

Teachers' Perceptions of The Independent Learning Policy at SMP Negeri 4 Lembang Jaya, Solok Regency

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Abstract: This study examines Teacher Perceptions of the Freedom to Learn Policy, especially regarding the Simplification of Learning Implementation Plans (RPP) at SMP Negeri 4 Lembang Jaya, Solok Regency. The purpose of this study was to find out how the teacher's perception of the Free Learning Policy regarding the Simplification of Learning Implementation Plans (RPP) at SMP Negeri 4 Lembang Jaya, Solok Regency. In this research, there are 3 formulations of the problem, namely what is the teacher's perception of the independent learning policy regarding simplification of lesson plans in SMP Negeri 4 Lembang Jaya, Solok Regency, and what are the obstacles faced by teachers in preparing lesson plans, and what are the solutions to these problems. This type of research is descriptive qualitative research. The results showed that teachers' perceptions of the independent learning policy regarding simplification of lesson plans, namely that the existence of this policy of simplifying lesson plans really helped teachers in terms of administration which did not take much time in preparing lesson plans. Whatever the obstacles in the preparation of lesson plans that will be simplified, namely the lack of socialization and adequate skill abilities by teachers related to writing 1 sheet lesson plans and the different formats in writing lesson plans from the previous curriculum. The solution taken by the school to overcome these obstacles is to hold socialization about writing lesson plans and holding MGMPs every week for each subject teacher.

Keywords: Freedom of Learning, Perception, Simplification of RPP

A. Introduction

The Education Curriculum is constantly undergoing changes and improvements in order to improve the quality and quality of education in a country. In practical terms, the curriculum is a platform where a shared understanding of 'educational ideas' is created, developed and fostered within the academic community. The curriculum provides a discursive and structural framework for negotiation of principles and practices best suited for discipline and community (Annala & Mäkinen, 2017; Barnett et al., 2001). The curriculum is an educational "spirit" that must be evaluated innovatively, dynamically, and periodically in accordance with the times and science and technology, competencies needed by the community and graduate

users. Curriculum changes thus become a necessity. In fact, the rapid development of science and technology no longer allows the world of education to linger with the applicable curriculum “comfort zone” (Suryaman, 2020).

The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, came up with an idea of a curriculum change, namely the independent learning curriculum. (Arviansyah & Shagena, 2022; Daga, 2022; Manalu et al., 2022). The latest curriculum in Indonesia from the Ministry of Education and Culture of Research and Technology is an independent curriculum for education units for primary and secondary levels ranging from elementary to high school or vocational school. Meanwhile, in universities, improvements are made by developing the Merdeka Belajar Kampus Merdeka (MBKM) curriculum as a form of seriousness of the Ministry of Education to continue to improve the quality of education in Indonesia (Suwandi, 2020).

The independent curriculum launched by the government is a form of improvement in the 2013 curriculum. Their curriculum policy was issued during the transitional period of the emergence of the covid-19 pandemic that swept the whole world. In 2020, the government vigorously socialized 4 Episodes in the independent learning policy which became a handle for all stakeholders to provide a fun, happy and meaningful learning experience for all students in each school up to the college level (Hasibuan, 2022; Pawero et al., 2022; Rodin & Pravitasari, 2020). The Minister of Education and Culture conveyed the policy of independent learning curriculum with the main policy consisting of the National Standardized School Examination (USBN), National Examination (UN), simplification of the Learning Implementation Plan (RPP), New Student Admission Regulations (PPDB) Zoning (Kusumawati & Sutisna, 2021; Ningrum, 2022; PS et al., 2020).

One of the policies issued by the Minister of Education is the policy on simplifying the RPP. Schools and teachers are the subject of a policy of simplifying the RPP. Because teachers are directly involved in the creation of the curriculum. A teacher before entering the classroom must compile a lesson plan so that the education tried is more planned and suitable for markers raised (Fitriana et al., 2022; Heryahya et al., 2022; Ndiung & Menggo, 2021). The new policy is linked to the simplification of RPP arrangement has been issued by the minister of learning as stated in Circular Message Number 14 of 2019 concerning Simplification of RPP. The policy says that there are 3 core components that are mandatory in making RPP, namely educational objectives, educational activity steps, and evaluation or assessment. With this policy, teachers want to be easier and given the freedom to make and improve RPP as effectively and efficiently as possible, but always oriented towards the growth of children (Adjam et al., 2022; Bukit & Sarbaini, 2022; Jamjemah et al., 2022).

The readiness of the education unit is something that is considered in implementing this Independent Curriculum. Teachers as implementers of learning activities in schools who must prepare themselves for the implementation of the Merdeka Curriculum sooner or later (Nugraha, 2022). This policy of simplifying the RPP invites various perceptions of teachers. Perception is the point of view of a person

to a certain target, in this study the perception of the teacher profession has a meaning, namely how the view of the teacher profession. Perception is a person's understanding in interpreting something. This commentary aligns with what Kottler informs that makes the assumption a process of sorting, organizing and interpreting data that produces conceptions meaningfully (Sholichah & Pahlevi, 2021; Wijaya Saputra et al., 2022). This perception of teachers is important to support the implementation of a new curriculum that will be implemented for students at all levels of education. In the hope, teachers can describe their perceptions of the policy of an independent curriculum in schools. (Anggila, 2022; Hutabarat et al., 2022; Mulyono, 2022).

One of the focuses of the research is Teacher's prejudices about of the implementation which has been socialized for approximately two years by the ministry of education. Teachers' perceptions of the new curriculum, namely the independent curriculum, are very important to be studied because they have a very important impact on the learning process. Understanding curriculum signification is the first thing teachers should do. This change provides an opportunity for teachers to respond to curriculum changes in a professional manner. This research is important to be carried out with several considerations, namely the teacher's perception of the independent learning curriculum policy about simplifying the learning implementation plan (RPP), Solok Regency is very necessary to ensure that the ministry's policies are in line with the programs of each education unit, especially at the junior high school level.

B. Methods

This research method uses a qualitative descriptive method that aims to describe the findings in detail in accordance with the phenomena that occur, this is in accordance with what is described by (Creswell, 2016) which states qualitative research is research that explores and understands the meaning of a number of individuals or groups of people who come from social problems. At the research stage, a case study was chosen to find out and describe the teacher's perception of the independent learning curriculum policy about simplifying the learning implementation plan (RPP) at SMP Negeri 4 Lembang Jaya, Solok Regency. Perception as described by (Wijaya et al., 2020) explain perception as the process of cogniting and interpreting stimulus sensors according to the way you perceive the world around you. This opinion explains that each individual has a perception according to the background they have. The source of data in this study was 5 teachers of SMP Negeri 4 Lembang Jaya, Solok Regency who were respondents and provided documents to researchers. To answer research questions, three types of data collection methods are used, namely through observation, interviews and document analysis. The documents used are written documents containing important information that supports other data obtained through interviews and observations. At the interview stage, the data obtained is used as a clarification of the data obtained based on observations. The latest data collection using observation aims to determine teachers'

perceptions of the implementation of the independent curriculum directly. The data taken at this stage is in the form of all activities carried out by teachers during the teaching and learning process.

C. Results and Discussion

Based on the research that has been carried out, the results of the research include.

First, Teachers' perception of the independent learning curriculum policy about simplifying the learning implementation plan (RPP) at SMP Negeri 4 Lembang Jaya, Solok Regency. Perception is a person's understanding in interpreting something. (Slameto, 2013) Perception is a process that concerns the entry of messages or information into the human brain. Through human perception continuously establish a relationship with the environment. This relationship is carried out through his senses, namely the senses of sight, listener, touch, taste and smell. Meanwhile, according to Mardiasmo in (Pebrianti & Porwani, 2018). Effectiveness basically relates to the achievement of policy goals or targets (results of use). This opinion aligns with what is conveyed by (Kotler, 2000) What explains perception is the process of how a person selects, organizes and interprets information that creates conceptions meaningfully.

Teachers' perceptions of curriculum changes, namely an independent curriculum, are important to study because of course it has a very important impact on the educational process (Ihsan, 2022; Sundi et al., 2022; Wiguna & Tristaningrat, 2022). Understanding the significance of the curriculum is the first thing a teacher should do. This can provide an opportunity for teachers to respond to curriculum changes in a professional manner. Curriculum change is a stage that is certainly not easy and requires readiness and comprehensive socialization from all parties, for the implementation of a better educational process in the future. Teachers' Perceptions of Independent Learning are related to the Simplification of RPP at SMP Negeri 4 Lembang Jaya, Solok Regency is that teachers are directly involved and responsible with RPP 1 sheet. Teachers in the learning process cannot be separated from RPP because it is one of their administrations. The existence of new policies related to independent learning and simplification of RPP certainly has a big impact on teachers. Teachers share a common perception of curriculum policy.

Based on the results of researchers' interviews with teachers at SMP Negeri 4 Lembang Jaya, Solok Regency, namely Adria Melda, a teacher of Mathematics subjects, expressed her opinion: In my opinion, when compared to the old RPP, this 1-sheet RPP makes it easier for teachers to compile the RPP and understand the RPP. Why is that? Because initially there were 13 components into 3 components. In addition to facilitating costs and manufacturing, this can help teachers understand the content of the lesson plan. In addition, the RPP in this independent curriculum is readable and easy to understand". In addition to teachers in the field of study, the deputy head of curriculum who plays an important role in the curriculum, and the RPP implemented at SMP Negeri 4 Lembang Jaya, Solok Regency, Ratih Kusuma

Dewi has full responsibility related to the implementation of the simplification of the RPP applied at SMP Negeri 4 Lembang Jaya, Solok Regency, this is evidenced by the results of the interview as follows:

Simplification of RPP or RPP 1 sheet can reduce the administrative burden of the teacher. This is very much expected by all teachers. Because so far, teachers have to make RPP sheets and take a long time and tiring. Teachers must complete the administration, on the other hand, teachers are also required to deliver material on time. With this policy of independent curriculum change, it can help teachers to return to their functions. The function of teachers in this independent curriculum is as a facilitator for students. The teacher becomes a bridge for students to achieve learning goals." Based on the results of interviews conducted with the deputy curriculum, it was concluded that this independent curriculum makes it easier for teachers in administration and teachers can carry out their functions as a teacher, namely as facilitators for students. Interviews related to the enactment of the independent learning curriculum were also conducted with the principal, Mr. Nofriadi, S.Pd of SMP Negeri 4 Lembang Jaya, Solok Regency, as the principal who plays an important role in all fields in the school, the principal must of course know the issues of education and the newly issued policies. The new regulations issued in the amendment of the independent curriculum and the policy of the minister of education and culture, one of which is about simplifying the RPP. The following are the results of an interview with the principal of SMP N 4 Lembang Jaya, as follows.

The policy issued by the independent curriculum can be seen from two sides, namely the positive and negative sides. We discuss the downside first or the drawback is, teachers still do not understand the learning model because there is still a lack of training or socialization related to learning in the independent curriculum. In addition, teachers are also still confused about conducting assessments in student reports. This may be a new policy. And currently it is only applied to students of class VII. Furthermore, the positive impact of this independent curriculum policy is the simplification of making RPP. The independent curriculum carries a 1-sheet RPP policy. This certainly makes it easier for teachers in administration. Teachers can teach better because their focus or thinking is not divided. RPP 1 sheet also allows teachers to be more productive because there is no need to make RPP that consumes a lot of time like the previous curriculum policy". Based on the perception from Nofriadi above as the head of SMP Negeri 4 Lembang Jaya, Solok Regency, the existence of this policy has been regulated in the Permendikbud in independent learning, teachers must pay attention to those that are efficient, effective, and student-oriented. Efficient, namely the teacher is no longer burdened with those related to the administration of RPP with a large number of pages, effective is that the teacher will return to his main task of teaching in the classroom, and oriented to students, namely the teacher can adapt learning to the conditions needed by students. However, there is still a drawback of this policy, namely the lack of socialization. So that not all teachers can understand the concept of an independent curriculum.

Second, Teacher Obstacles in the Preparation of RPP Simplification at SMP Negeri 4 Lembang Jaya, Solok Regency. The Merdeka Belajar Program is a policy that is considered transformative in the world of education, of course there are various changes that will be felt by teachers. The obstacles faced by teachers in implementing an independent curriculum are not having experience with freedom of learning, limited references, access to learning, time management, and adequate skill abilities. (Insani Miftahul Janah, 2022). Based on research conducted by Eli Sasmita and Darmansyah at SDN 21 Koto Tuo, there are three obstacles for teachers in implementing an independent learning curriculum, namely, limited literacy, technology, and soft skills or competencies, but time management has been carried out effectively in the application of an independent curriculum. (Lestari, 2022).

Based on observations and interviews that have been conducted with informants at SMP Negeri 4 Lembang Jaya, Solok Regency. There are several obstacles faced by teachers related to the independent curriculum policy, especially in simplifying the RPP, namely as follows:

- a. Lack of socialization and adequate skill ability by teachers. The teacher still does not understand how to make it, because the material contained in one book is made into one. This is because there is still a lack of socialization of changes in the independent curriculum. Not all teachers are familiar with the concept of independent learning. The RPP simplification policy issued is focused on three main components, namely learning objectives, learning steps, and learning assessment (assessment).
- b. The format difference in RPP writing from the previous curriculum. The format or version of the RPP based on the circular letter of the Minister of Education and Culture No. 14 of 2019 has several differences when compared to the previous arrangement in permendikbud No. 22 of 2016 concerning Standards for the Primary and Secondary Education Process related to the components contained in the RPP. The format contained RPP 1 sheet becomes simpler. So that the teacher really needs to be able to write down 13 components into 3 core components in writing RPP.

Third, The Teacher's Solution in Preparing the Simplification of Lesson Plans at M SMP Negeri 4 Lembang Jaya, Solok Regency. Curriculum changes actually have great benefits for the continuity of the educational process. Changes will form a dynamic character and keep up with the times. Solutions that can be applied in the face of changes in the independent curriculum are digital literacy, reference explore, access to learning, time management, and adequate skills. (Nurul Jubaedah, 2022).

Based on the obstacles faced by teachers to the independent curriculum policy, the school has found a solution to the obstacles, namely as follows:

- a. The school held a socialization on changes to the independent curriculum. Socialization carried out, for example, holding workshops, MGMP, and other matters related to the discussion of the independent curriculum. This socialization can be carried out periodically. In order to find out the progress of the teachers who are still having difficulty in preparing the 1-sheet RPP.
- b. The deputy head of curriculum groups teachers based on the field of study so that they can exchange information and can design RPP together.

- c. Teachers are also expected to be active in seeking information related to the independent curriculum. Teachers can use the internet to read journals and see seminars or learning models in an independent curriculum.
- d. SMP Negeri 4 Lembang Jaya, Solok Regency provides assistance for teachers so that it can facilitate the learning process.

D. Conclusion

The teacher's assumption of the independent learning policy overrides the simplification of the RPP in the teacher's assumption of the independent learning policy about the simplification of the plan for implementing education (RPP) at SMP Negeri 4 Lembang Jaya, Solok Regency is that the existence of this RPP simplification policy can help some teachers in administrative matters making teachers not spend time in preparing the RPP. RPP is now easier to compile with only 1 sheet so that teachers are more focused on the learning process in this case the teachers try to be creative in creating a cool learning atmosphere so that it can foster the spirit of learning for students starting from the media used in learning, methods used in delivering material, teacher communication with students.

The teacher's obstacle in preparing the RPP simplification at SMP Negeri 4 Lembang Jaya, Solok Regency is the lack of socialization and adequate skill skills. Teachers find it difficult to compile the components which from 13 components are then simplified into 3 core components only this makes the teacher have to think and be creative about how the 3 components must be clear and summarize the other 13 components. In addition, socialization related to information or training in writing RPP 1 sheet is still minimal and the format difference in writing RPP from the previous curriculum. The solution to this obstacle is that the school can hold workshops by inviting resource persons related to writing RPP on the independent learning curriculum. In addition, teachers are grouped by field of study in order to discuss and exchange ideas related to the implementation of learning in the classroom.

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