



The Ability of Pancasila and Civics Education Teachers in Implementing the Independent Learning Curriculum at SMA Negeri 2 Gunungsitoli in the 2022/2023 Academic Year

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Receive: 17/05/2023

Accepted: 17/06/2023

Published: 01/10/2023

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana kemampuan guru ppkn dalam penerapan kurikulum merdeka belajar, kendala yang dihadapi guru ppkn dalam penerapan kurikulum merdeka belajar dan untuk mengetahui upaya yang dilakukan guru ppkn dalam mengatasi kendala penerapan kurikulum merdeka belajar di SMA Negeri 2 Gunungsitoli tahun pelajaran 2022/2023. Penelitian ini menggunakan pendekatan deskriptif dengan metode kualitatif. Adapun tujuan penggunaan pendekatan deskriptif adalah mencari makna yang berawal dari fakta dengan melakukan observasi mencatat semua fakta secara holistik bersifat ilmiah dengan masalah yang diamati. Instrumen penelitian yang digunakan dalam penelitian ini adalah peneliti itu sendiri dengan menggunakan handphone sebagai alat untuk merekam semua pembicaraan, hasil gambar sebagai bukti nyata, dan buku catatan yang berfungsi untuk mencatat percakapan dengan sumber data atau informan. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara dan dokumentasi. Hasil penelitian dan pembahasan disimpulkan bahwa: Pertama, Kemampuan Guru PPKn dalam penerapan Kurikulum Merdeka Belajar di SMA Negeri 2 Gunungsitoli yaitu kemampuan mengelola pembelajaran mandiri, kemampuan menggunakan metode dan strategi pembelajaran yang variatif dan beragam, kemampuan mengidentifikasi minat dan kebutuhan siswa, kemampuan mendampingi dan membimbing peserta didik dan kemampuan mengelola kelas. Kedua Kendala yang dihadapi Guru PPKn dalam penerapan Kurikulum Merdeka Belajar yaitu pemahaman guru dan peserta didik terhadap konsep dan prinsip kurikulum merdeka belajar masih terbatas, sumber daya yang diperlukan masih sangat terbatas dan minim termasuk dalam hal ini bahan ajar seperti buku paket yang belum lengkap, penilaian yang bersifat formatif dan autentik. Ketiga Adapun upaya yang dilakukan Guru PPKn dalam mengatasi kendala yaitu dengan mengikuti berbagai pelatihan, webinar, dan workshop yang diselenggarakan oleh pihak sekolah maupun pemerintah mengenai implementasi kurikulum merdeka belajar, memanfaatkan internet untuk mencari sumber belajar, melakukan evaluasi dan menyesuaikan strategi pembelajaran yang digunakan agar sesuai dengan prinsip kurikulum merdeka belajar.

Kata Kunci: Kemampuan Guru PPKn, Kurikulum Merdeka Belajar

Abstract

This study aims to determine how the ability of ppkn teachers in implementing an independent learning curriculum, the obstacles faced by ppkn teachers in implementing an independent learning curriculum and to find out the efforts made by ppkn teachers in overcoming the obstacles to implementing an independent learning curriculum at SMA Negeri 2 Gunungsitoli in the 2022/2023 academic year. This research uses a descriptive approach with qualitative methods. The purpose of using a descriptive approach is to find meaning starting from facts by making observations recording all facts in a holistic scientific manner with the problems observed. The research instrument used in this research is the researcher himself by using a cellphone as a tool to record all conversations, pictures as real evidence, and a notebook that serves to record conversations with data sources or informants. The data collection techniques used were observation, interviews and documentation. The results of the research and discussion concluded that: First, the ability of Civics Teachers in

implementing the Independent Learning Curriculum at SMA Negeri 2 Gunungitoli is the ability to manage independent learning, the ability to use varied and diverse learning methods and strategies, the ability to identify students' interests and needs, the ability to assist and guide students and the ability to manage classes. Second, the obstacles faced by Civics Teachers in implementing the Merdeka Belajar Curriculum are that teachers and students' understanding of the concepts and principles of the independent learning curriculum is still limited, the necessary resources are still very limited and minimal, including teaching materials such as incomplete textbooks, formative and authentic assessments. Third, the efforts made by Civics Teachers in overcoming obstacles are by participating in various trainings, webinars, and workshops organized by schools and the government regarding the implementation of the independent learning curriculum, utilizing the internet to find learning resources, evaluating and adjusting the learning strategies used to be in accordance with the principles of the independent learning curriculum.

Keywords: Civics Teacher Ability, Learning Merdeka Curriculum

INTRODUCTION

Education is one of the most important factors in determining the quality of human resources and the progress of a nation. The educational process is able to give birth to creative, innovative ideas in the dynamics of the times. According to Law Number 20 of 2003 concerning the National Education System Article 1, Paragraph 1 education is:

"A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society."

Education in Indonesia is closely related to the curriculum where curriculum development is carried out with reference to national education standards to realize national education goals. The curriculum is a tool to achieve educational goals, as well as a guide in the implementation of education. The curriculum can also be said to be the basis of the teaching and learning process. The curriculum was developed with the aim of improving the quality of education because the heart of an education is the curriculum, Siregar et al (in Malikh Siti, et al., 2022: 5913).

National Education System Law No. 20 of 2003 Article 1, Paragraph 19 curriculum is: "A set of plans and arrangements regarding the objectives,

content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain goals".

Without a curriculum an education will look disorganized. The curriculum must be dynamic and constantly evolving to adjust the various developments that occur in the world community and must determine the results as expected. Curriculum development is an instrument to improve the quality of education.

The correct educational policy will appear through the implementation of the curriculum that is applied because "the curriculum is the heart of education" that takes place, Munandar (2017).

In the history of education in Indonesia, the curriculum as one of the components of education has often changed, starting from the 1947 Curriculum, 1952 Curriculum, 1964 Curriculum, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, in 2004 the Competency-Based Curriculum (KBK) was implemented, and in 2006 the Education Unit Level Curriculum (KTSP) was implemented. After the 2006 KTSP Curriculum was enacted, the 2013 Curriculum has now been replaced by the presence of the Merdeka Belajar Curriculum.

Merdeka Belajar Curriculum is the latest curriculum as a result of the Merdeka Belajar Policy breakthrough that has been launched by the Minister of

Education, Nadiem Makarim, with the hope that education in Indonesia has a clear direction and purpose. In addition, education in Indonesia is more advanced, of high quality and in accordance with the expectations of all Indonesian people and in line with what has been mandated by the 1945 Constitution.

The main foundation for the design of the Merdeka Curriculum is the philosophy of Merdeka Belajar, which also underlies other educational policies, as stated in the Ministry of Education and Culture's Strategic Plan 2020-2024 (Permendikbud Number 22 of 2020). The Permendikbud indicates that Merdeka Belajar encourages a paradigm shift, including paradigms related to curriculum and learning.

The Merdeka Belajar curriculum began to be implemented in a limited and gradual manner, starting in the 2022/2023 school year at the primary and secondary education levels. Merdeka Belajar Curriculum covers all types of subjects, one of which is the subject of Civic Education.

Achieving the objectives of the Merdeka Belajar Curriculum is determined by various factors (keys to success). According to Mulyasa (2014: 39), the keys to success, among others, are related to principal leadership, teacher creativity, learner activity, socialization, learning facilities and resources, an academic conducive environment, and school community participation. From the many keys to success that affect the achievement of the Merdeka Belajar Curriculum goals, there are many things that must be prepared for the implementation of the Merdeka Belajar Curriculum. Readiness from various parties, especially teachers, is needed so that the implementation of Merdeka Belajar Curriculum can be carried out properly.

As implementers in the field, teachers are at the forefront of education.

In every curriculum change, of course, it has different characteristics, one of which is how the teacher's role in curriculum development and curriculum implementation. This change will certainly have an impact on the teacher's ability to implement the Merdeka Belajar Curriculum. Teachers deal directly with students in the classroom through the teaching and learning process. It is in the hands of teachers that quality students will be produced, academically proficient, skills, emotional maturity, and moral and spiritual, so that future generations will be ready for the challenges of their times. Therefore, a teacher who has qualifications, abilities or competencies, and high dedication in carrying out his professional duties is needed, Pramesti K.A (2017: 625).

School curriculum implementation activities and teachers are responsible according to the circumstances, potential and the surrounding environment. For this reason, the ability of a teacher plays an important role in the successful implementation of the curriculum, because it is the teacher who will ultimately implement the curriculum in the classroom, Ainun N (2012: 2).

Ability is the authority that a person has to occupy a position in a particular field. It can be said that ability is the authority, power of a person in accordance with his profession or position to be able to carry out, determine, and direct according to certain goals, W.S. Winkel (in Ainun N, 2012: 2).

Therefore, in realizing good learning, teachers who are capable (have competence) are needed. Teachers who have the ability will carry out teaching and learning tasks in class full of enthusiasm and fun, and full of meaning, students always get new things every time they enter the classroom to learn.

Teacher ability is a set of competency mastery that must exist in the teacher in order to realize his performance appropriately and effectively. Because a teacher is not only skilled in teaching, of course, he must also have a good personality and be able to make social adjustment in society, Feralys N.M (2015: 46).

From a national policy perspective, the government has formulated 4 types of teacher abilities as stated in the explanation of government regulation no. 19 of 2005 concerning National Education Standards, namely:

1. Pedagogic competence, namely, the ability to manage students.
2. Personality Competence, namely, the ability of personality.
3. Social Competence, namely, the ability of educators as part of society.
4. Professional Ability, namely, the ability to master learning materials broadly and deeply.

Pedagogical ability which is one of the above abilities is an ability that must be possessed by a teacher, namely the ability to manage student learning, design and implement learning, evaluate learning outcomes and develop students to actualize their various potentials, Oemar Hamalik (2008: 31).

In the teaching-learning process, a teacher has a major role in determining the quality of the teaching he does. Namely providing knowledge (cognitive), attitudes and values (affective) and skills (psychomotor). Therefore, a teacher is required to be able to manage the class, the use of teaching methods, teaching strategies, as well as the attitudes and characteristics of educators in managing an effective teaching and learning process, developing learning well and improving the ability of students to achieve educational goals that must be achieved, Hamid Darmidi (2010: 35-36).

Based on the results of preliminary observations, SMA Negeri 2 Gunungsitoli is one of the schools that has implemented the Independent Learning Curriculum in the new academic year 2022/2023, especially in class X. In the implementation process, it appears that there is still no teacher experience in implementing it. So from this, the researcher is interested in examining more deeply the Civics Teacher's Ability in Implementing the Independent Learning Curriculum at SMA Negeri 2 Gunungsitoli in the 2022/2023 academic year.

METHODS

The approach that will be used by researchers to conduct research is a descriptive approach with qualitative methods. In this research, the types of research used are: interactive (interconnected), participatory (participation) and (understanding the way of life from the views of people involved in it). The research location chosen by the researcher was at SMA Negeri 2 Gunungsitoli. This school is located on Jl. Arah Awa'ai KM. 8.5 Gunungsitoli, Bawadesolo, Gunungsitoli District, Gunungsitoli City.

The data collection techniques used by researchers are observation, interviews, and documentation. To conduct research, the data analysis technique used by researchers is qualitative data analysis, using data analysis of initial observation results or secondary data.

RESULTS AND DISCUSSION

Research Findings

While the researchers were at the research location, namely SMA Negeri 2 Gunungsitoli, the researchers conducted research by collecting data through interviews with Civics teachers, Principals and students of SMA Negeri 2

Gunungsitoli. This interview process uses open interviews, which are interviews conducted by researchers by asking questions that are not limited in their answers.

The research findings obtained by researchers are as follows:

Civics Teacher's Ability in Implementing the Independent Learning Curriculum at SMA Negeri 2 Gunungsitoli in the 2022/2023 Academic Year

Based on the results of interviews conducted by researchers at SMA Negeri 2 Gunungsitoli, the implementation of the independent learning curriculum has been implemented starting in the new academic year 2022/2023 specifically in class X. In implementing this independent learning curriculum, ppkn teachers have several abilities to implement it. As revealed by Mr. Chrisman Harefa, S.Pd (Pancasila and Citizenship Education Teacher), who stated that:

In implementing this independent learning curriculum as a teacher there are several abilities possessed, namely:

- a. the ability to manage independent learning, in independent learning I become a facilitator to students by assisting them in planning, implementing and assessing the results of their learning.
- b. ability to use varied and diverse learning methods and strategies, in learning I use a variety of learning methods such as discussion and debate, collaboration, question and answer as well as project-based and I also vary with learning strategies such as HOTS so that students can think critically through giving several assignments and projects.
- c. ability to identify students' interests and needs, by using various learning methods I observe how the students' learning process and group them into discussion groups to conclude the material that I have conveyed, besides

that I also collaborate with other teachers such as homeroom teachers and counseling teachers to be able to find out the interests and needs of students.

- d. ability to assist and guide students, through the learning process I guide them when they have difficulty in learning and accompany them in the learning process.
- e. ability to manage class and communication skills, as a teacher I plan, implement, control and evaluate learning activities in the classroom and understand students.

The same thing was also expressed by Mrs. Mintaria Gea S.Pd (Head of SMA Negeri 2 Gunungsitoli), that: In implementing this independent learning curriculum, I see that in learning, ppkn teachers provide independent learning to students through assignments or projects and then facilitate students in planning, implementing and evaluating their assignments. besides that, in every learning process teachers use a variety of learning methods and are varied with strategies that can improve student learning outcomes. PPKN teachers also always guide and assist students and help them when they have difficulty in learning by communicating well as an educator. (Interview, Monday, May 29, 2023).

In addition, the abilities possessed by the teacher have also been implemented and implemented in the learning process, which makes teaching and learning activities better and more effective to provide an active and independent role in learning. As expressed by Jessica Irene Sihura (Class X-1), that:

In learning ppkn I am given the opportunity to play an active role in learning activities such as asking questions, expressing opinions, and I also do assignments independently and ppkn teachers always guide and direct. This can

increase my motivation, involvement, and understanding of Pancasila and citizenship lessons. (Interview, Monday, May 29, 2023)

The same thing was also expressed by Adrian Boy Zendrato (Class X-1), that: My experience in the learning process of the methods used by ppkn teachers varies, I was grouped in several discussion groups then I had debates and question and answer sessions with other groups and this was very fun and interesting for me. (Interview, Monday, May 29, 2023).

Also expressed by Cici Paramila Tanjung (Class X-1), that: when I have difficulty in understanding the material explained, the ppkn teacher guides and directs me to be able to understand the material through re-explanation. (Interview, May 29, 2023). The same thing was also expressed by Marfel Zega (Class X-1), that: In learning I can understand the material explained quickly, because ppkn teachers always use a variety of learning media such as posters, projectors, learning videos, textbooks. (Interview, May 29, 2023).

From the statements above, it can be concluded that the ability of Civics teachers in implementing this independent learning curriculum consists of several abilities, namely the ability to manage independent learning, the ability to use varied and diverse learning methods and strategies, the ability to identify student interests and needs, the ability to assist and guide students and the ability to manage classes.

Obstacles faced by Civics Teachers in Implementing the Independent Learning Curriculum at SMA Negeri 2 Gunungsitoli in the 2022/2023 Academic Year.

With the existence of this independent learning curriculum, teachers still encounter obstacles in its implementation. As the results of interviews obtained by researchers from

informants. As revealed by Mr. Chrisman Harefa S.Pd (Pancasila and Citizenship Education Teacher), that:

The obstacles I encounter are limited resources such as teaching materials, especially package books that are still incomplete and minimal, which of course will make it difficult for students to understand the material to be conveyed, inadequate equipment or technology in this case the school computer is still lacking and incomplete.

Furthermore, the obstacles that I also encountered were students who did not respond to what was delivered because this curriculum was still adjusting to the conditions and needs of students, as well as evaluation or assessment that was different from the previous curriculum, in this independent learning curriculum I often conducted the same assessment as the previous curriculum. So these things are an obstacle in its application. (Interview, Saturday, May 27, 2023).

The same thing was also revealed by Mrs. Mintaria Gea, S.Pd. (Head of SMA Negeri 2 Gunungsitoli), that: In implementing the independent learning curriculum, the obstacles faced by teachers are limited understanding and knowledge in understanding the concepts and principles of the independent learning curriculum, as in its application there are still teachers who use the old learning model and are not in accordance with this independent learning curriculum. Teachers still need adjustments in their teaching style and role in the classroom. Additional resources that are still incomplete such as textbooks, online materials, computer equipment, time management and learning materials that teachers still cannot balance, in formative and authentic assessments teachers are still not skilled in designing and implementing their assessments. (Interview, Monday, May 29, 2023).

Furthermore, Marfel Zega (Class X-1) stated that: The obstacle faced is that I still do not understand the concept of learning this independent learning curriculum because the teaching material sources are still limited and not widely available at school. (Interview, Monday, May 29, 2023).

Furthermore, Desna Yati Zendrato (Class X-1) also stated that: The obstacles I face are that the textbooks are still incomplete so that in the learning process we have not fully understood them. In addition, understanding of the independent curriculum is still minimal because this is a new curriculum implemented for us. (Interview, Monday, May 29, 2023).

The same thing was also expressed by Jessica Irene Sihura and Adrian Boy Zendrato (Class X-1), that: The obstacle faced is that my school still has incomplete infrastructure needed for learning such as an inadequate computer lab, textbooks that are still incomplete at school. (Interview, Monday, May 29, 2023)

The obstacles faced are teaching resources and materials that are still inadequate, diverse and limited learning resources. (Interview, Monday, May 29, 2023). Based on the above statement, it can be concluded that the obstacles faced by Civics teachers in implementing an independent learning curriculum are: teachers' and students' understanding of the concepts and principles of the independent learning curriculum is still limited, the resources needed are still very limited and minimal, including in this case teaching materials such as incomplete textbooks, formative and authentic assessments. This is because the independent learning curriculum is a new curriculum that was first implemented.

Civics Teacher's Efforts in Implementing the Independent Learning Curriculum at

SMA Negeri 2 Gunungsitoli for the 2022/2023 Academic Year

Based on the results of interviews conducted by researchers at SMA Negeri 2 Gunungsitoli, the efforts made by Civics teachers to overcome the obstacles to implementing the independent learning curriculum as revealed by Mr. Chrisman Harefa, S.Pd (Teacher of Pancasila and Citizenship Education at SMA Negeri 2 Gunungsitoli), stated that: The efforts I make to overcome the obstacles in implementing this independent learning curriculum are that I increase my understanding and knowledge by attending various trainings or workshops held at school and outside school. Looking for various ppkn teaching materials through the internet, social media and other media, I also collaborate with colleagues to share experiences, knowledge, and resources regarding the independent learning curriculum, I adjust the learning strategies used to be in accordance with the principles of the independent learning curriculum. (Interview, Saturday, May 27, 2023).

The same thing was also expressed by Mrs. Mintaria Gea, S.Pd (Head of SMA Negeri 2 Gunungsitoli), that: The efforts made to overcome these obstacles are that I organize training and debriefing for teachers and students regarding the implementation of the independent learning curriculum delivered by resource persons both from the school and from outside parties such as the education office. I also provide opportunities for teachers to be able to take part in workshops with the theme of the independent learning curriculum, both organized by the city and provincial governments, develop and provide learning materials and resources that are appropriate and needed by teachers in accordance with the independent learning curriculum, increase support and guidance

to teachers by providing a budget to procure the resources needed by teachers in implementing the independent learning curriculum to be complete, I always monitor regularly and gradually in each class when learning takes place. (Interview, Monday, May 29, 2023).

The same thing was also conveyed by Adrian Boy Zendrato (Class X-1) that: The efforts I make are by utilizing sources and teaching materials on the internet and other sources. I always look for materials for lessons delivered by the teacher through the internet and also from other packet book sources that discuss the lessons delivered. (Interview, Monday, May 29, 2023).

From the statement above that there are efforts made to overcome these obstacles including attending training and workshops for all teachers, establishing collaboration and cooperation with fellow colleagues to share information and experiences.

Related to the efforts made in overcoming obstacles was also conveyed by Marfel Zega (Class X-1) who stated that: The efforts I make are to follow the series of lessons given as much as possible and to take part in workshop activities organized by the school regarding the implementation of the independent learning curriculum because by participating in these activities, my knowledge and understanding will increase. (Interview, Monday, May 29, 2023).

The same thing was also conveyed by Jessica Irene Sihura (Class X-1) that: The efforts I make are using the resources available at school and using internet facilities to find out learning concepts and materials. In addition, the school also provides textbooks for us to study even though they are still incomplete. (Interview, Monday, May 29, 2023).

The same thing was also expressed by Cici Paramila Tanjung (Class X-1), that: In overcoming these obstacles, there are efforts made, namely I adjust to the teaching style given and used by the teacher so that I am more active in learning, besides that, the teacher always participates in workshops on the implementation of the independent learning curriculum and other webinar activities. (Interview, Monday, May 29, 2023).

Based on the above statement, it can be concluded that there are efforts made by Civics teachers in overcoming these obstacles by participating in various trainings, webinars, and workshops organized by the school and the government regarding the implementation of the independent learning curriculum, utilizing the internet to find learning resources, evaluating and adjusting the learning strategies used to be in accordance with the principles of the independent learning curriculum.

Discussion

This research was conducted using the method of observation or direct observation, interviews and documentation in the field. The discussion in this study is related to the ability of Civics Teachers in implementing the Merdeka Belajar Curriculum at SMA Negeri 2 Gunungsitoli in the 2022/2023 academic year. To facilitate the reader's understanding, below will be discussed one by one the results of the research that has been carried out.

Civics Teacher's Ability in Implementing the Independent Learning Curriculum at SMA Negeri 2 Gunungsitoli in the 2022/2023 School Year

The implementation of the Independent Learning Curriculum requires the teacher's ability to implement it.

According to Ika Yunita (in Jupitersulifan, 2022) in implementing an independent curriculum, the abilities possessed by teachers include pedagogical abilities, where teachers must master learning theories and principles and be able to develop creative and innovative learning that is relevant to the needs of students. Personality skills, namely the teacher can be an example and role model and also be able to have a positive impact wherever he is, social skills include the teacher's ability to communicate well and effectively with students, fellow colleagues and the community. And professional ability is being able to master the subject matter being taught.

The abilities possessed by Civics teachers in implementing the Merdeka Belajar Curriculum at SMA Negeri 2 Gunungsitoli consist of several abilities, among others:

1. Ability to manage independent learning,

Independent learning is one of the equality education learning strategies carried out individually or in groups outside of face-to-face or tutorial learning. In managing this learning, teachers must be able to facilitate learning by assisting students in planning, implementing, and evaluating their learning, because students have the autonomy to organize and direct their own learning process.

2. Ability to use varied and diverse learning methods and strategies

Variative learning methods are a combination of using several learning methods variably as an effort to improve learning outcomes. In this case, teachers must be able to use various learning methods and strategies that are in accordance with the independent learning curriculum. Then it is necessary to integrate active, collaborative, innovative and project-based learning to increase student engagement and understanding.

3. Ability to identify students' interests and needs

What teachers must do to identify students' interests and needs is by observing. Observation is carried out continuously so that the teacher can find patterns that children often do and easily conclude what potential should be developed in each student. Furthermore, providing insight to students, after identifying then the teacher must provide good motivation to students. Thus, they can design learning that is relevant and interesting for students, and motivate them in the learning process.

4. Ability to assist and guide students

According to Willis (in Nurhasanah et, al. 2021: 36) the teacher as a mentor is to help students who are experiencing difficulties (learning, personal, social), develop students' potential through creative activities in various fields (science, art, culture, sports) in terms of the ability to accompany and guide students, namely in the learning process the teacher can be together with students to provide appropriate guidance to facilitate student understanding and development.

5. Classroom management skills and communication skills

Classroom management skills are the teacher's ability to plan, implement, control and evaluate learning activities in the classroom, by utilizing all learning resources to achieve learning objectives. Teachers manage the class inclusively and support independent learning. Communication skills are an ability in the process of conveying information containing messages, ideas, ideas from one party to another, in this case the teacher must build good communication, both verbal and nonverbal communication. With

good communication skills, it helps build positive relationships with others.

Obstacles faced by Civics Teachers in Implementing the Independent Learning Curriculum at SMA Negeri 2 Gunungsitoli for the 2022/2023 Academic Year

According to the Big Indonesian Dictionary (2008: 667) obstacles are obstacles with conditions that limit, hinder or prevent the achievement of goals. In implementing the independent learning curriculum, of course, it cannot be separated from the various obstacles and obstacles faced by teachers.

Some of the obstacles faced by Civics teachers in implementing the Merdeka Belajar Curriculum at SMA Negeri 2 Gunungsitoli are as follows:

1. Teachers' and learners' understanding is still limited

The independent learning curriculum is a curriculum with diverse intracurricular learning. With this curriculum, learning will be maximized so that students have enough time to explore concepts and strengthen their competencies. However, teachers need time to learn and understand in depth about this independent learning curriculum, as well as students. Teachers need to thoroughly understand the learning objectives, strategies and methods associated with the curriculum. If teachers do not have an adequate understanding this can hinder the implementation of the curriculum properly.

2. Limited resources

A new curriculum often requires the use of different or new resources, such as teaching materials, equipment or technology. Limited resources can be an obstacle in implementing an independent learning curriculum, especially if the school or educational institution does not have an adequate budget to meet these needs.

such as textbooks, teaching materials. The limitation of obtaining references is also one of the obstacles to the implementation of the independent curriculum because it makes teachers overwhelmed to convey learning materials from new references in accordance with the independent curriculum.

3. Formative and authentic assessment.

Formative assessment is a teacher and student activity intended to monitor student learning progress during the learning process. This assessment will provide feedback for improving the learning program, identifying and reducing errors that require improvement. However, for some teachers this requires additional skills in designing and implementing assessments in accordance with the independent learning curriculum approach. So this can be an obstacle for teachers to conduct assessments. This is because the independent learning curriculum is a new curriculum that has differences with the previous curriculum and is being implemented for the first time.

Civics Teacher's Efforts in Implementing the Independent Learning Curriculum at SMA Negeri 2 Gunungsitoli for the 2022/2023 Academic Year

The implementation of the Independent Learning Curriculum at SMA Negeri 2 Gunungsitoli is expected to be a carrier of change in the education system, with the independent curriculum expected to be able to develop students' competencies. This is an advantage in itself, where this curriculum emphasizes the freedom of students. This curriculum also makes it easier for teachers to provide learning to students. On the other hand, the implementation of this independent learning curriculum certainly has obstacles in its implementation, in this case, so that this independent learning curriculum can

be implemented properly, it is necessary to make efforts to overcome obstacles. Some of the efforts made to overcome these obstacles include:

1. Participating in various trainings, webinars and workshops

Before the implementation of the independent learning curriculum, teachers were first equipped with knowledge of the independent learning curriculum through socialization. After implementing the independent learning curriculum, teachers participate in various trainings, workshops, webinars regarding the implementation of the independent learning curriculum. SMA Negeri 2 Gunungsitoli has carried out and provided training to teachers for the implementation of the independent curriculum by presenting resource persons from both the education office and the school. Teachers are also given the opportunity to take part in workshops held outside the school such as workshops at the provincial education office.

2. Utilizing the internet and social media

Currently, the internet has become part of human life to find various new things, with the presence of social media making interaction easier for humans. This can be utilized by everyone to share and seek new knowledge. Likewise at SMA Negeri 2 Gunungsitoli, students always use the internet as a learning resource for them in finding materials, teaching materials, and concepts around the independent learning curriculum. Through social media there is often information about webinars with the theme of this independent learning curriculum, teachers and students always take advantage of this to deepen and improve their understanding of this new curriculum.

3. Conduct monitoring and evaluation

Monitoring and evaluation are used to observe the progress that has been

determined. The head of SMA Negeri 2 Gunungsitoli conducts regular evaluation and monitoring of the implementation of the Merdeka Belajar Curriculum. This helps in identifying obstacles that arise, evaluating the effectiveness of the approaches used, and providing feedback to teachers for further improvement and enhancement.

CONCLUSION

Based on the results of research findings in the field, the researchers can put forward the following conclusions:

1. The ability of Civics Teachers in implementing the Merdeka Belajar Curriculum at SMA Negeri 2 Gunungsitoli is the ability to manage independent learning, the ability to use varied and diverse learning methods and strategies, the ability to identify students' interests and needs, the ability to assist and guide students and the ability to manage classes.
2. The obstacles faced by Civics Teachers in implementing the Independent Learning Curriculum are that the understanding of teachers and students of the concepts and principles of the independent learning curriculum is still limited, the necessary resources are still very limited and minimal, including in this case teaching materials such as incomplete textbooks, formative and authentic assessments. This is because the independent learning curriculum is a new curriculum that was first implemented.
3. The efforts made by Civics Teachers in overcoming obstacles are by attending various trainings, webinars, and workshops organized by the school and government regarding the implementation of the independent learning curriculum, utilizing the internet to find learning resources, evaluating and adjusting the learning

strategies used to be in accordance with the principles of the independent learning curriculum.

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