UNDERSTANDING THE INDEPENDENT CURRICULUM OF ISLAMIC PRIMARY (MI) FOR PGMI STUDENT AT UNUGHA CILACAP

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Abstract

This research was motivated by concerns about PPL students' lack of understanding of the new curriculum which was not provided during lectures because during lectures there had not been a change to the new curriculum. Based on this, this research aims to analyze the knowledge of 3rd-semester PGMI study program students regarding the Merdeka Curriculum. This research uses a quantitative approach, with a questionnaire method and data analyzed using SPSS. The research results show that PGMI students' understanding of the Merdeka MI Curriculum is high. This condition is an important provision for those who want to become teachers.

Keywords*:* Independent Curriculum, MI, Understanding

Introduction

Curriculum changes in the world of education are necessary, considering the very dynamic world of education as well as developments in science and technology, as well as socio-cultural changes along with the times. Therefore, the world of education must always carry out curriculum development periodically, at least once every 5 years (Majir, 2017). Educational institutions in this case must always update their curriculum, including curriculum updates that influence other curricula, such as the development of curricula for early childhood education, and primary and secondary education which will have implications for higher education curricula, especially for teacher and education programs that provide graduates for working in educational institutions from early childhood education to secondary education.

Universities are institutions that provide higher education, one of whose tasks is to educate students to become graduates that society needs. One of the study programs provided by universities is the scientific basis of education and/or teacher training, such as elementary school teacher education, MI teacher education, education management, and so on.

The teacher study program certainly prepares them to become professional teachers. To become a professional teacher who has all the required competencies, including professional,

pedagogical, personal, and social competencies, students must carry out continuous learning (continues learning), both in the campus environment provided through extracurricular courses and based on the learning environment. more broadly so that when they graduate their competency provisions are always relevant to school. In situations like this, study programs must also carry out curriculum development as well.

Curriculum development at the classroom level will greatly depend on the teacher's abilities (Majir, 2017). This ability is related to teacher preparation when they are still teaching students or even when they have become teachers, they must always continue to learn, remembering that the curriculum is always changing according to the dynamics of the demands of the times.

This situation certainly requires the commitment of teachers and/or prospective teachers to take the initiative to study new things, such as the new curriculum. However, in reality, there is still confusion regarding the new curriculum. Many teachers have not mastered the basics of differentiated learning in the Independent Curriculum, as research results from Angyanur et al. (Angyanur et al., 2022). Mastering the basics of differentiated learning is very important for teachers to master because teachers must facilitate the learning of students who have different initial characteristics. Likewise, based on observations in the FKI PPL program which has several teacher study programs, it was found that several student practitioners did not understand the administration of the Independent Curriculum at the high school level because they did not receive courses on the Independent Curriculum. After all, at that time there was no new policy regarding the Independent Curriculum (O1). On the other hand, many practical students want to learn on their own, and learning does not have to be based on courses alone, but learning anything, including those related to new curriculum policies on the internet, causes these students to be ready to practice learning in class according to the curriculum. new (O2). This is also done by Management students who incidentally are not teaching students who can also find out and become acquainted with the policy of an independent curriculum from the mass media. (Laga et al., 2021). This means that awareness is needed to continue learning from wherever the learning source is and whenever it is implemented, so learning and continuing to learn must be done by teachers and prospective teachers.

Based on this background, this research wants to know the level of understanding of students in the *Madrasah Ibtidaiyah* (PGMI) teacher education study program which is only in

semesters 1 and 3 but is already in a period of change to the new curriculum, namely the Merdeka Curriculum.

Literature Review

Independent Perception and Curriculum

The curriculum is an important component of the education system, its existence is regulated separately so that education stakeholders know, understand, and can provide input regarding the curriculum. Someone who knows the curriculum usually has their perception. The perception referred to here is a general view of an object (Akbar, 2015). The object that is perceived can be the curriculum or something else. As for knowing a person's perception of an object, what is measured is their understanding of that object. Comprehension is a person's ability to understand an object (Laily, 2014). In this context, it is understanding the ins and outs of the independent curriculum.

The Merdeka Curriculum is an improved curriculum for the 2013 curriculum issued by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2022 with the main characteristic being to form a Pancasila Student Profile (Inayati, 2022). This curriculum was also born as part of the government's strategy to restore learning after the Covid-19 pandemic. Thus, what is meant by the perception of the Independent Curriculum is the general view of a person (teacher, student, or community) towards the independent curriculum. Because it is general, the perception of the independent curriculum is only related to general things, such as the independent curriculum policy, the Pancasila Student Profile and Rahmatan Lil 'Aalamien Students for educational institutions under the Ministry of Religion, the introduction of the Independent Curriculum MI Level, Curriculum Learning Merdeka, Merdeka Curriculum Learning Tools up to teaching modules typical of the Merdeka Curriculum.

Knowing, perceiving, and understanding the Independent Curriculum can of course utilize various existing learning resources, such as mass media, textbooks, student books, teacher manuals, and so on (Prastowo, 2018). Teachers can take part in socialization, and actively follow information related to the Independent Curriculum (Arviansyah & Shagena, 2022). Good understanding for teachers and prospective teachers will influence the effectiveness of teachers in facilitating their students' learning programs (Sumarsih et al., 2022). The higher the perception–understanding that teachers and prospective teachers have regarding the curriculum to be implemented, the more effective learning will be.

Hipotesis

Ha: The average score for Understanding the Merdeka MI Curriculum for PGMI students is 72

H0: The average score for Understanding the Merdeka MI Curriculum for PGMI students is not equal to 72

The research hypothesis above is reformulated into a statistical hypothesis as follows:

Ho; $\mu 0 = 72$

Ha; $\mu a \neq 72$

Research Methods

This research on perception was carried out using a quantitative approach with the type of research being descriptive quantitative (Aksara, 2021), (Santoso & Madiistriyatno, 2021). Researchers use the main method is a questionnaire (Nurlan, 2019). The data that has been collected is then analyzed descriptively statistically (Nasution, 2017) using SPSS tools (Data et al., 2014).

Discussion

Measuring understanding of the Merdeka MI Curriculum among PGMI students came from students in semesters 1 and 3 with a proportion of 31.25% (semester 1) and 68.75% (semester 3) of the total respondents, which were only 16 people in that semester.

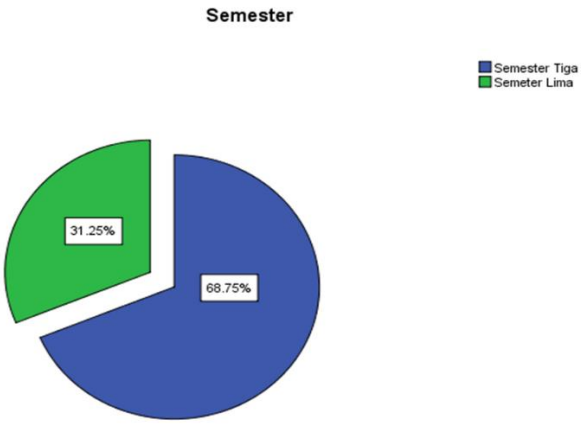

Figure 1. Sort Data by Semester

Next, the data taken from the 16 respondents was tested for normality using Shapiro-Wilk as in Table 1.

Tabel.1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pemahaman Kurmer MI	.359	16	.000	.592	16	.000

a. Lilliefors Significance Correction

According to the test of normality table above, the significance value for Shapiro-Wilk is 0.000. based on the normality test criteria if the sig value > 0.005 then the data is normally distributed, conversely if the sig value < 0.005 then the data is not normally distributed. In this case the sig value. 0.000, then the sig value < 0.005. This means that the Kurmer MI comprehension data is not normally distributed.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pemahaman Kurmer MI	16	103.69	8.396	2.099

Based on the One-Sample Statistics table, it is known that the Mean 103.69 is in the high category (Understanding of the Merdeka MI Curriculum for PGMI students is high).

One-Sample Test

	Test Value = 72					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pemahaman Kurmer MI	15.096	15	.000	31.688	27.21	36.16

Based on the One-Sample Test table, the Sig value is 0.000. Based on this, the hypothesis proposed:

Ha: The average score for Understanding the Merdeka MI Curriculum for PGMI students is 72

H0: The average score for Understanding the Merdeka MI Curriculum for PGMI students is not the same as 72

Ho; $\mu 0 = 72$

Ha; $\mu a \neq 72$

Tested using the following criteria:

• if the sig value. (2-tailed) < 0.05, then H0 is rejected

• if the sig value (2-tailed) > 0.05, then H0 is accepted

Thus, because of the sig value. (2-tailed) is 0.000 < 0.005, then H0 is rejected. This means that the average score for Understanding the Merdeka MI Curriculum for PGMI students is equal to 72. This also means that the average score for students' understanding of the MI independence curriculum exceeds 72, namely an average of 103.69 in the high category. In this way, even though they are only in semesters 1 and 3, they already have a good understanding of the independent curriculum for the MI level which has just changed.

The high level of understanding possessed by PGMI study program students is crucial capital to be able to carry out their duties as teachers. Teachers are curriculum implementers. Teachers are also curriculum developers, so understanding the curriculum is mandatory. The understanding of teachers and prospective teachers in this case is greatly influenced by motivational factors, especially motivation to learn new things (Puspa et al., 2021). The high level of understanding possessed by PGMI study program students is crucial capital to be able to carry out their duties as teachers. Teachers are curriculum implementers. Teachers are also curriculum developers, so understanding the curriculum is mandatory. The understanding of teachers and prospective teachers in this case is greatly influenced by motivational factors, especially motivation to learn new things (Riza, 2022).

Conclusion

Based on the results of the research analysis, it can be concluded that PGMI Study Program students' understanding of the Merdeka MI Curriculum is high. This becomes capital for them to strengthen the continuous learning competencies required to become teachers.

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