



Analysis Of Lecturer Readiness Assessment Standards For Semester III PBA Students At UIN Sunan Kalijaga In Implementing The Independent Curriculum

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Abstract

The UIN Sunan Kalijaga Yogyakarta Campus has taken part in a series of activities towards implementing the Curriculum merdeka, namely the Independent Curriculum training in the city of Yogyakarta from 16 October to 13 November 2023. This activity was specifically carried out for the UIN Sunan Kalijaga Yogyakarta Campus. The aim of this research is to analyze teacher readiness in facing the curriculum Merdeka at the UIN Sunan Kalijaga Yogyakarta Campus. This research is a case study research (qualitative). Observation, interviews and documentation are the research methods used in this research mine. The data collection procedure is that data is collected, reduced, conclusions drawn, and tested using angulation. The research results show that: 1) Only a small number of lecturers as a worksheet (Lk) for CP, TP, ATP, and others and teaching modules. But it's not finished yet. 2) The lecturer has not prepared the learning project module, only prepared a worksheet (LK) for students to fill in. 3) For all courses taught in class C, facilities in the form of teaching materials (books) have been provided by the madrasah. Additional facilities in the form of ebooks and other teaching materials are owned and prepared by each lecturer in the Arabic language learning planning course. 4) Only some lecturers plan differentiated learning. 5) Only a small number of lecturers carry out assessments, both cognitive diagnostics and non-cognitive diagnostics. Keywords: Student Readiness, Implementation of the Independent Learning Curriculum, UIN Sunan Kalijaga Yogyakarta.

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Pendahuluan (10%)

The contribution of lecturers in achieving student learning achievement

has a very important role. As stated by Hamalik. (Fahril, F., Nurbiah, N., & Syafi'i, 2023). Lecturers function as facilitators, mentors, environment creators,

communicators, models, innovators, motivators, cognitive agents, and as evaluators. Without being directly related to the role of curriculum and facilities.

However, it cannot be denied that the curriculum also plays a significant role in achieving lecturer learning achievements, because the curriculum acts as an integral part of the learning process. (Martin, Rudi, 2022). Therefore, the curriculum can be interpreted as a law in learning. The curriculum not only regulates learning, but also the administration of the UIN Sunan Kalijaga Yogyakarta campus to the ideals of the UIN Sunan Kalijaga Yogyakarta campus.

The independent curriculum in the industrial era 4.0 and society 5.0 era demands new changes for students, namely that the curriculum is designed to develop data literacy, technological literacy and human literacy with morals based on the understanding and religious beliefs they adhere to. (Mardani, D., Susiawati, I., & Sab'rina Fatima, 2023). There are 9Cs which are the main targets, namely critical thinking, communication, collaboration, computational ability, competition logic, cultural understanding, cultural appreciation, curiosity, caring about oneself and the universe (self for self and planet). Meanwhile, the fact is that education in Indonesia is very underdeveloped. (Silfiyah Khoirotus, 2021). stated that the results of research carried out every 3 years showed that in 2015 Indonesia was ranked in the bottom 10 of 72 countries. This data is taken from the Program for International Student Assessment (PISA) study on reading tests, other subjects and science. Regarding research in the context of carrying out scientific procedures, Indonesia is in 36th position out of 49 countries. This data is based on the results of the Trends in International Mathematics and Science

Study (TIMSS). This shows that Indonesia's literacy, numeracy and lecturers are low. This was made worse after the K13, Emergency and Independence curriculum was implemented, and now the learning outcomes of Semester III PBA lecturers are getting worse. This is because lecturers experience lagging behind (learning loss).

This irony is a hard slap as well as a big PR for the people's top officials in Indonesia to immediately minimize this. Therefore, educational design is needed that adopts the principle of independence in learning. Feeling that education in Indonesia is a confined education, the Merdeka Curriculum is a solution to this problem.

The Merdeka Curriculum is a set of summarized and simplified learning designs that include aspects of material, learning tools and time allocation. This curriculum is a continuation of the emergency curriculum in the current learning period. (Lathif, Muhammad Abdul, 2023). The concept of this new national curriculum is to integrate literacy, intelligence, affective, psychometric and digital competencies. Lecturers are given the widest freedom to maximize their efforts through a series of learning models and methods used. (Mardani, D., Susiawati, I., & Sab'rina Fatima, 2023).

The times are changing so quickly along with the rapid progress of globalization and technology which is influencing higher education. This influence needs to be balanced by increasing the link and match between higher education graduates and the business and industrial world and a future that is experiencing increasingly rapid changes. (Sonjaya, Rasman, 2022). Supporting this, at the beginning of 2020, the Ministry of Education and Culture implemented a new policy in the field of higher education and culture, Independent Learning Campus

(MBKM). This policy reflects Minister of Education and Culture Regulation No. 3 of 2020 Article 15 paragraph 1, learning activities can be carried out both inside and outside the study program with eight activities. (Zaini, 2009).

The MBKM policy provides opportunities for students to gain broader learning experiences and competencies through several learning activities outside their study program, with the hope that in turn this will produce graduates who are ready to win the increasingly complex challenges of life in the 21st century. (Nana Syaodih Sukmadinata, 2022). To make this program a reality, each university is required to make curriculum changes to adapt to the MBKM program and in accordance with the KKNi.

National Higher Education Standards (SN-Dikti), as regulated in Minister of Education and Culture Regulation Number 3 of 2020 Article 1, states that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve higher education goals. The higher education curriculum is an institutional mandate that must always be updated in accordance with developments in needs and science and technology as outlined in learning outcomes. Universities as producers of educated human resources need to measure their graduates, whether the graduates they produce have abilities equivalent to the abilities (learning outcomes) that have been formulated in the Indonesian National Curriculum Qualifications (KKNi) levels.

This curriculum has entered its second year since its release. For this reason, many UIN Sunan Kalijaga Yogyakarta campuses under the auspices

of the ministry of education and culture and UIN Sunan Kalijaga Yogyakarta campuses under the auspices of the ministry of religion are rushing to prepare documents for this curriculum. As the UIN Sunan Kalijaga Yogyakarta campus which is not included as a driving campus of UIN Sunan Kalijaga Yogyakarta, based on the Decree of the Minister of Education and Research and Technology No. 56/KR/2022 concerning Curriculum Guidelines in the Context of Learning Recovery and Minister of Religion Decree no. 347 of 2022 concerning Guidelines for Implementing the Independent Curriculum at the UIN Sunan Kalijaga Yogyakarta Campus. One of the documents that was initiated before implementing this curriculum on the UIN Sunan Kalijaga Yogyakarta campus or UIN Sunan Kalijaga Yogyakarta campus was KOSP and KOM. Thus, it can be understood that this curriculum gives authority to the UIN Sunan Kalijaga Yogyakarta campus or the UIN Sunan Kalijaga Yogyakarta campus to manage its own curriculum as an effort to achieve the ideals of the UIN Sunan Kalijaga Yogyakarta campus/UIN Sunan Kalijaga Yogyakarta campus.

On September 25-26 2022, UIN Sunan Kalijaga Yogyakarta carried out socialization on the preparation of the Independent Operational Curriculum (KOM) for UIN Sunan Kalijaga Yogyakarta Campus Units. This socialization as well as training was studied by the Head of the Ministry of Religion of Yogyakarta City by speakers from professional circles in the field of curriculum development who were also present to provide direction and advice as well as training for educators and education staff at UIN Sunan Kalijaga Yogyakarta. This activity is the first step to implementing the Merdeka curriculum on the UIN Sunan Kalijaga Yogyakarta campus. As time went by, finally the PBA FITK Study Program at UIN Sunan Kalijaga Yogyakarta

through a decree in 2023, KOM UIN Sunan Kalijaga Yogyakarta was officially launched. Therefore, the UIN Sunan Kalijaga Yogyakarta campus, with all the challenges ahead, is ready to use the Merdeka curriculum as the new curriculum in the 2023/2024 academic year.

Based on the basis above. It seems that students encounter many obstacles in implementing this new curriculum. Based on the results of observations, researchers formulated that there are at least five components that are targets that inhibit the implementation of the Merdeka curriculum, namely learning tools, learning projects, textbooks, differentiated learning design, and assessment. Most students complain about this. Therefore, researchers were inspired to conduct research with the title "Analysis of Lecturer Readiness Assessment Standards for Semester III PBA Students at UIN Sunan Kalijaga in the Implementation of the Independent Curriculum".

Method

This research is a type of qualitative research with a case study model. (Rosyada Dede, 2020). Mention that research, which in English is called a case study, is research that focuses on social phenomena that occur in a place. The approaches used in this research are pedagogical, psychological and social approaches. This research comes from interviews with third semester PBA lecturers at UIN Sunan Kalijaga Yogyakarta campus and all third semester PBA class C students at UIN Sunan Kalijaga Yogyakarta (primary data). The secondary sources in this research are archives, documents or relevant scientific articles that can support the accuracy of research data. Data collection uses observation, interviews and documentation methods. Data processing and analysis techniques procedures,

namely data is collected, reduced, presented, then conclusions are drawn. At the end, the data was tested for validity using triangulation.

This research was carried out at the PBA Study Program at UIN Sunan Kalijaga Yogyakarta. And the research location is located on Jalan Adisucipto Yogyakarta Province. Istemawa Region, Yogyakarta. This research was conducted over four weeks, namely 16 October to 13 November 2023.

Results and Discussion

To assess students' readiness to face the Independent Curriculum, the author will explain several components that are standard assessments in readiness to face the Independent Curriculum, namely learning tools, learning projects, textbooks, differentiated learning designs, and assessments.

a) Learning Device Readiness

Curriculum changes cause students to have difficulty developing learning tools. In this new curriculum, learning tools include Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and Teaching Modules (MA). Difficulties with this component are not only felt by students at UIN Sunan Kalijaga Yogyakarta, but also at other UIN Sunan Kalijaga Yogyakarta campuses/UIN Sunan Kalijaga Yogyakarta campuses, as per research conducted by. (Rindayati, Evilia, Cindi Arjihan Desita Putri, 2022).

Based on informants' statements in interview sessions from 16 October to 13 November 2023, researchers can understand that only a small percentage of students are ready to make learning tools. Even though it has been designed, it has not been submitted to the PBA FITK Study Program, UIN Sunan Kalijaga Yogyakarta campus for signature.

Responding to this, the researcher continued interviewing students. Researchers can conclude that almost all students expressed their obstacles. First, students have difficulty adapting (culture shock). This can be seen in the transition of terms and syllabus structure into a flow of learning objectives (ATP) and learning implementation plans (RPP) into teaching modules. Second, students have difficulty understanding the components of CP, TP, ATP, and teaching modules. This can be seen in the style of the Merdeka Curriculum and the curriculum that has previously been observed to be very different. Third, even though students at the UIN Sunan Kalijaga Yogyakarta campus have undertaken training in implementing the Independent Curriculum and other online training, students still feel they lack references and experience. Fourth, the division of intracurricular, extracurricular and co-curricular time.

Based on the results of the researchers' conclusions regarding the readiness of student learning tools at UIN Sunan Kalijaga Yogyakarta, it can be understood that students are not ready to implement the Independent Curriculum. Many conceptual things are not yet understood, so training and in-depth training regarding this curriculum is necessary.

b) Learning Project Readiness.

Character education in the Merdeka Belajar curriculum is an effort carried out through the Pancasila Student Profile Strengthening Project, which is familiarly called P5. This project is a portrait of scientific integration aimed at observing and thinking about the problems that occur around us (Sigalingging Ropin, 2021). Therefore, the domains targeted by this project are cognitive, affective and psychometric through problem solving activities.

Learning projects are anything related to lecturer skills or skills that need to be developed through activities on the UIN Sunan Kalijaga Yogyakarta campus. The project has become a standard for assessing student readiness because this new curriculum emphasizes educational products that are not only based on numbers (siakad), but are the result of the lecturer's handiwork.

Assessing the readiness of learning projects, students at UIN Sunan Kalijaga Yogyakarta are not yet fully ready. Based on the results of the researcher's interviews with informants, the researcher can describe that only some students prepare learning projects. This can be seen from the learning tools that students have not fully prepared their learning tools. In terms of capabilities, learning tools and projects are both learning tools, but learning projects tend to be skills-based learning implementation plans. Researchers see that most students tend to practice learning in class.

c) Textbook Readiness

Textbooks are the main component in learning practices in class C. It is understandable that without books a student cannot do anything. Be it electronic books or printed books. Therefore, the presence of textbooks should be the standard for researchers' assessment of students' readiness to implement the Independent Learning curriculum.

PBA FITK Study Program, UIN Sunan Kalijaga Yogyakarta campus, in this case Sahri Bulan said in the interview session that textbooks had been provided by stakeholders. This can be seen in the book purchases made at the start of the new academic year (2023/2024). So, it can be understood that students at UIN Sunan Kalijaga Yogyakarta are fully prepared to

implement the Independent Curriculum in terms of facilities in the form of textbooks.

d) Readiness for Differentiated Learning Design

Differentiated learning is one of the characteristics of this new national curriculum innovation. Students who have difficulty understanding the subject matter are the target of this point. However, based on the results of the researcher's interviews with informal students, the researcher can understand that by design students can carry out differentiated learning. However, the administration makes it difficult for students to do so. This means that students need to design and then make the administration like other learning tools.

On another occasion, there were several students who stated that differentiated learning was a new term, but in terms of terminology some students called it filtration. Some suggest that this strategy has already been implemented. Experts say that dividing groups is like dividing lecturers who prefer to learn by reading and listening. This is usually done by language students, such as Arabic, English and Indonesian. Even in learning Arabic and English, groups are also divided into lecturers who like to learn using singing. This is different from students in classes A, B and other subjects, who do not carry out differentiated learning at all, but for lecturers who are classified as slow learners, they are gathered and then guided personally. More specifically, for students in classes A, B, differentiated learning is difficult because the time allocated is only two credits (2 x 40 minutes) in one meeting, so by implementing this design, students run out of time to present material to the lecturer. In fact, it is considered very ineffective.

Based on the statement above, researchers can analyze the results of interviews with informal students that

students' readiness in designing differentiated learning is very low, not because of laziness, but students are charged by the administration, namely creating differentiated learning modules. Apart from the burden of teaching in class, students are also burdened with other administrative work which actually eats up students' time. This is exacerbated by the situation and conditions of students, almost all of whom have taken language learning planning courses in the third semester, so that the time spent doing administration in addition to learning tools is considered tiring and takes up family time.

e) Readiness Assessment

(ZAHRA, 2022). Argues that assessment or assessment is a continuous process of collecting and interpreting information to assess (assess) the decisions made in designing a learning system. Assessment is the most important and inseparable aspect of the education system. For this reason, a good and unusual assessment system is needed.

The urgency of assessment in learning is real, because assessing the achievement of learning objectives boils down to assessment. Not only that, measuring whether lecturers' learning outcomes are above the KKM section or not is of course through an assessment process. Therefore, students consider that assessment is a necessity. Armed with the many questions available on Google, students will not run out of ideas when carrying out assessments because there are a wide variety of questions available. Not only that, there are also many questions contained in special subject books for the Merdeka curriculum.

Talking about assessment in the Independent Curriculum means discussing readiness to learn. So, the meaning of assessment readiness is diagnostic and non-diagnostic assessment. Usually this

activity is carried out at the beginning of learning. Sometimes this activity is also carried out during the interview session for accepting new lecturers (PMB).

Based on the results of the researcher's interviews with the informants, the researcher can understand that students are ready to carry out diagnostic and non-diagnostic assessments. This can be seen in the interview session activities carried out by students at PMB 2023/2024. However, for learning activities, only a few students carry out diagnostic and non-diagnostic assessments, namely students from other courses, MI/MTS/MA Arabic Language Curriculum and Material Study, and Al-Kalam. Other students felt that diagnostic and non-diagnostic assessments no longer needed to be carried out at every first learning meeting, because the PMB committee had already conducted interviews.

Conclusion

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