

Teaching Transformation of Vocational School Teachers at SMK Muhammadiyah 2 Andong under the Merdeka Curriculum

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ABSTRACT

Sumianto, Freedom of teaching and changes in how teachers teach at SMK Muhammadiyah 2 Andong, Boyolali: Faculty of Teacher Training and Education, Ahmad Dahlan University, 2024. This research aims to 1) Analyze learning models, 2) analyze changes in teacher teaching at SMK Muhammadiyah 2 Andong, and 3) analyze what factors influence changes in teacher teaching. The method used in writing this thesis is qualitative with a case study approach; data collection is collected through observation, interviews, notes, and document analysis. The participants involved teachers, the head of the curriculum, and the principal of SMK Muhammadiyah 2 Andong Boyolali. The results of this study show that teachers must develop learning in the classroom to produce high student interest in learning by: 1) Learning model. Project-Based Learning, Problem-Based Learning, Cooperative Learning, and Blended Learning. 2) The theme of teacher teaching change, creative and innovative learning, fun learning (technology-based learning, differentiated learning, discussion, e-educational learning, Learner-centered learning (student needs and interests, active learning, presentations, learning that prioritizes student needs). 3) Factors of change in teacher teaching, Teacher interest in change (Teacher enthusiasm, pride in change, teacher commitment, improving learning quality), Characteristics of the teacher.

Keywords : Merdeka Curriculum, Learning Models, Schools.

INTRODUCTION

The development of technology, especially internet access, has changed how we access and share information. Teachers are now required to have access to extensive online educational resources, including videos, interactive tutorials, and independent platforms. This allows teachers to create a more diverse and engaging learning experience. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), Yaswardi, stated that the vision of Merdeka teaching is to create a collaborative learning ecosystem to improve learning effectiveness and a favorable work climate. In addition, as a follow-up to the independent curriculum, the implementation will be very student-focused and make it easier for teachers to carry out teaching activities. Teachers play an important role in supporting the implementation of a new curriculum that is ready to be implemented for students at all levels of education (Saputra & Hadi, 2022), as stated by Nadiem Anwar Makarim, the independent curriculum is used to catch up with students in Indonesia from other countries.

The education problem in Indonesia generally lies in teachers or educators, namely the problems that arise from teachers whose competence is low because teachers do not want to learn. It is influenced by time, confidence, and indifference to themselves (Zulaiha dkk., 2022). The era of the Industrial Revolution 4.0 is a big challenge for the world of education. Teachers must understand the challenges and strategies in facing this 4.0 Industrial Revolution era to improve the quality of education, according to the research conducted at SMA Negeri 2 Klaten. Interviews were conducted to determine teachers' opinions on the era of the Industrial Revolution 4.0 for the world of education, the level of teacher readiness, and the challenges and strategies teachers carried out to face this era. Based on the interview results, it is known that the significant challenges of teachers are IT mastery, professionalism, learning creativity, time mismatches with learning loads, and the attitude of unwillingness to change from teachers. The strategies taken by teachers to prepare for the Industrial Revolution 4.0 era are to upgrade their abilities, change their mindset, participate in training, innovate learning, and promote literacy skills (Retnaningsih, 2019)

Kurikulum merdeka adalah konsep kurikulum yang diperkenalkan oleh Kementerian Education and Culture of Indonesia in 2021. This concept provides freedom for schools to determine learning materials tailored to students' potential and needs and the environmental context. Implementing the independent curriculum in the planning stage should be done in the classroom and evaluation stages. In independent teaching, the lack of creative and innovative teachers in learning makes teaching and learning activities in the classroom look monotonous, and students become bored (Zuriah dkk., 2016). However, there are efforts to deal with these obstacles, namely, training and developing the competence of teachers and education staff, improving facilities and infrastructure, increasing supervision and monitoring, developing cooperation between education stakeholders, and encouraging participation in the teacher mobilizer program (Wuwur, 2023).

This is evident in schools so far; most teachers still deliver material using the lecture method in front of the class; students take notes and listen when the teacher delivers the material, so students do not understand the material's content and only focus on taking notes and listening. This method is not efficient and effective in implementing teaching and learning (Firdaus dkk., 2021). (Mundaryati, 2022) said that teaching only intends to carry out tasks as a means of releasing obligations and does not think about teaching patterns according to the needs of students. Sometimes, teachers are busy with their affairs, so students are only told to sit neatly, take notes, given assignments, and then collect. After the assignment is collected, it just piles up on the teacher's desk, and it could be that the assignment is not checked until the students ask where the book has not been returned. Moreover, what is very sad is when you meet a teacher who is cool with his cell phone while students are cool with chatting that is not clear after being given an assignment by the teacher. The ability of different student achievements is not maximally achieved, so the way of learning is still like before.

From the various factors mentioned above, the emergence of teacher competency issues, of course, violates the rules of invitation as a teacher, namely in Law Number 14 of 2005 concerning teachers and lecturers, article 10 paragraph (1), teacher competence includes pedagogic competence, personality competence, social competence, and professional competence.

The Ministry of Education and Culture 2022 also states that the independent curriculum has the flexibility to choose suitable and appropriate teaching materials tailored to each individual student's learning needs and interests. This independent curriculum also strengthens the achievement of the Pancasila learner profile, which is developed according to the theme determined by the government.

The Merdeka Mengajar platform was built to support the implementation of the independent curriculum and assist teachers in obtaining references, inspiration, and understanding. This platform is also provided to become a driving friend for teachers and principals in teaching, learning, and working. Every teacher must improve their competence (Priantini dkk., 2022). Besides that, (Prabowo et al., 2021) stated that technological knowledge, especially the use of the Merdeka Mengajar application and the creation of learning media, which is used as content from the platform above, is something that needs to be done so that teachers have the skills needed in teaching and learning activities.

Teachers with low information technology skills experience obstacles such as weak knowledge and ability to operate information technology or applications for learning activities, not maximizing the delivery of material, and lack of communication and socialization with students directly. Thus, the weakness of information technology in teachers can also decrease teacher competence (Baalwi, 2020).

One classic problem that has not been solved so far is related to the quality of teachers, so teachers must develop their abilities as decent and professional practitioners. Teacher competency standards are several indicators that can be used to measure teacher characteristics that are considered professional abilities (Muchlis, 2022). There are still many teachers who have not downloaded or linked their belajar.id account to the Teaching Freedom Platform (PMM) application and have not utilized the Teaching Freedom Platform to the fullest (Arnes dkk., 2023). Regarding research observations made at SMK Muhammadiyah 2 Andong, the "Merdeka Mengajar" curriculum has been running for about two years. However, the way private SMK teachers teach has not changed. The principal conveyed that. Therefore, this research explores "Merdeka Mengajar" and the changes in teachers' teaching are very effective. Because teachers must continuously adapt to better project-based learning methods to improve student learning outcomes, this research hopes teachers can find ways to improve learning models at SMK Muhammadiyah 2 Andong, Boyolali.

Based on the background, some of the main problems that arise related to the implementation of the independent curriculum at SMK Muhammadiyah 2 Andong can be identified as follows: (1) There are still teachers who do not want to learn about independent teaching (2) There are still teachers who are less creative and innovative in learning so that learning in the classroom looks monotonous and students become (3) Lack of understanding of the independent curriculum (4) Not all teachers have received independent teaching training (4) Weak teachers in using information technology.

METHODS

The approach taken in this research is descriptive qualitative. So that the data collected and processed are not in the form of statistical numbers but come from observations, interviews, notes, and other official documentation. Qualitative research aims to describe the empirical reality in the field by paying attention to existing phenomena and then examining them in

detail, in-depth, and thoroughly. This study uses a qualitative approach by matching the applicable theory with the reality and phenomena that occur in the field. Researchers used source triangulation by interviewing teachers, deputy principals for curriculum affairs, and principals to get a complete picture of changes in teaching methods after the Merdeka Mengajar policy.

Qualitative research in this study explores a case in depth, collecting complete information using various data collection procedures based on a predetermined time. This case can be an event, activity, process, and program (Creswell, 2016). The interview procedure in this study was structured using an interview guide that had been prepared based on indicators of the research objectives. Interviews were conducted directly with SMK Muhammadiyah 2 Andong teachers who had implemented the Merdeka Curriculum at a mutually agreed time and place. Each interview session was recorded (with the respondent's permission) to facilitate the data transcription and analysis process and ensure the information's accuracy.

The researcher determined the characteristics of the subjects of this study were 12 teachers, 1 waka curriculum, and 1 principal at SMK Muhammadiyah 2 Andong as a sample. This study focused on the role of teachers in changes in teaching teachers at SMK Muhammadiyah 2 Andong. This research is a form of appreciation for the important role of teachers as educators. This research will provide a deeper understanding of teachers' ability to become professional educators in and outside the classroom. By understanding the role and competence of leadership, the teacher quality development program and the learning process will be better and more structured.

RESULTS AND DISCUSSION

Learning Model

Based on the study results, the teacher's strategy in applying learning models to improve the quality of learning can be concluded as follows: planning the implementation of learning based on project-based learning models, problem-based learning, cooperative learning, and blended learning. Teachers will be better prepared and able to implement the Merdeka Curriculum effectively so that learning in schools can be more relevant, engaging, and responsive to student needs. By what was conveyed (Hanipah, 2023) (Zulaiha dkk., 2023).

Positive discipline in education emphasizes the character-building of learners through a humanist and collaborative approach. Teachers act as facilitators who create a conducive learning environment by involving learners in making class agreements. Effective communication, clear consequences, and integration of religious values are important pillars in building positive discipline. Active, holistic, and proactive learning approaches, such as problem-based, project, collaborative, and flipped learning, encourage learners to become active and independent learners.

Creative and diverse use of technology also enhances the learning experience. Comprehensive assessment strategies allow teachers to integrate learners' development on an ongoing basis. Thus, the positive discipline applied by teachers not only improves academic achievement but also shapes the character of learners who are noble and ready to face future challenges.

Changes in teacher teaching at SMK Muhammadiyah 2 Andong

Based on the results of research on teacher teaching changes made by researchers to increase student interest in learning and in improving the quality of learning at SMK Muhammadiyah 2 Andong, there are three factors of creative and innovative learning themes (problem-based learning, project-based learning), fun learning (technology-based learning, differentiated learning, discussion, e-learning). Learner-centered learning (student needs and interests, interactive learning, presentations, learning that prioritizes student needs). (Lince, 2022; Tibahary & Muliana, 2018) (Lince, 2022; Tibahary & Muliana, 2018)

Factors influencing teacher teaching changes at SMK Muhammadiyah 2 Andong

Based on the results of the study, the factors influencing teacher teaching changes at SMK Muhammadiyah 2 Andong are encouraging students to improve learning actively and creatively in improving the quality of learning at SMK Muhammadiyah 2 Andong four factors of teacher teaching changes, teacher interest in change (teacher enthusiasm, pride in change, teacher commitment, improving learning quality), student characteristics (student needs, student-centered learning, student learning experience). Technological developments (digital devices, independent teaching platforms, challenges of the times, digital devices, learning resources), Support from all parties (Principal, teachers/peers, teacher freedom)

This is reinforced by research (Buntat & Ahamad, 2012) that the factors that influence teacher teaching changes in increasing student learning interest show that the teacher as a motive or instructional involves concrete steps in directing curriculum development, supporting innovation in teaching, and encouraging active student participation.

The importance of teachers as motivators in shaping a creative and innovative learning culture is thus a key point of emphasis. These practices, which involve teacher participation in the decision-making process, align with the literature highlighting the positive role of teacher teaching change in increasing teacher motivation and commitment to change. (Sinaga, 2023) shows that the competencies needed by teachers in the face of change at this time are internet-based learning, instilling the spirit of entrepreneurship, as well as competencies related to culture and having the ability to solve problems, the ability or competence to retrieve information, the ability or competence in creating new patterns/categories in the learning process.

CONCLUSION

Implementing the Merdeka Curriculum at SMK Muhammadiyah 2 Andong has positively changed how teachers teach. Teachers no longer focus on delivering material in one direction but prioritize their role as facilitators who encourage student activeness and independence. Project-based learning models, differentiated learning, and formative assessment are gradually implemented to suit students' needs and potential. These changes indicate increased teachers' pedagogical awareness and openness to a more humanist and contextual learning approach.

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