

# Teachers' Perceptions of the Management of the Independent Learning Curriculum at State Vocational School in Koto Tangah Padang District

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## ABSTRACT

This study discusses teachers' perceptions of the management of the independent learning curriculum at the State Vocational School in Koto Tangah Padang District. The purpose of this study is to find out how well teachers perceive the management of the independent learning curriculum in Koto Tangah Padang. State Vocational Schools in Koto Tangah Padang District from learning planning, learning implementation, learning assessment and learning follow-up. This type of research is descriptive research. The number of samples in this study is all teachers in the State Vocational School in Koto Tangah Padang District, which totals 79 people. The variable of this study is the management of the independent learning curriculum. Based on the results of the study that: First, the learning planning with an average score of 4.20 shows that the management of the independent learning curriculum at State Vocational Schools in Koto Tangah Padang District in the aspect of learning planning is in the good category. Second, the implementation of learning obtained an average score of 4.11 that the management of the independent learning curriculum at State Vocational School in Koto Tangah Padang District in terms of learning implementation is in the good category. Third, the average learning assessment score of 4.21 shows that the management of the independent learning curriculum at State Vocational School in Koto Tangah Padang District is in the good category. Fourth, the follow-up learning has an average score of 4.11, indicating that the management of the independent learning curriculum at the State Vocational School in Koto Tangah Padang District is in the good category. So that teachers' perception of the management of the Independent Learning Curriculum in State Vocational Schools in Koto Tangah Padang District with an average score of 4.15 is in the good category. This shows that the management of the independent learning curriculum based on learning planning, learning implementation, learning assessment, and learning follow-up is very good.

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## 1. INTRODUCTION

Education is all efforts and efforts to form a society that can develop human potential to acquire religious spiritual strength, self-control, personality, intelligence and noble morals as well as the skills needed as members of society (U Pg Fitra A M et al., 2024). Education is an effort to improve people's lives (Rahmi et al., 2023). Education is a process that is carried out continuously physically and mentally

to make adjustments to the changes that occur (Komang et al., 2024). The government has done many ways to improve the quality of education in Indonesia, one of which is by launching a new policy regarding the education curriculum (Gusnandy, 2023).

In 2020, the Indonesia government launched the Independent Learning Curriculum policy as an effort to improve the quality of education in the country. The Independent Learning Curriculum is an educational approach that aims to provide freedom to students in determining the course of learning. The implementation of the curriculum is not spared from the role of teachers in implementing it because teachers as educators are the ones who will learn science to students. Teachers have a strategic role both in the implementation and success of the independent learning policy.

However, the implementation in the field is not as easy as the theoretical presentation, schools that have just implemented the independent curriculum still have obstacles such as the lack of really clear information related to the implementation in the field, where based on the observations made by the researcher, it can be seen that there are still many obstacles experienced by teachers in managing learning based on the independent learning curriculum. Although the Independent Learning Curriculum has good goals, its implementation in the field is not easy. Teachers face challenges in changing their role from teachers to learning facilitators. In addition, educational infrastructure, the availability of resources, and adequate support are also important factors in the management of the Independent Learning Curriculum. Serious efforts are needed to prepare teachers, balance a flexible curriculum with clear standards, and provide an adequate learning environment to support the implementation of the Independent Learning Curriculum.

Based on the results of observations made by the researcher at State Vocational School 10 Padang, the researcher found several phenomena that occurred in the management of the Merdeka Learning Curriculum such as: 1) limited teaching materials and learning examples relevant to the Independent Curriculum, 2) less optimal learning implementation due to the lack of adequate training on the implementation of the new curriculum, 3) teachers have not been fully able to adapt to the existence of a new independent curriculum learning, and 4) lack of teacher skills in conducting evaluation and monitoring in carrying out learning. The results of this study are expected to provide an overview of teachers' perceptions of curriculum management that has been carried out, as well as input for teachers in improving the effectiveness of curriculum management in the future.

## **2. METHOD, DATA, ANALYSIS**

This research is included in descriptive research because it is only to find out independent variables without making comparisons. Sugiyono (2017). This study will describe data related to teachers' perception of the management of the Independent Curriculum in State Vocational Schools in Koto Tengah Padang District.

The variable in this study is the teacher's perception of the management of the Independent Learning curriculum, which is measured through indicators of learning planning, learning implementation, learning assessment and learning follow-up. The number of samples in this study is all teachers in State Vocational Schools in Koto Tengah Padang District which is 79 people, and the sample is taken using the total sampling technique.

The type of data used is quantitative data, which is obtained through the distribution of questionnaires to respondents. The research instrument is a questionnaire with a 5-point Likert scale, which has previously been tested for validity and reliability. The data analysis technique uses an average score (mean).

## **3. RESULT AND DISCUSSION**

### **Result**

The results of the study stated that teachers' perception of the management of the independent learning curriculum at State Vocational Schools in Koto Tengah Padang District was reviewed from the following aspects: First, learning planning was included in the good category with an average score of 4.20. Second, the implementation of learning is in the good category with an average score of 4.11. Third, the learning assessment is in the good category with a score of 4.21. Fourth, learning follow-up is included in the good category with an average score of 4.11. Overall, teachers' perceptions of the management of the independent learning curriculum at State Vocational Schools in Koto Tengah Padang District have an average score of 4.15 and are included in the good category.

**Table 1 Recapitulation of Data Results**

No	Indicators	Average	Category
1	Learning Planning	4,20	Good
2	Learning Implementation	4,11	Good
3	Learning Assessment	4,21	Good
4	Follow-up Learning	4,11	Good
<b>Sum</b>		<b>16,63</b>	<b>Good</b>
<b>Average</b>		<b>4,15</b>	

## Discussion

Based on the recapitulation table above, the first discussion can be described, namely in the learning planning indicator, the overall average score is 4.20, which is included in the good category. The statement in this indicator is that the learning objectives are in accordance with the expected competencies (score 5.03), but the teacher feels that the facilities provided are very adequate for the implementation of the curriculum and administrative support in the preparation of the learning plan is adequate (score 3.92). This shows the need to improve adequate administrative facilities and support in the management of the learning curriculum. According to (Ali Mursyid et al., 2023) Learning planning plays an important role in transforming the curriculum into learning activities that can be implemented in the classroom. In line with research (Fadil et al., 2024) said that an effective and appropriate lesson plan should have the ability to be interpreted comprehensively by fellow educators or teachers. Haryanto Prabowo (2021), explained that adequate educational facilities such as comfortable classrooms, complete laboratories, and modern technology are very important in supporting the implementation of the curriculum. Furthermore, Maria Clara Santoso (2020), added that adequate educational facilities, such as conducive learning equipment and environment, directly contribute to the quality of the learning process. In his research, Ahmad Zaki (2019), said that adequate administrative support is very important in the preparation of learning plans. Linda Sari (2022), revealed that administrative support in the learning plan preparation process includes strategic planning, training, and consistent evaluation.

Second, in the learning implementation indicator, the overall average score is 4.11, which is included in the good category. However, there are aspects that need to be improved, especially in the learning environment in the classroom is quite conducive to the learning process, which obtained the lowest average score of 3.82 which shows that the learning environment is still not conducive enough in the management of the curriculum they learn. In the research (Mutiara et al., 2023) said that implementation is a series of activities carried out according to planning to achieve certain goals effectively and efficiently. Suyanto Agus (2021), said that the physical and social environment in the classroom has a direct effect on the learning atmosphere. In line with Nanda Wijaya (2020), comfortable and safe learning environment conditions have a positive impact on student learning motivation. Ahmad Syafii (2021), said that a good classroom setting creates a comfortable learning atmosphere. This includes flexible seating arrangements, adequate learning facilities, and a safe and clean environment to support student learning activities. Damayanti et al., (2023) stated that the inhibiting factor in teachers' readiness in the implementation of this curriculum is the lack of understanding of teachers and parents about the independent learning curriculum so that this curriculum has not been fully achieved. According to Yunita et al, (2023) the success or failure of education to achieve this achievement can be observed from the process of implementing learning as well as the value to be produced. Fibra et al., (2021) also said that the factors that cause the failure of learning implementation are: information, policies, and lack of socialization.

Third, in the learning assessment indicator, the overall average score is 4.21. Which belongs to the good category. However, further improvement is needed, especially in terms of timely feedback which received the lowest average score of 4.03. This lowest score may be due to the limited time that teachers have in implementing learning feedback. Research by (Kadek et al., 2022) learning assessment is an instrument used to see whether the learning process is effective or not and show the results of the students' achievements. According to Muhibbin Shah (2022), said that timely feedback

allows students to immediately correct mistakes and improve their understanding of the subject matter. Rachmat Djoko P (2021), added that the feedback provided quickly and in a timely manner helps students to correct their mistakes before they move on to the next assignment. Meanwhile, Joko Santosa (2020), conveyed the importance of timely feedback that cannot be ignored. Rapid feedback provides students with relevant information for immediate improvement, which helps them better understand and implement learning. Furthermore, research conducted by Darmayanti et al., (2023) stated that teachers need training related to assessment in the independent curriculum. The definition of assessment in project-based learning is confusing for teachers because there are many types of assessments, for example: presentation, project, product, oral, written, etc.

Fourth, it can be said that the learning follow-up indicator obtained an overall average score of 4.11, which is in the good category. However, improvements in the learning follow-up process are needed to make learning even better, especially in the support in implementing learning and learning follow-up which received the lowest score of 4.00. This low score may be due to obstacles felt by teachers in implementing learning. According to research (Sagita Mawaddah, 2023), Assessment evaluation or assessment is a systematic process or activity that continues to collect information about the process and learning outcomes of students to make decisions based on certain matters and considerations and criteria. Khaerul Anwar (2021) said that to implement learning follow-up effectively, support from educational institutions and the government is very necessary. Fathurrahman (2021) also argues that adequate support from various resources, such as learning aids, teacher training, and evaluation systems, is the key in implementing learning follow-up. Furthermore, Ika Melati (2021) said that adequate support, both in terms of resources and training, is very important for the implementation of learning follow-up. With this support, educators can be more effective in carrying out learning follow-up and achieving better results for students.

#### **4. CONCLUSION**

Based on the results of the research and discussion that has been carried out, it can be concluded that the teacher's perception of the management of the independent learning curriculum at State Vocational School in Koto Tengah Padang District is in the good category with an overall average score of 4.15. This shows that the management of learning with the independent learning curriculum by teachers at State Vocational Schools in Koto Tengah Padang District has been carried out well.

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