

Research Article

Analyzing Teacher Professionalism Performance in the Implementation of the Independent Curriculum

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Abstract.

This study aims to analyze the performance of elementary school teacher professionalism in the implementation of the independent curriculum. The research method used is descriptive qualitative research. The validity of the data uses a triangulation credibility test of data sources through interviews, observations, and documentation. The data were analyzed with three activity flows, namely data reduction, data presentation, and drawing conclusions. The population in this study were elementary school teachers. The results of observation of elementary school teachers show that some teachers have not been appointed as civil servants and have not been certified as professional teachers, this is a benchmark that professional competence is still relatively lacking. The professional performance of some teachers, especially junior and senior teachers, seems less than optimal. Teacher professionalism has not been optimally applied to junior teachers, and senior teachers have begun to decline in their level of professional competence performance. Continuous professional development through self-development, scientific publications, and innovative works is still relatively weak.

Keywords: teacher professionalism performance, independent curriculum, elementary school

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1. Introduction

Education is a program consisting of several elements such as curriculum, facilities and infrastructure, methods, students and teachers that are interrelated to achieve educational goals [1][2][3]. Among these elements, one of the most important is the teacher element. In education there is a learning process that requires teacher elements in teaching and learning activities [4][5][6]. Education has a function as a transmission of knowledge, values, and functions to maintain and develop cultural wisdom in society which occurs through the process of personality formation (in the making personality



processes) [7]. This is done to be able to create humans who are able to stand on their own two feet in the surrounding culture and society[8][9].

With education, a person can have knowledge and understanding of something critically in thinking and acting [10][9]. The success of education is influenced by student activities, teacher professional competence, learning materials, learning models and methods and learning media used [11][12]. Innovations in online learning media that have been carried out based on the results of several meetings are by using media [13][14] [15]. Teacher professionalism performance is the teacher's ability to master learning including: planning, implementing, and evaluating learning according to their field of expertise. learning by offering interactive, simple, essential and in-depth learning methods [16][17] [18]. The implementation of the Independent Curriculum at the Elementary School level prioritizes project-based learning in order to realize the Pancasila Student Profile [19][20].

This is also very relevant to 21st century learning that equips students with communication, collaboration, critical and creative thinking skills needed to answer the challenges of an increasingly humanistic era with the Merdeka Mengajar platform which is an educational forum to become a driving space for teachers in teaching, learning and working [21][22]. In addition, it helps teachers to be professional in understanding the implementation of the Merdeka Curriculum [5] [20] [23]. Based on the results of observations on Elementary School teachers, it shows that there are still some teachers who have not been appointed as Civil Servants and have not been certified as professional teachers [24]. This is a benchmark that the professional competence of teachers is still lacking, even though maximum efforts have been made in the learning process in the classroom as an implementation of the Merdeka Curriculum [25] [26].

2. Materials and Methods

2.1. Method

In this study, the researcher used a qualitative descriptive research method. Data collection techniques used in this study consisted of observation, interviews and documentation. The population used in this study were all teachers in Elementary Schools in Surakarta, Indonesia. In this study, the researcher used a credibility test conducted by triangulation, in qualitative research using a trust test or credibility test which is interpreted as checking data from various sources in various ways and at various

times. There are 2 types of credibility tests, namely data triangulation (sources) and technique triangulation. Data analysis used in this study is data reduction, data display and drawing conclusions or verifying. This study began with interviews and observations at Elementary Schools in Surakarta, Indonesia.

3. Results and Discussion

3.1. Results

1) Planning Stage

At this planning stage, the researcher prepared research instruments in the form of observation and interview sheets which were then filled out by the teacher. The observation sheet instrument was in the form of statements submitted to the teacher to be given a checklist by providing an assessment through a Likert scale. Then a number of questions were also given to the teacher directly through personal interviews.

TABLE 1: Teacher Professionalism Performance Observation Sheet.

| No. | Question | Score | | | |
|-----|----------------------------------------------------------------------------|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Have you implemented the independence curriculum? | | | | |
| 2 | Do you always prepare a lesson plan before studying? | | | | |
| 3 | Do you use a differentiated learning model? | | | | |
| 4 | Do you always use visual media/aids in learning? | | | | |
| 5 | Do you use partner teachers when studying to observe the learning process? | | | | |

Information : = Never 2 = Rarely 3 = Sometimes, 4 = Often

2) Implementation Stage

At the implementation stage, observation and interview activities were carried out on a number of teachers, the author took a sample consisting of 10 civil servant teachers and non-civil servant teachers. The 12 target teachers were asked to fill out the observation sheet instrument that had been prepared and a number of questions were asked directly. Observation activities at SD Negeri Kota Surakarta aimed to obtain data related to the performance of teacher professionalism in implementing the Merdeka Curriculum. From the results of the observation, data was obtained in accordance with the following chart.

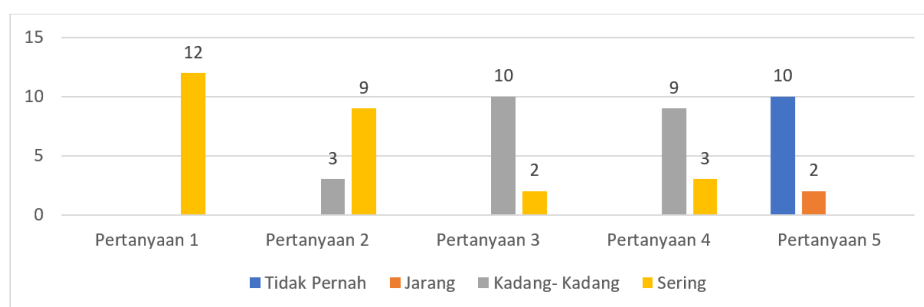


Figure 1: Results of Teacher Observations on the Implementation of the Independent Curriculum.

From Chart 1, it can be explained that question 1 shows that 12 teachers have implemented the Independent Curriculum, both civil servant teachers and non-civil servant teachers. Question 2 shows that 9 teachers often use the preparation of lesson plans before implementing learning and 3 teachers sometimes prepare lesson plans before implementing learning. Question 3 shows that 2 teachers often implement the differentiation learning model and 10 teachers still sometimes implement the differentiation learning model. Question 4 shows that 9 teachers sometimes use media or teaching aids in learning and 3 teachers often use media/teaching aids in learning. Question 5 shows that 10 teachers never use partner teachers in the learning process and 2 teachers rarely use partner teachers in the learning process. The results of this study are in line with the results of research conducted by Magableh. provide an explanation thatIn the implementation of differentiated learning, there are difficulties experienced by teachers. The factors that cause teachers to experience difficulties in implementing differentiated learning are that differentiated learning requires sufficient time, teachers feel they have to prepare different activities for students, teachers are not ready to make learning plans and modules, and teachers feel they are not ready to implement differentiated learning. Previous research is also explained by ...explained that awareness is needed from the teacher's side to want to improve their competence in implementing the Independent Curriculum, especially differentiated learning. Teachers do not have to wait for training from the Ministry of Education and Culture to develop. Teachers can use the internet to learn and improve their abilities. One of the keys to successful curriculum implementation is when teachers have the capacity to develop tasks that are in line with expectations or goals in the new curriculum. So, evaluation and follow-up return to each teacher.

From Chart 2 above, it can be explained that. In the implementation of the independent curriculum, there are 10 civil servant teachers who have implemented the

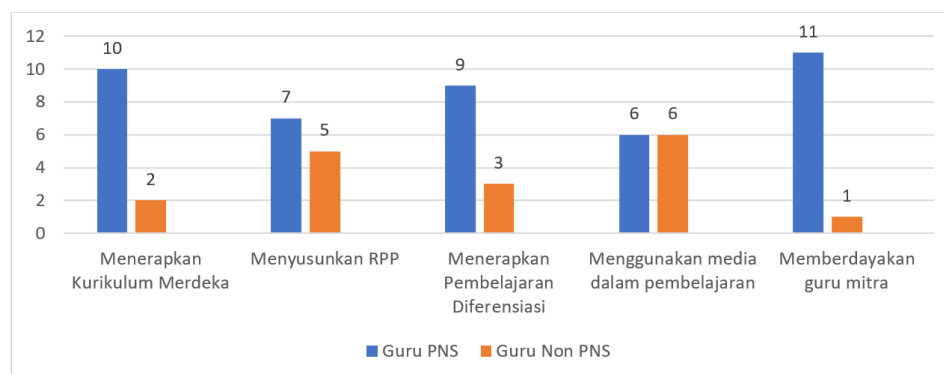


Figure 2: Results of Teacher Observations on the Implementation of the Independent Curriculum.

independent curriculum, and 2 non-civil servant teachers who have implemented the independent curriculum. In the preparation of learning to prepare lesson plans, there are 7 civil servant teachers who prepare lesson plans for each lesson and 5 non-civil servant teachers who prepare lesson plans for each lesson. In the implementation of differentiation learning, there are 9 civil servant teachers who have implemented the differentiation learning model and 3 non-civil servant teachers who have implemented the differentiation learning model. In the use of media, there are 6 civil servant teachers who always use media/teaching aids in learning and 6 non-civil servant teachers who always use media/teaching aids in learning. In the empowerment of partner teachers, there are 11 civil servant teachers who still use partner teachers in learning and 1 non-civil servant teacher who uses partner teachers in learning. The results of this study are in line with the results of research conducted by Indriawati et.al, (2020) in his research he explained that teachers also have an important role in education, even other adequate educational resources are often meaningless if not accompanied by adequate teacher quality, in other words teachers are the spearhead in efforts to improve the quality of services and educational outcomes. In addition, previous research has also been conducted by Hasan et.al, (2023) with research results explaining that teachers are also required to be innovative in designing learning that utilizes technology to the maximum. In addition, teachers must be able to manage and assess information efficiently, and have a commitment to the education and development of students. The paradigm shift in 21st century education emphasizes students' ability to find out from various sources, formulate problems, think analytically, and collaborate in solving problems. [29]

3) Reflection Stage

Based on the results of observations of Elementary School teachers, it shows that some teachers have not been appointed as Civil Servants and have not been certified as

professional teachers. This is a benchmark that shows that the performance of teacher professionalism is still lacking, even though maximum efforts have been made in the learning process in the classroom as an implementation of the Independent Curriculum. The performance of the professional competence of some teachers, especially junior and senior teachers, does not seem to be maximally measured, pedagogical competence has not been maximally applied to junior teachers, on the contrary, the professional performance of senior teachers has begun to decline. This is evidenced by the large number of PNS and Non-PNS teachers who are not yet orderly in compiling administration and implementing it in the Independent Curriculum. Not all PNS teachers or certified teachers are orderly in administration as a requirement for professional teachers. This shows a decline in the performance of teacher professionalism, the cause of which needs to be identified. The solution must be implemented immediately.

4. Discussion

4.1. Research data shows that

From the sample of teachers, 12 of the research subjects have often used the independent curriculum and have been orderly in administration. This is indicated by the results of the graph with the number of teachers on a frequent scale, many teachers have often prepared learning. Then from the implementation of differentiation learning, there are still few teachers who carry out differentiation learning. From the activity of using media in learning, there are still few teachers who use learning media in the learning process. In terms of empowerment activities for partner teachers, there are still few teachers who empower partner teachers. Thus, it can be concluded that follow-up is still needed in the implementation of differentiation learning in the independent curriculum. Differentiation learning in the independent curriculum is very important because differentiation learning prioritizes and appreciates the uniqueness and diversity of students. Differentiated learning provides students with the opportunity to develop their talents and interests, so teachers must be more subjective in assessing students' learning outcomes. By conducting personal student assessments, it provides an illustration that teacher professionalism has been implemented by a teacher in an effort to appreciate the uniqueness of each student. The results of this study are in accordance with the results of research conducted by Whitley et al., (2019) In research, differentiation learning is learning that values the diversity of students. In addition, previous research was also

presented by Sanahuja et.al, (2020), teachers as part of a learning activity have a great influence on students' learning outcomes with the uniqueness that students possess.

5. Conclusion

Based on the results of the data analysis and discussion that have been presented, it can be concluded that teachers need to get used to using learning media as a measuring tool to improve student understanding so that learning objectives are more meaningful and understood and not only useful for a moment but can be used for the future. In implementing the Independent Curriculum, teachers need to improve their professional performance with Continuous Professional Development through self-development activities, scientific publications and innovative works. In the future, good cooperation and coordination are needed between all schools and parents of students. Schools need to take action by holding functional training and collective training aimed at improving the professionalism of Elementary School teachers.

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