

Analysis of Teacher's Professionalism in Implementing the Merdeka Curriculum Program at SD Negeri 3 Lembak

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Abstract: A Merdeka curriculum is a curriculum that demands effectiveness in the learning process. For this reason, teachers must have high professionalism to implement a Merdeka curriculum in the learning process. This research aims to describe teacher's professionalism in the learning process. This type of research is descriptive qualitative research. Data collection tools use documentation, interviews, observation, and literature review. The data analysis technique uses qualitative descriptive analysis techniques. The results of the research state that SD Negeri 3 Lembak teachers can implement the Merdeka curriculum well through planning, implementing, and evaluating learning based on the Independent Curriculum. The obstacles faced by teachers include limited school resources, teacher skills, adaptation, and diverse needs, interests, and learning styles. Solutions taken to overcome obstacles include training and professional development for teachers, collaboration between teachers, coaching and mentoring through a strong leadership role to support implementing the Independent Learning Curriculum.

Keywords: Lesson Plan, Merdeka Curriculum, Teacher's Professionalism

A. Introduction

The degree to which students fulfill their learning objectives is one way to gauge their progress in school. Low academic achievement among students is a sign of subpar educational facilities. Indonesia has failed to meet expectations regarding quality and performance. In terms of intellect, morality, spirituality, professionalism, and national competitiveness or competitiveness, national education has not been able to provide outstanding human resources (Utamy et al., 2020). According to Widodo's (2015) research, low learning achievement is one of the factors contributing to Indonesia's poor educational quality. Then, according to a study by Oktriany et al. (2015), high student accomplishment in both academic and extracurricular areas indicates that a school is producing high-quality work. It is clear from the justification above that the primary objective of education is learning attainment. Teachers must perform their duties and obligations with professionalism

if they want to maximize learning achievement. Nonetheless, one of the biggest issues facing education today is a lack of professionalism among teachers. Denim (2012) indicated that one of the hallmarks of the education crisis in Indonesia is that instructors have not been able to exhibit appropriate work performance. This demonstrates that a sufficient level of competency mastery is needed to support teachers' professionalism. The poor quality of education will be impacted if these issues are not resolved.

It is therefore imperative that teacher's professionalism be raised through competency development. The goal of developing teacher's professionalism is to enhance the effectiveness and quality of the work performed by all staff members in the school, including the administrative and instructional staff. Teacher competency standards are related to 1) components of learning management competency and educational insight; 2) academic/vocational competency components according to learning materials; and 3) professional development, according to the Directorate General of Primary and Secondary Education, Department of National Education in Rivayanti et al. (2020). A teacher must possess the following three elements of the teacher competency standards: professional, personal, and social support.

Ten times now, in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013, the Indonesian national curriculum has changed (Insani, 2019). An autonomous curriculum is the one that is being used. The KTSP curriculum, which explicitly outlines several elements, including knowledge, skills, and social and spiritual attitudes, is being replaced by this Merdeka curriculum (Insani, 2019). Educational units have a hurdle in implementing a Merdeka curriculum. The Merdeka curriculum mandates that teachers and students apply their knowledge to the fullest extent possible. Due to their significant impact on the learning process, teachers are required to possess all four competencies and should not minimize them. As a result, numerous issues with the Merdeka curriculum's implementation are discovered. One of the main issues is that the Merdeka curriculum, which emphasizes the use of technology and information in its implementation, is being implemented in schools with inadequate infrastructure.

According to Ariga (2023), schools that use independent curricula tend to base their implementation more heavily on information technology. Technology has a big impact on raising educational standards. This is the main cause of the autonomous curriculum's numerous issues in the majority of schools. A school must have a fully functional infrastructure in light of modern technology. Aside from that, the Merdeka curriculum emphasizes teachers' ability to guide students to be more creative, active, productive, and critical thinkers, which means that many teachers still do not grasp its application (Nadhiroh & Anshori, 2023). To accomplish learning objectives through the implementation of the Merdeka curriculum, teachers must be able to perform their jobs and responsibilities efficiently to overcome the issues

mentioned above. As a result, educators play a significant part in implementing the Merdeka curriculum to raise the standard of instruction in classrooms.

Educators who work closely with students during the learning process. Because the Merdeka curriculum places a strong emphasis on the strategic role that teachers play in determining whether or not students meet the required competency criteria, the teacher is the one who will choose the resources and assessment instruments that will be used in front of the class, as well as the scope and depth of the lesson content. The learning resources for this work consist of a syllabus and a learning implementation plan. Aside from that, teachers can at least make the most of three fundamental classroom management tasks to promote effective and high-quality learning. The following are the main activities: 1) establish a conducive learning environment with warmth and enthusiasm, challenge, variety, flexibility, an emphasis on positive things, and the instillation of self-discipline; 2) arrange the study space about student seating and educational media placements; and 3) oversee teaching and learning activities, including lesson opening and closing, explanation, questioning, and reinforcement skills; 3) use learning media effectively; 4) lead small group discussions; 5) provide variations; and 6) manage individual and small group teaching skills (Wiyani, 2013). The study was conducted at SD Negeri 3 Lembak. Because SD Negeri 3 Lembak implemented a Merdeka curriculum in its instructional design, the researchers selected the school. Aside from that, this school is a state institution, which is advantageous in light of its accomplishments. With its current B accreditation status, SD Negeri 3 Lembak boasts adequate facilities and infrastructure, skilled teaching and non-teaching personnel, and a conveniently located school.

Based on preliminary observations conducted by researchers from March 9–20, 2023, they discovered signs indicating SD Negeri 3 Lembak teachers lacked professionalism in integrating the Merdeka curriculum into the broader learning process. The researcher's observations led to the conclusion that teachers struggled to apply the Merdeka curriculum as a whole because they had been customizing it to fit the learning styles and needs of the students at SD Negeri 3 Lembak. This adaptation could not be applied to the merdeka curriculum because it was prepared as a single package with a syllabus. The learning process must be prepared by teachers in compliance with the prescribed syllabus. The issue that emerges is teachers' restricted usage of the infrastructure and main learning facilities needed for the Merdeka curriculum learning process.

Other than that, there isn't a continuous training program that educators may adhere to, which is why educators haven't been able to implement the Merdeka curriculum in the classroom fully. This is evident from some teachers who have created lesson plans based on an independent curriculum; however, some teachers continue to employ semi-conventional teaching strategies in which the teacher appears to be more involved in the learning process than the students, even though students are

occasionally given the chance to ask and receive questions. According to researchers, this type of learning process is incompatible with the Merdeka curriculum, which emphasizes student-centered learning and instructor facilitation. According to Smith & Ragan (2013), learning is defined as the dissemination of knowledge and activities that help students accomplish particular, predetermined learning objectives. At both the primary and secondary education levels, learning is the focal point of the educational process for both teachers and students (Hewitt, 2008).

Setyosari (2017) claimed that student attention must be the center of attention for learning to take place. Knowledge is viewed as a social construct and learning is student-centered rather than teacher-centered. This can be accomplished through peer contact, cooperative activities, and assessment of learning. Thus, it can be concluded from the findings of the researchers' observations that SD Negeri 3 Lembak's merdeka curriculum implementation is still restricted to the administration of merely learning. Stated differently, SD Negeri 3 Lembak's implementation of the Merdeka curriculum has yet to fully assimilate its constituent elements. This syndrome may arise from a teacher's inability to meet the high standards required for the implementation of independent curriculum-based learning, from a waning passion for teaching, or their subpar performance in their professional roles.

Based on preliminary observations, it is known that SD Negeri 3 Lembak's principal has instructed students to participate in training conducted by the Education Office or elsewhere. Researchers conclude that there has been no improvement in teacher competency as a result of these training sessions because only one or two teachers attended this training session instead of all the teachers. After that, it is anticipated that the representative teacher will be able to inform other educators about the content they have covered. However, things did not work out as planned, and the teachers who attended the program still did not fully understand the content they had studied. As a result, school principal techniques are required to raise the standard of instruction, particularly for instruction that may best use the Merdeka curriculum.

The explanation given above leads one to believe that the teachers at SD Negeri 3 Lembak are still in the dark about how to implement an independent curriculum. In light of this, the author attempts to observe and ascertain the principal's responsibilities to ensure that learning proceeds smoothly and of high quality when the merdeka curriculum is implemented into the teaching and learning process. With the title *Teacher's professionalism in Implementing the Merdeka Curriculum at SD Negeri 3 Lembak*, the author was thus prompted to carry out research.

B. Methods

The study was conducted at SD Negeri 3 Lembak in the Palembang Province's Muara Enim Regency. Qualitative descriptive methodologies are used in this study. According to Moleong (2011), qualitative research involves gathering descriptive data from people through written or spoken words as well as through observable behavior. The method used emphasizes the process of looking for data/information and using it until it is thought to have been used enough to support an interpretation. The data needed for this study is connected to the research object since it is qualitative in character and the data source is made up of three key components: location, actors, and actions that work in concert (Sugiyono, 2011). SD Negeri 3 Lembak is the primary research location any school stakeholders are considered actors in this study, and any activities that are relevant to the research objective are employed as data sources. The following is a description of the data collection methods.

1. Observation

Pranoto (2010) defines observation as the process of employing one's sense of sight to make observations without making inquiries. The process of observation is intricate and involves several biological and psychological mechanisms. Using this method, researchers monitor the principal, instructors, and students of SD Negeri 3 Lembak directly at the location and objects of observation. Researchers in this study recorded all of the information that supported the research data, understood the field conditions, and conducted observations.

2. Interview

According to Moleong (2011), the interview is a conversation with a defined goal. If there are few respondents and the researcher wants to learn more in-depth information from them, both the interviewer and the interviewee do the interview. Based on the research focus, the author of this study spoke with several respondents directly in direct interviews. The attached document shows the interview grid used in this study.

3. Documentation

Sugiyono (2019) defines documentation as the process of compiling data from a range of sources, such as books, archives, records, written numbers, and images that can be utilized to bolster a study.

C. Results and Discussion

1. Teacher's Professionalism in Implementing Merdeka Curriculum Based Learning at SD Negeri 3 Lembak

The research findings indicate that the teachers at SD Negeri 3 Lembak exhibit professionalism in implementing Independent Curriculum-based learning. This is demonstrated by their effective planning, which includes: (1) fostering a strong awareness and understanding of the Independent Learning Curriculum; (2)

establishing a curriculum development team; (3) modifying current lesson plans or creating new ones that align with the curriculum's tenets; (4) establishing a learning environment that supports the Independent Learning Curriculum; (5) promoting students' active engagement in the learning process; (6) offering teachers with training and support; (7) creating a space where teachers and students can innovate and explore topics of interest; (8) involving parents and the community in implementing the independent learning curriculum.

Planning learning based on the Independent Learning Curriculum is the first step in implementing the Merdeka curriculum in the learning process. This involves: (1) identifying the fundamental skills that students will learn; (2) customizing learning plans to fit students' needs, interests, and abilities; (3) creating explicit and quantifiable learning objectives that represent the fundamental skills that students will acquire; and (4) selecting learning strategies that align with both the student's learning styles and the basic competencies being taught. (5) offer a range of educational resources, such as e-books, journals, digital materials, videos, online resources, or interactive materials; (6) choose evaluation strategies that align with the fundamental skills being taught; (7) consider the diversity of the student body when developing the lesson plan; (8) organizing the use of technology as a teaching tool; (9) assessing the implementation of the learning plan and adapting to shifting student requirements or the efficacy of instructional techniques.

Additionally, the following procedures are used to implement Independent Curriculum-based learning: (1) Teachers at SD Negeri 3 Lembak begin instruction by encouraging student participation; (2) Teachers communicate the fundamental skills that will be taught to students; (3) Teachers serve as facilitators; (4) Teachers assist students in acquiring critical thinking, cooperation, communication, and creative thinking abilities through activities that directly involve students; (5) Teachers assist their students' independent learning; (6) Teachers give students access to guides, learning tools, or reference materials to aid in their independent study; (7) Teachers use learning platforms to integrate technology into the classroom; (8) Teachers provide students constructive criticism; (9) Teachers encourage students to reflect on their own learning outcomes, highlighting their strengths and areas for growth; (10) Teachers modify and enhance instruction based on feedback from students and the findings of assessments.

The following actions are taken in the Merdeka Curriculum-based learning evaluation stage. (1) Teachers at SD Negeri 3 Lembak track students' progress and offer helpful criticism through formative assessment throughout instruction; (2) As the last evaluation of a learning session, teachers at SD Negeri 3 Lembak conduct summative assessments; (3) Teachers encourage students to conduct autonomous assessments, in which students evaluate themselves; (3) Student portfolios can be used by teachers as a self-directed curriculum-based evaluation tool; (4) Instructors can include pupils in the group assessment procedure; (5) Instructors utilize genuine

assessments that mirror real-world scenarios and contexts in which competencies are applied; (6) Teachers give students unbiased, open feedback by using precise and thorough evaluation rubrics; (7) Teachers utilize technology in the evaluation process.

The teacher at SD Negeri 3 Lembak falls into the reasonably good category for being able to produce administrative tools for implementing learning and learning assessment, as well as the components of the lesson plan, student's worksheet, and Assessment Instruments. Good! This indicates that the teacher can create instructional materials, but only a portion of them adhere to the guidelines for creating the lesson plan, student's worksheet, and assessment instrument components. Sufficient in the sense that the teacher can merely create instructional materials and does not adhere to the guidelines for creating lesson plan, student's worksheet, and assessment instrument components. Less indicates that the teacher is unable to create instructional materials that adhere to the guidelines for the lesson plan, student's worksheet, and component formulation of the assessment instrument. The way that research data is described indicates that using educators' skills to create learning resources as a whole fall into the sufficient group.

Most of the teachers at SD Negeri 3 Lembak are aware of why learning resources are created. As guidance, a point of reference, and a means of control for the instructor to carry out the teaching process, the teacher stated that the created learning plan was unquestionably extremely helpful in supporting the learning process. It is hoped that the availability of learning tools will allow for the methodical design of learning activities and facilitate teaching. The views of these educators are corroborated by Fathurrohman & Sulistyorini (2012), who argue that the primary purpose of educational technologies is to facilitate teachers' ability to conduct or oversee instructional activities in the classroom. Lesson plans, teaching materials, learning media, assessments, and syllabuses are examples of learning aids created by educators.

2. Barriers to Teacher's Professionalism in Implementing Merdeka Curriculum Based Learning at SD Negeri 3 Lembak

The following factors hinder the professionalism of teachers at SD Negeri 3 Lembak when it comes to managing independent curriculum-based learning: (1) Inadequate school resources; (2) Some teachers find it challenging to abandon traditional teaching methods in favor of a more flexible and actively involved approach; (3) Insufficient teacher skills and competence; (4) Teachers must invest more time and effort in planning and executing flexible and actively involved learning; (5) Students have a variety of needs, interests, and learning styles; (6) A centralized curriculum restricts teachers' creativity and flexibility in creating student-centered learning.

As mentioned by Mulyasa (2011), a lot of teachers cut corners by teaching without planning when they wish to carry out learning activities. Aside from that, it has to do with getting learning resources ready. Educators face challenges in allocating instructional time, creating competency attainment metrics, and selecting instructional strategies. Instructors also encounter issues when utilizing instructional media. Some educators choose not to use technology, including laptops and LCDs, for instructional purposes. Moreover, educators seldom create their educational materials; instead, they often rely on what is provided by the school. This is consistent with Wiyani (2013) assertion that learning media positively affects learning activities; nonetheless, in practice, teachers still don't often use learning media as a tool to enhance learning activities.

A similar message was also expressed by Mupa & Isaac (2015), whose research revealed that teachers mostly used textbooks during the learning process since they did not develop instructional materials for use in learning activities. Naturally, the teacher prepares the assessment tools, such as gathering the questions students will be asked and the assessment standards, when preparing the assessment. In connection with this, some teachers struggle with assessment preparation. Instructors face challenges while evaluating questions and organizing them based on different standards, such as medium, not difficult, and demanding. The teacher is not quite finished with the evaluation preparation; they are still working on examining the items for each question.

Aside from that, after administering exams, teachers hardly ever conduct analyses such as examining the most challenging questions or assessing student learning outcomes by counting the number of students who finished them. This supports the assertion made by Subini (2012) that the majority of teachers do not evaluate the outcomes of the lessons they have taught. When creating evaluations, teachers often struggle with coming up with different kinds of evaluation questions. Some teachers only ever create questions in the form of brief comments and descriptions while gathering question items; they hardly ever create multiple-choice questions. These educators face the same issues as those mentioned by Subini (2012), who claimed that the majority of teachers only create questions that are descriptions or short response questions without any multiple choice options.

3. Solutions to Overcome Barriers to Teacher's Professionalism in Implementing Merdeka Curriculum-Based Learning at SD Negeri 3 Lembak

To overcome obstacles, the following strategies have been used: (1) giving teachers professional development and training to help them better understand the concepts and principles of the Independent Learning Curriculum; (2) expanding access to resources; (3) encouraging collaboration between teachers within and between schools to share ideas, experiences, and best practices in implementing the curriculum; (4) offering support and guidance to teachers who run into problems

with it; (5) involving parents and the community in the process of implementing the curriculum; (6) encouraging greater flexibility and adaptability in learning planning and implementation; and (7) encouraging a strong and supportive leader.

To get beyond the challenges, particularly about maximizing the school principal's leadership role in carrying out supervision activities by creating supervision activities and implementing follow-up measures about the supervision of learning implementation results. Before supervising the teachers, the principal of the school conducts several preliminary investigations. As a result, before putting it into practice, the team made up of the school's principal and two teachers established a schedule of supervisory activities. This is to make sure that everything can go as planned throughout the installation. The programs that are created concerning the activity schedule include a timeline that outlines the steps involved in implementing the plan, the tools required, the objectives to be met, strategies for enhancing instructor effectiveness, and strategies for boosting motivation at work.

The principal of the school intends to provide learning supervision so that teachers can observe the advancements and modifications they make to the teaching and learning process. To determine the extent to which these programs have been realized and which activities require revision because they are not pertinent to be implemented, an evaluation and follow-up assessment of teachers' performance in managing Independent Curriculum-based learning is conducted at the end of the even semester of the current year. In a similar vein, you can recognize obstacles to the oversight process. In addition, the program's evaluation results as well as the outcomes of the supervision's implementation are promptly followed up on to ensure the predetermined goals are met. Because supervising teachers is a part of the principal's responsibilities that must be fulfilled to develop teachers in the teaching and learning process, the principal's assessment of teachers' capacity to manage learning should take precedence over the ongoing teaching and learning process.

The goal of the school principal's supervision is to help teachers become more proficient and skilled in their job performance, according to the findings of the study. Additionally, it supports educators in incorporating creativity into the teaching and learning process to facilitate successful and pleasurable learning experiences for students. It is anticipated that this condition will enhance teachers' performance in the learning environment. As can be seen from the explanation above, the school principal's educational supervision program is focused on providing guidance to teachers on tasks like organizing the use of teaching resources, creating learning resource plans, carrying out lesson plans, and evaluating the learning outcomes of students.

The principal of SD Negeri 3 Lembak then created some assessment instruments that were related to the supervision's implementation. These instruments include: 1) instrument 1 for evaluating the administration of learning tools; 2) instrument 2 for

evaluating RPPs; 3) instrument 3 for evaluating learning implementation; 4) instrument 4 for evaluating learning evaluations; 5) instrument 6 for monitoring; and 6) instrument 1 for evaluating teacher performance. The Merdeka curriculum oversight instrument of the Directorate General of Teachers and Education Personnel, Ministry of Education and Culture of the Republic of Indonesia, was the source of the tool created by the school principal and the team that assisted in 2016. The goal is to enable an impartial and efficient implementation of administrative supervision for teacher learning tools. The school principal's oversight of the management of teacher learning resources is likewise planned to be familial rather than coercive. Before conducting supervision, the administrator calls a meeting and asks teachers for feedback to ensure that the activities go well. This indicates that teachers are not overburdened with the task of evaluating their administration of the instructional materials.

The principal of the school implements monitoring through humanistic tactics, which don't focus on finding errors but rather on genuinely assisting instructors in becoming more productive and laser-focused in their jobs. Class visit approaches, one-on-one conversations, and discussions of issues teachers are having with the execution of teaching and learning are some of the supervision strategies that are frequently employed at SD Negeri 3 Lembak schools. Additionally, the team that supports the supervision activities and the school principal formulate the supervision instruments prepared by the principal. With this tool, class visits are more successful in observing teachers in action because they allow for direct observation of and evaluation of the various elements of learning implementation, such as teaching techniques, resources, and methods, as well as direct observation of how teachers inspire their students, in research.

The principal then presents an assessment based on the findings of the visit, including the highest and lowest scores that have been determined and any remarks that the teacher needs to correct. The evaluation of teachers' capacity to administer learning tools is meant to support them in the following ways, according to Olivia (1976): 1) aiding in lesson planning; 2) aiding in the presentation of learning materials; 3) aiding in the evaluation of learning; 4) aiding in classroom management; 5) aiding in curriculum development; 6) aiding in curriculum evaluation; 7) aiding in self-evaluation; 8) aiding in group collaboration; and 9) supporting teachers through in-service programs.

Three main concepts are included in the definition of supervision of the administration of teacher learning devices, according to Alfonso and Neville (in the Directorate of Educational Personnel, Directorate General of Education Quality Assurance and Educational Personnel, Department of National Education, 2008). These are: 1) Supervisory behavior in managing the learning process must directly influence and develop teacher behavior; 2) the supervisor's behavior in assisting teachers in developing their abilities must be professionally designed so that the

start and end times of the development program are clear; 3) the ultimate goal of supervision of the administration of teacher learning tools is so that teachers are increasingly able to facilitate learning for it. The principal's next task is to oversee the teacher's student assessment procedures (learning evaluation supervision) following the principal's class visit and receipt of the assessment findings.

The administrative supervision of teacher learning tools is preceded by the principal preparing a learning evaluation assessment instrument. This learning evaluation supervision activity is essentially the same as the prior assessment activity. The principal evaluates whether the teacher establishes and decides the minimum standard criteria, whether the teacher plans to measure learning outcomes, and other factors after the teacher develops the components of the assessment instrument. The teacher sets up the grid, the teacher bases the question instruments on the grid, the teacher creates scoring guidelines, the teacher administers learning outcome assessments, the teacher evaluates the results, the teacher creates a plan of follow-up, the teacher administers remedial and enrichment instruction, and the teacher decides whether to report learning outcomes assessments. The assessment's outcomes take the form of recommendations for areas in which the instructor needs to improve in addition to a score based on the assessment's methodology.

The principal then provides the teacher with the results of the evaluation of the planning, execution, and assessment of teacher learning supervision. The teacher can then review and observe the results right away to determine what the teacher should do to address the identified strengths and weaknesses. Because of this, the principal instructed teachers to schedule a brief meeting to review the findings of the supervision evaluation and to hear directly from SD Negeri 3 Lembak teachers to ensure that the feedback process runs smoothly. Two weeks after the school principal has sent the evaluation results to the relevant teachers, a follow-up meeting is held to discuss the outcomes of the supervision of the administration of teacher learning resources. The principal hopes that by providing teachers with enough time to study the outcomes of the supervision tool, which serves as the principal's assessment, they would be able to promptly address any issues that arise from the supervision.

Research by Rahayu et al. (2022), which claims that driving schools are institutions with a movement-oriented culture that seek to effect change, lends credence to the findings of this study. It is mandatory for driving schools to incorporate the digital school concept into their instructional design. Students are free to export their skills and interests using a Merdeka curriculum. Using an independent curriculum allows teachers to be more creative in their teaching and more aware of the interests, talents, needs, and abilities of their students. As a result, improvements can be noticed in the classroom. Driving schools use the Pancasila student profile as part of their Merdeka curriculum learning process, which strives to generate graduates who are capable and uphold moral principles. It is not as simple as turning your hand to

implement a Merdeka curriculum in driving schools; there are many challenges to face, chief among them being motivating students to desire to make the necessary changes. As the head of the school, the principal needs to be able to motivate, encourage, and drive teachers to want to make changes for the better. In addition, effective collaboration between educators, principals of schools, parents, and other relevant stakeholders is necessary to ensure that the Merdeka curriculum is implemented in driving schools in the best possible way.

Next, according to research by Cholilah et al. (2023), there is consistency and compatibility with the KKNi and Merdeka curricula, as well as respect for the principles of educational technology. As a result, the Independent Curriculum's implementation is primarily focused on enhancing student competency and all related processes that result in the production of graduates of the highest caliber. According to research by Ardianti & Amalia (2022), teachers and school administrators must be open to learning new things to implement a merdeka curriculum. Teachers continue to use the center's teaching modules during the planning phase. With the endeavor to raise the prominence of Pancasila pupils, there are additional elements that need to be taken into account in the Merdeka curriculum. The research's ramifications include the expectation that educators will be able to integrate the merdeka learning curriculum in classrooms by utilizing 21st-century learning paradigms.

D. Conclusion

1. Planning to identify the first steps for implementing the Merdeka curriculum at SD Negeri 3 Lembak; (2) implementing learning based on the Independent Curriculum; and (3) evaluating learning based on the Independent Curriculum are the three ways that teacher's professionalism is implemented in the learning process at SD Negeri 3 Lembak.
2. Teachers face several challenges when implementing Merdeka curriculum-based learning: (1) insufficient funding for the school; (2) some educators are firmly entrenched in traditional methods of instruction and find it challenging to transition to a more flexible and engaged approach; (3) a deficiency in their knowledge and abilities; (4) implementing the Independent Learning Curriculum necessitates more time and effort from educators to plan and carry out flexible and engaged learning; (5) students have a variety of needs, interests, and learning styles; (6) a centralized curriculum restricts teachers' creativity and flexibility when creating student-centered learning.
3. To enhance the abilities and professionalism of teachers, the following actions are taken: (1) giving teachers professional development and training to help them better understand the ideas and concepts of the Independent Learning Curriculum; (2) expanding access to resources; (3) encouraging teachers to collaborate within and between schools to share ideas, experiences, and best practices in implementing the curriculum; (4) offering support and guidance to

teachers who run into problems with it; (5) involving parents and the community in the process of implementing the curriculum; (6) increasing flexibility and adaptability in learning planning and implementation; (7) Encourage a strong and supportive leadership role in supporting the implementation of the Independent Learning Curriculum

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