

PPKn Teachers' Efforts in Understanding Students Through the Merdeka Belajar Curriculum

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Abstract. The independent learning curriculum indirectly emphasizes contextual learning by strengthening the value of Pancasila ideology with the reality of students' daily lives. The efforts of PPKn teachers in knowing their students need to involve a planned and integrated identification process to see the development of their character. Research method is qualitative descriptive method with phenomenological approach. Analysis of the Role of PPKn Teachers in Understanding the Learning Characteristics of Students with the Independent Learning Curriculum shows that there are 40% of High School Teachers in Surabaya. Analysis of PPKn Teachers Knowing the Level of Student Understanding of the Material Taught shows the results of 40% of High School Teachers in Surabaya.

Keywords: *PPKn Teachers' Effort; Understanding Students; Merdeka Belajar Curriculum*

INTRODUCTION

Education is an important foundation for the development of the country because it is not only a place to gain knowledge, but also a means of forming character and personality for students (Suardi et al., 2019). In the Preamble of the 1945 Constitution which mandates that education as an effort held aims to educate the nation's life as well as being an investment that a country believes because the development of the education sector is one of the key prerequisites for the growth of other development sectors (Purwananti, 2016; Widiensyah, 2017).

Students as heirs of the country who have a major role in continuing the development of the country in a better direction than before (Payong, 2016). Students become a component of education that must be considered because it is the basis

of reference in efforts to improve the implementation of more renewable education. One of the components of education is students who have the main task of learning and experiencing a process of character change according to the goals of the national education system (Purwaningsih et al., 2022).

In the context of renewable education, the government has sought to improve more modern education through the development of innovative curricula based on freedom (Kurniati et al., 2022). The freedom provided aims to provide opportunities for students to be more adaptive in learning and make it easier for teachers to be creative to build a more interesting and fun classroom atmosphere. Innovation steps towards the curriculum and improving teacher professionalism which will be able to be the beginning of synergistic curriculum

implementation, and so that there is no gap between curriculum ideas and implementation in the field (Lubna, 2014).

The curriculum developed and implemented by the current government is the independent learning curriculum. The independent learning curriculum is a curriculum that emphasizes simple but deep theory and is supported practically through the Pancasila (P5) student profile strengthening project. Freedom of learning is an idea or idea developed so that teachers and students are freer in building their learning atmosphere, not emphasizing aspects of knowledge but skills and oriented to the values of Pancasila as the nation's view of life (Sa'diyah et al., 2023). The independent curriculum is applied to develop more innovative learning by increasing student activeness through essential materials and adaptive reinforcement projects (Sahnan & Wibowo, 2023; Wahyuni et al., 2023).

One of the changes in the educational paradigm is the shift in curriculum into a challenge that will continue to exist along with the development of an increasingly advanced and modern era (Silitonga et al., 2023). The shift in the independent learning curriculum requires teachers, especially PPKn teachers now to not only transmit their knowledge about the values of Pancasila, but also must be able to understand the character of students in depth so that later they can carry out a more complex learning process according to the needs and competencies of

each of these students. The implementation of an independent learning curriculum based on freedom of learning not only provides convenience for teachers, but certainly also provides greater challenges because they must pay more attention to their students (Ainia, 2020; Suhartono, 2021). By giving freedom to students to determine the course of learning, they are faced with the challenge of being able to manage the diverse and diverse character of students (Buulolo et al., 2020). This happens because each of the students has diversity, ranging from different backgrounds, characters, and knowledge (Estari, 2023; Hanifah et al., 2020). So, it takes the efforts of teachers, especially PPKn teachers, to be able to understand all the needs of students so that learning runs well and optimally.

The implementation of the independent learning curriculum for PPKn teachers is very crucial because in addition to the project of strengthening the profile of Pancasila (P5) students based on the ideology of Pancasila, this curriculum also provides opportunities for students to be free in their learning process so that it becomes a challenge for teachers to be more adaptive and fluctuating (Dewantara et al., 2023; Khosiyatika & Kusumawati, 2023). PPKn teachers on their journey need to ensure that the implementation of Pancasila values implicit in the independent learning curriculum must be implemented optimally in accordance with

educational objectives (Bhughe, 2022; Cahyani & Dewi, 2021).

PPKn teachers can integrate authentic Pancasila values into the lives of each student whose reality is with social, cultural, economic aspects (Kusumawati, 2022; Utami et al., 2023). The independent learning curriculum indirectly emphasizes contextual learning by strengthening the value of Pancasila ideology with the reality of students' daily lives. This can be seen from the implementation of the Pancasila (P5) student profile strengthening project containing elements to regulate the lives of students better and with character (Rusnaini et al., 2021).

The efforts of PPKn teachers in knowing their students need to involve a planned and integrated identification process to see the development of their character. Teacher creativity is also the key to success in implementing the independent learning curriculum (Aryani et al., 2022; Zukri et al., 2023). From the background above, the researcher examines problems related to "PPKn Teachers' Efforts in Understanding Students Through the Merdeka Belajar Curriculum" to find out how teachers understand the character of their students according to the current curriculum, namely the independent learning curriculum which is predicted to provide better updates for education in Indonesia.

RESEARCH METHODS

In the research method is qualitative descriptive method with phenomenological approach. Research is descriptive qualitative, namely the data collected in the form of words, or images, determine numbers that are only supporting. The data obtained include interview transcripts, field notes, photographs, personal documents, books, journals, and various other similar data. Emphasize the work process that observation of the process of phenomena is the main thing or principal (Harahap, 2020).

Data collection techniques in this study were taken through observation, interviews, documents, and menstrual activities. The results of activities are as data related to action review, the system is basically accumulative. Data analysis techniques in this qualitative research according to Miles and Huberman (Miles & Huberman, 1994) first by reducing data, second presenting data, and third drawing conclusions.

DISCUSSION

Analysis of How PPKn Teachers Understand the Learning Characteristics of Each Student in the Class to Be Adapted to the Independent Learning Curriculum

Teachers are one of the components of education whose job is to provide changes to students in the form of knowledge, so that later students who do not know something can become more aware (Rusnawati, 2020). Teachers play a role not only as conveyors of

information but more than that, namely providing support, motivation, and guidance to their students. Teachers also become second parents who wholeheartedly provide affection and character development so that students can become qualified and virtuous citizens (Busthomi & A'dlom Syamsul, 2022; Yasin et al., 2023). Teachers as noble figures who help their students to achieve their potential (Mulyono, 2018).

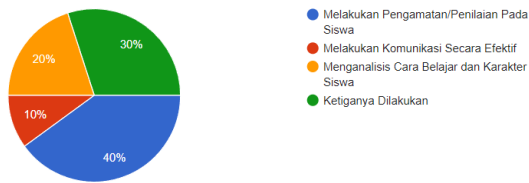
In line with their duties, written in Law of the Republic of Indonesia No. 4 of 2005 concerning Teachers and Lecturers, it can be outlined that teachers themselves as professionals have the task of providing education, teaching, guidance, direction, training, assessment, and evaluation to their students (Irnawati et al., 2021; Juhji, 2016). This step is to realize the younger generation as qualified heirs of the country and pillars of building national civilization in accordance with the objectives of national education. Clearly, the purpose of national education seeks to be able to provide change through the development and formation of individual character that has an impact on a better national civilization, the individual is expected to be able to become a person of faith and piety, morality, and knowledge and become a good citizen (Rukiyati, 2019; Sujana, 2019). A teacher strives to create a learning atmosphere that is expected to support the holistic growth of his students, ranging from intellectual, emotional, and

social aspects (Idrus, 2020; Tussyana et al., 2019).

Of these roles, the task of the teacher cannot be considered trivial because basically they must have the ability to understand the learning character of different students in the classroom. Students are a group of individuals in the same scope, namely school (as a place to gain knowledge) with different personality traits from the beginning of their birth (Kirana, 2019; Sarinastitin, 2019).

Each of the students certainly has various attitudes, characters, and behaviors, this can be influenced by biological conditions and environmental factors that surround them. The different characteristics brought by each of the learners became a challenge for teachers throughout the ages (Tuharea & Abdin, 2021). Given that character itself has been innate since birth, so teachers must be able to understand the situation and conditions of their students (Safitri et al., 2022).

From the description of the teacher's role, the researcher wants to examine the way PPKn teachers understand the learning characteristics of each student in the class to be adjusted to the independent learning curriculum. Through the Diagram 1 picture, it can be seen the percentage of each teacher's way of understanding the character of their students according to the application of the independent learning curriculum now as follows.



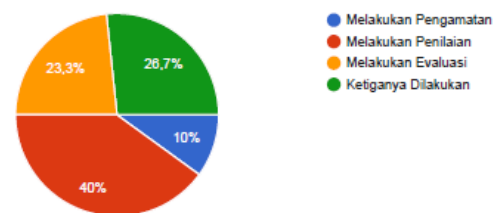
Based on the results of questionnaires that have been carried out by researchers by giving questionnaire sheets to 30 respondents. It can be seen in the data visualization on the pie chart above that as many as 40% of PPKn SMA teachers in Surabaya who make observations/assessments on their students/students, as many as 10% of PPKn SMA teachers in Surabaya who communicate effectively with their students, as many as 20% of PPKn teachers in SMA Surabaya who analyze the way of learning and student character, and as many as 30% of PPKn teachers in SMA Surabaya who do all three ways for their students.

Through the results that have been found, it can be concluded that PPKn teachers in Surabaya are more dominant in making observations/assessments on their students by showing a percentage of 30%. Then some teachers do all three ways, both observation/assessment, effective communication, and analysis of the way of learning and character of their students which is shown by a percentage of 30%. At the level below, it is shown that some teachers analyze the way of learning and character in students with a percentage of 20%, and the smallest percentage of 10% where some of the teachers communicate effectively with students. So here the teacher still makes

observations/assessments on his students/students. The statement is also in line with the research “*Understanding the characteristics of students in the learning process*” in which in achieving an optimal learning process, teachers must take a planned and integrated approach and conduct evaluations to find out the characteristics of students (Janawi, 2019).

PPKn Teacher Analysis Knowing the Level of Student Understanding of the Material Taught

Teachers in carrying out their role to educate and find out the development of students are by conducting analysis (Restiana et al., 2022). The analysis carried out by a PPKn teacher in understanding students of the material taught with various things, including can be seen from the Diagram Figure below:



Based on the results of the questionnaire of PPKn SMA teachers in Surabaya obtained data visualization, namely the results obtained 40% of high school teachers in Surabaya conducted an assessment, 23.3% of high school teachers in Surabaya evaluated, 10% of high school teachers in Surabaya made observations, and 26.7% of high school teachers in Surabaya

made all three (assessed, evaluated, and made observations) in knowing the level of understanding of students towards the material that had been taught.

The material in the independent learning curriculum teaches for freedom of learning (Hattarina et al., 2020; Suhartoyo et al., 2020). The independent learning curriculum teaches students to develop their talents through the subjects taught (Wahyudi et al., 2016).

PPKn subjects taught by teachers in schools require a way to adjust the material proposed to the independent learning curriculum (Junaidi, 2021; Winarno et al., 2020). The independent learning curriculum material provides teacher breadth in material selection to develop logical thinking patterns of students (Budyartati, 2014; Meisin et al., 2022). The logical thinking pattern of students is formed from some subjects of Pancasila and Civic Education in Senior High School which requires the thinking of PPKn teachers in processing the material taught (Aryadiningrat, 2018; Setiawan, 2023).

CONCLUSION

1. Analysis of the Role of PPKn Teachers in Understanding the Learning Characteristics of Students with the Independent Learning Curriculum shows that there are 40% of High School Teachers in Surabaya. PPKn teachers in Surabaya are more dominant in making observations/assessments on their students

by showing a percentage of 30%. Then some teachers do all three ways, both observation/assessment, effective communication, and analysis of the way of learning and character of their students which is shown by a percentage of 30%. At the level below, it is shown that some teachers analyze the way of learning and character in students with a percentage of 20%, and the smallest percentage of 10% where some of the teachers communicate effectively.

2. Analysis of PPKn Teachers Knowing the Level of Student Understanding of the Material Taught shows the results of 40% of High School Teachers in Surabaya, conducting assessments, 23.3% of High School Teachers in Surabaya conducting evaluations, 10% of High School Teachers in Surabaya making observations, and 26.7% of High School Teachers in Surabaya doing all three, namely (conducting assessments, conducting evaluations, and making observations).

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understanding students through the independent learning curriculum.

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