013 Pada Masa Pandemi Covid-19 Di SMP IT Ad-Durrah Medan. *Ilmuna: Jurnal Studi Pendidikan Agama Islam*, 3(1), 14-28. <https://doi.org/10.54437/ilmuna.v3i1.189>
- Wahyuni, F. (2015). Kurikulum dari masa ke masa (telaah atas pentahapan kurikulum pendidikan di Indonesia). *Al-Adabiya: Jurnal Kebudayaan dan Keagamaan*, 10(2), 231-242. <http://ejournal.kopertais4.or.id/mataraman/index.php/alabadiyah/article/view/2792>
- Wedell, M., & Grassick, L (2018) *International Perspectives on Teachers Living with Curriculum Change*. London: Palgrave Macmillan.
- Wong, Y.L. (2021). Curriculum making as design activity. In: Green, B., Roberts, P., Brennan, M. (eds) *Curriculum challenges and opportunities in a changing world. curriculum studies worldwide*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-61667-0_9

APPENDICES

Appendix 1 The Instrument (English Version)

This instrument is adopted from Rahimi & Alavi (2017) instrument on their paper on “Teacher Perception of a Top-Down Curriculum Change”.

Theme 1. The old curriculum and change in general

- (1) Do you believe that curriculum change was necessary in Indonesia? What are your reasons?
- (2) Mention the major problems of the old curriculum.

Theme 2. The new curriculum

- (1) Do you think the new curriculum has been developed based on scientific underpinnings? Which parts are not?
- (2) How do you evaluate the new curriculum, the syllabus, and the course books? Are they attractive enough for teachers and students?
- (3) What are your suggestions to improve the change?

Theme 3. Teacher role in change

- (1) Do you think your situation and needs were included in this change?
- (2) Has the ministry asked for your opinion regarding the new curriculum? Are you interested in helping the ministry?

Theme 4. The Ministry’s support of change

- (1) Does the ministry help you to empower yourself regarding teaching effectiveness?
- (2) What are your main problems with the new curriculum? Does the ministry know that? Do they care about your problems?
- (3) Do you think in-service courses are effective enough?

Theme 5. Student Learning Outcomes

- (1) Is there any impact of curriculum change on the student learning outcomes? Could you please tell what is that?
- (2) What is the curriculum change on the student learning outcomes?

Theme 6. Teaching and Learning Activities

- (1) Is there any impact of curriculum change on teaching and learning activities? Could you explain that?
- (2) What is the impact of curriculum change on teaching and learning activities?

Appendix 2 The Research Instrument (Bahasa Indonesia version)

Instrumen ini diadopsi dari instrumen Rahimi & Alavi (2017) pada makalah mereka tentang “Persepsi Guru tentang Perubahan Kurikulum Top-Down”.

Tema 1. Kurikulum lama dan perubahan secara umum

- (1) Apakah menurut Anda perubahan kurikulum diperlukan di Indonesia? Apa alasan Anda?
- (2) Sebutkan masalah utama kurikulum lama.

Tema 2. Kurikulum baru

- (1) Apakah menurut Anda kurikulum baru telah dikembangkan berdasarkan landasan ilmiah? Bagian mana yang bukan merupakan landasan ilmiah?
- (2) Bagaimana Anda mengevaluasi kurikulum baru, silabus, dan buku ajar? Apakah mereka cukup menarik bagi guru dan siswa?
- (3) Apa saran Anda untuk meningkatkan perubahan?

Tema 3. Peran Guru dalam Perubahan

- (1) Menurut Anda, apakah situasi dan kebutuhan Anda sesuai dengan perubahan ini?
- (2) Apakah kementerian sudah meminta pendapat Anda tentang kurikulum baru? Apakah Anda tertarik untuk membantu kementerian?

Tema 4. Dukungan Kementerian terhadap perubahan

- (1) Apakah pelatihan yang disediakan kementerian dapat meningkatkan keefektifan mengajar?
- (2) Apa masalah utama dengan kurikulum baru bagi Anda? Apakah kementerian mengetahui itu? Apakah mereka peduli dengan masalah Anda?
- (3) Apakah menurut Anda pelatihan selama perubahan cukup efektif?

Tema 5. Hasil Belajar Siswa

- (1) Apakah ada dampak perubahan kurikulum terhadap hasil belajar siswa? Bisakah Anda memberi tahu apa itu?

(2) Bagaimana pengaruh perubahan kurikulum terhadap hasil belajar siswa?

Tema 6. Kegiatan Belajar Mengajar

(1) Apakah ada dampak perubahan kurikulum terhadap kegiatan belajar mengajar? Bisakah Anda menjelaskannya?

(2) Bagaimana dampak perubahan kurikulum terhadap kegiatan belajar mengajar?

Appendix 3 Observation Template (English Version)

The researcher did have an opportunity to observe a class from only one teacher.

Here is the result of the observation:

No	Observed aspects	Description Results Observation
A	Learning documents	
	1. <i>Merdeka Belajar</i> Curriculum	The teacher had applied <i>Merdeka Belajar</i> curriculum from the documents he used.
	2. Syllabus	The syllabus what so-called as <i>Alur Tujuan Pembelajaran</i> / flow of learning objectives was brought to the classroom also designed based on the <i>Merdeka Belajar</i> curriculum which is six pages and simpler compared the 2013 curriculum. The syllabus consists of learning objectives, themes/topics (content), classes/smt, competency of estimated number of jp, Pancasila student profiles (p3), approaches/models/methods, school potential related topics
	3. Lesson Plan	I observed from the <i>Modul Ajar</i> (lesson plan) designed was consisting of general information, core competence and appendices (pictures). In the general information consists of information about the courses, core competence consists of learning objectives, meaningful understanding, trigger questions, learning preparation, learning activities, assessment, enrichment & remedial, teacher reflection, reflection for learners. The last appendices consists of pictures of the related-materials.
	4. Assessment document	The learning assessment what-so-called as <i>daftar nilai</i> was also taken into classroom. But I didn't see he used this to asses the students engagement during teaching and learning process.
B	Teaching and Learning Process	
	1. Classroom environment	Before starting a class, the teacher was assisted by a female assistant to switch on the LCD projector, after all was ready, the teacher actively presented the materials to students, he presented by using LCD projector and black board. During teaching and learning process, I found two students had some questions to the materials presented. The material presented was <i>Terjadinya Pelaku Menyimpang dan Sikap-sikap Anti-Sosial</i> / The occurrence of deviant actors and Anti-Social Attitudes.
	2. Teacher enactment	The teacher actively questioned about the students understanding about the materials by asking the students

		one by one randomly during the class.
	3.The way of teachers teaching	I observed from the process that the way of teacher taught still the same as the previous curriculum, which is teacher-centered learning. No differentiated learning applied as the <i>Merdeka Belajar</i> curriculum conception and design.
	4. The way of teachers evaluating students	I observed that the teacher did not evaluate the students during the class
	5.Students enactment during teaching and learning activities	I found the students engaged during the teacher presentation and some students had questions, the question were related to the juvenile acts happening in Lombok island. Since the teacher-centered-learning applied, I did not see the enactment was critical and creative as suggested by <i>Merdeka Belajar</i> curriculum

Appendix 4 Observation Template (Bahasa Indonesia Version)

Templat Observasi

No	Aspek yang diamati	Deskripsi Hasil Pengamatan
A	Perangkat Pembelajaran	
	1. Kurikulum Merdeka Belajar	Guru telah menerapkan kurikulum Merdeka Belajar dari dokumen-dokumen yang digunakannya.
	2. Silabus	Guru membawa silabus yang disebut dengan Alur Tujuan Pembelajaran dirancang berdasarkan kurikulum Merdeka Belajar yang enam halaman dan lebih sederhana dibandingkan kurikulum 2013. Silabus terdiri dari tujuan pembelajaran, tema/topik (isi), kelas/smt, kompetensi perkiraan jumlah jp, Profil Pelajar Pancasila (P3), pendekatan/model/metode, topik terkait potensi sekolah
	3. Modul Ajar (MODAR)	Saya mengamati dari Modul Ajar (RPP) yang dirancang terdiri dari informasi umum, kompetensi inti dan lampiran (gambar). Pada informasi umum terdiri dari informasi tentang mata kuliah, kompetensi inti terdiri dari tujuan pembelajaran, pemahaman makna, pertanyaan pemicu, persiapan pembelajaran, kegiatan pembelajaran, penilaian, pengayaan & remedial, refleksi guru, refleksi untuk peserta didik. Lampiran terakhir terdiri dari gambar-gambar dari materi terkait.
	4. Dokumen Daftar Nilai	Penilaian pembelajaran atau yang disebut daftar nilai juga dibawa ke dalam kelas. Tapi saya tidak melihat dia menggunakan ini untuk menilai keterlibatan siswa selama proses belajar mengajar
B	Proses Pembelajaran	
	1. Suasana ruangan kelas	Sebelum memulai pembelajaran, guru dibantu oleh asisten wanita untuk menyalakan LCD proyektor, setelah semua siap, guru aktif mempresentasikan materi kepada siswa, beliau mempresentasikan dengan menggunakan LCD proyektor dan papan tulis. Selama proses belajar mengajar, saya menemukan dua siswa memiliki beberapa pertanyaan terhadap materi yang disajikan. Materi yang disampaikan adalah “Terjadinya Pelaku Pelanggaran dan Sikap-Sikap Anti Sosial”
	2. Keaktifan guru	Guru secara aktif menanyakan pemahaman siswa tentang materi dengan menanyakan kepada siswa satu per satu secara acak selama di kelas.
	3. Cara guru	Saya mengamati dari prosesnya bahwa cara mengajar guru

memotivasi dan mengevaluasi siswa	masih sama dengan kurikulum sebelumnya, yaitu pembelajaran yang berpusat pada guru. Tidak ada perbedaan pembelajaran yang diterapkan sebagai konsepsi dan desain kurikulum Merdeka Belajar.
4. Cara guru mengevaluasi proses pembelajaran	Saya mengamati dari prosesnya bahwa cara mengajar guru masih sama dengan kurikulum sebelumnya, yaitu pembelajaran yang berpusat pada guru. Tidak ada perbedaan pembelajaran yang diterapkan sebagai konsepsi dan desain kurikulum Merdeka Belajar.
5. Keaktifan Siswa selama kegiatan belajar mengajar (KBM)	Saya menemukan para siswa terlibat selama presentasi guru dan beberapa siswa mengajukan pertanyaan, pertanyaan tersebut terkait dengan tindakan menyimpang remaja yang terjadi di pulau Lombok. Karena guru menerapkan <i>teacher-centered learning</i> , saya tidak melihat penerapannya kritis dan kreatif seperti yang disarankan oleh kurikulum Merdeka Belajar.

Appendix 5 Bahasa Indonesia Transcription

Assalamualaikum Warahamatullah Wabarkatuh. Terima kasih atas waktunya Bapak Ibu Guru dalam perbuancaran ini FGD. Pertama ijin saya memperkenalkan diri, saya Mashur, saya mahasiswa magister di Universitas Islam Internasional Indonesia. Saat ini sedang melakukan penelitian mengenai bagaimana persepsi guru Mengenai perubahan kurikulum dan dampaknya terhadap hasil belajar dan kegiatan belajar Belajar mengajar di kelas, untuk diketahui semua informasi tentang participant itu akan dirahasiakan Jadi jangan merasa risih.

Bapak Ibu Apakah menurut anda, Bapak Ibu, perubahan berkulum diperlukan di Indonesia? Apa alasan Bapak Ibu?

P1: Saya kira tidak perlu karena kurikulum yang lama belum terlalu kami lihat dampaknya yang signifikan dan sekarang sudah berubah lagi kurikulumnya. Dan kalau ditanya kurikulum sekarang bagaimana hasilnya, sepertinya belum kelihatan hasilnya, karena baru satu tahun berjalan menggunakan kurikulum baru ini. Jadi belum kelihatan hasilnya dibandingkan dengan kurikulum yang lama. Dan sekarang kami belum terlalu paham juga dengan kurikulum yang baru ini terutama dalam penyusunan segala macamnya termasuk administrasi sehingga kami mengajar lebih nyaman rasanya dengan menggunakan curriculum tersebut

P2: Kalau saya tidak pernah memperhatikan di curriculum itu, yang terpenting diproses belajarnya, meskipun ada perubahan, tetap yang akan dipentingkan adalah proses belajar dan strateginya, dan tidak terlalu memperhatikan perubahan tersebut yang terpenting bagaimana kita mengembangkan potensi siswa di kelas

P3: Ya, saya cuma bisa menerapkan itu metode belajarnya aja apa melihat yang isi, dan materi apa saya terapkan, saya kira sama saja kurikulum 2013 itu juga berpusat ke siswa pembelajarannya, begitu juga dengan kurikulum merdeka berpusat ke siswa bukan pembelajaran konvensional dan untuk kurikulum merdeka, apara siswa juga seharusnya merdeka dalam mengembangkan dirinya tapi terbalik karena mungkin kami baru mengenai kurikulum ini disini sehingga belum maksimal kami lakukan untuk membimbing siswa supaya betul-betul menggali diri mereka

P4: Saya mungkin berbeda pendapat dengan yang lainnya. Kalau saya, karena kurikulum bersifat dinamis, jadi kurikulum itu perlu berubah. Dinamis itu dalam arti kita harus mengetahui bagaimana keadaan zaman. Jadi zaman sekarang tidak sama dengan zaman yang dulu waktu kita sekolah SMA. Jadi mau tidak mau, perlakuan untuk siswa itu harus menyesuaikan dengan kondisi zamannya. Kurikulum itu berubah sesuai dengan kondisi. Nah ada pun perlakuan yang diterapkan dalam kurikulum ini dari sebelumnya tidak ada istilah projek. Projek itu merupakan beda antara kurikulum 2013 dan 2000 eh kurikulum merdeka dimana yang kurikulum merdeka ini lebih menekankan kepada karakter jadi itu yang lebih dipentingkan sehingga siswa itu betul-betul diarahkan bagaimana

supaya karakternya itu bisa menyesuaikan dengan kondisi zaman yang mengutamakan pendidikan karakter tapi tidak terpengaruh dengan zaman terutama technology.

Appendix 6 English Transcription

Assalamualaikum Warahamatullah Wabarkatuh

Thank you for your time, teachers, in this discussion. The first time, let me introduce myself, I am Masyhur, I am master's student at Universitas Islam Internasional Indonesia (UIII) and currently conducting research on teacher perceptions regarding curriculum changes and their impact on learning outcomes and teaching and learning activities in class, to note that all information about participants will be kept confidential. So don't feel uncomfortable.

Alright, Teachers, do you think the curriculum changes are needed in Indonesia? What is your reason?

P1: I don't think it's necessary because we haven't really seen a significant impact on the old curriculum and now the curriculum has changed again. And when asked what the results of the current curriculum are, it seems that the results have not been seen, because it has only been one year since using this new curriculum. So the results have not been seen compared to the old curriculum. And now we don't really understand the new curriculum, especially in preparing all kinds of things including administration so that we teach more comfortably using this curriculum.

P2: I've never paid attention to the curriculum, the most important thing is the learning process, even if there are changes, what will still be important is the learning process and strategies, and I don't pay too much attention to these changes, the most important thing is how we develop the potential of students in class

P3: Yes, I can only apply the learning method regardless of the content, and what material I apply, I think the 2013 curriculum is the same as student-centered learning, as well as the independent curriculum centered on students instead of conventional learning and for the curriculum independent, students should also be independent in developing themselves but it's upside down because maybe we are new to this curriculum here so we haven't done our maximum to guide students so they really explore themselves

P4: I may differ from others. For me, because the curriculum is dynamic, so the curriculum needs to change. Dynamic in the sense that we have to know how the conditions of the times. So today's era is not the same as the old days when we were in high school. So like it or not, the treatment of students must adapt to the conditions of the era. The curriculum changes according to conditions. So there is also a treatment that is applied in this curriculum, from before there was no term project. This project is a difference between the 2013 and 2000 curricula especially technology.