

IMPLEMENTATION OF KURIKULUM MERDEKA IN MATHEMATICS CLASS IV DEMANGAN 1 BANGKALAN ELEMENTARY SCHOOL

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ABSTRACT

Its position as the parent and underlies various other disciplines makes mathematics a very important subject to study, including at the elementary school level. In other conditions, there is a new curriculum that has been implemented by the government, namely the Kurikulum Merdeka. The purpose of this study is to determine the implementation of the kurikulum merdeka in mathematics. at Demangan 1 Bangkalan Elementary School. The type of research used is descriptive qualitative, namely describing the implementation of the kurikulum merdeka in class IV mathematics. The subjects studied were students of class IV. Forms of data collection techniques used in the form of observation, interviews, and documentation. The results of the research show that the implementation of the kurikulum merdeka in mathematics learning has not been able to get rid of students' negative thinking in mathematics. Some of the factors that cause this are inappropriate learning methods, lack of use of learning media, and the inaccurate application of independent learning for students. Based on the results of the research above, it can be concluded that the implementation of the kurikulum merdeka in mathematics at Demangan 1 Bangkalan Elementary School has not obtained optimal results.

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A. Introduction

Education is important for human life. Referring to this, it means that everyone in Indonesia has the right to get proper education services. Good educational services can be obtained from both the government and the private sector. Education is also said to be a life process to develop all the potential of individuals to be able to live and be able to live life as a whole so that they become educated human beings, both cognitively, affectively, and psychomotor. In education there is a process of educating humans to become human beings who are useful for the nation and state. The results and benefits of this educational process are not just felt, because education is a long-term investment whose success will be felt when educated people can carry out their roles in the future.

The best learning received by students at school will have a tremendous impact on developing students' potential in the educational process. The teacher's role is not only as a messenger to students but more than that, the teacher's role is as an educator who provides the best and meaningful education for students. The importance of education in educating the life of the nation is as stated in the opening of the 1945 Constitution. Seeing this, we can understand that education is very important. Through education it is hoped that it can improve people's welfare, build national civilization, preserve culture, and others. The government pays serious attention to the education sector because the progress of a country starts from the education sector. The education budget is increased, making policies related to improving the quality of education, solving various problems from education at the primary, secondary, and higher levels. This is of course aimed at improving the quality of education so that it can compete with other countries and other things that support improving the quality of education in Indonesia.

Education makes humans think, analyze, and decide. Growing character in oneself is also a goal with education, thus creating better Human Resources (HR). A direct effect of education is the acquisition of broad knowledge. Education provides lessons that are so important for humans about the world around them, developing perspectives in looking at life. Real education comes from the lessons life teaches us. Therefore, many governments advocate good education starting early, so that when they grow up they have good human resources. With education, it can eliminate wrong beliefs in our minds. Apart from that it can also help in creating a clear picture of things around us, it can also remove all confusion.

People with higher education will usually be wiser in solving a problem, this is because they have learned about education in life.

Education cannot be carried out without a curriculum. The curriculum is an integral part of the educational process (Insani, 2019). Simply put, the curriculum becomes a guide in the implementation of education. It is said so, because the curriculum is the basis for implementing the learning process in schools. Of course, there is no learning process without a curriculum. Where is the direction of education in Indonesia if there is no curriculum (Wahyuni, 2015). The curriculum is a tool used to achieve educational goals so that it can be said that the curriculum is a reference for the process of implementing education in Indonesia. In line with this, the curriculum certainly cannot be underestimated, which is only in the form of documents, but rather as a tool and reference for educational implementers to carry out the best educational process in order to achieve national education goals. How is it possible that education can be carried out properly, if the implementers of education do not understand the curriculum itself.

The curriculum shows the basis or view of the nation's life in education (Lisminia, 2019). The purpose of the nation's life in education is determined by the curriculum used. In this view, the curriculum becomes the basis or way of life. The basis or view of life certainly describes the goals of education to be achieved in the future because the true results of education will not be felt instantly, but in the next decades the results will be seen. If the curriculum is used as a strong foundation in the implementation of education, then of course the guidance of educational implementers from the elementary level to the higher education level will be directed in carrying out their education. Whatever our education aspires to will be achieved in the future.

Once the importance of the curriculum in the field of education because it becomes a tool, reference, basis or way of life as described above. The curriculum is constantly updated, but of course the improvement of the curriculum is influenced by various factors, one of which is to offset the rapid progress of science and technology which is so massive in the field of education (Nasution, 2006). No less important than science is knowledge in mathematics which is of course very much needed by students. Mathematics is considered as a basic science that is needed today. The change in the curriculum to the new curriculum made mathematics subjects also feel the impact, where the implementation was less than optimal in elementary schools.

Furthermore, by looking at the factors above, curriculum changes are also based on other factors. Curriculum changes from the time of independence until 2013 were based on the world's rapid changes in various fields, including education (Alhamuddin, 2019). So it is clear that curriculum changes are really needed and are a necessity depending on global developments in the world. Of course, curriculum changes are not due to changing ministers changing curriculum, it just seems like that even though it's not like that, in reality it's just an opinion that is developing in society. Currently, the 2013 Curriculum will be changed again or refined with a new curriculum, namely Kurikulum Merdeka. Kurikulum Merdeka is an idea in the transformation of Indonesian education to produce superior future generations. This is in line with what was stated by (Saleh, 2020) that Merdeka Learning is a program to explore the potential of educators and students in innovating to improve the quality of learning in the classroom.

The Merdeka Curriculum was developed to be implemented in all schools in accordance with the readiness and conditions of each school. The Merdeka Curriculum was born and initiated by the new government with the current Minister of Education and Culture. Of course, public opinion will once again emerge with the idea that changing ministers will change curricula. However, that is not the real essence of the change in the K13 to the Kurikulum Merdeka. The Merdeka Curriculum is here to perfect the implementation of the 2013 Curriculum. This is supported by the results of research (Wahyuni, et al., 2019) that teachers experience difficulties in implementing the K13 in terms of preparing lesson plans, implementing scientific learning, and learning assessment. Then the results of the study (Maladerita et al., 2021) which explain that the application of the K13 is too complicated in terms of application. Furthermore, it was confirmed by research from (Krissandi & Rusmawan, 2019) that the implementation of the K13 was constrained by the government, school agencies, teachers, and parents of students, as well as the students themselves. Because of this, the government made a breakthrough with the Kurikulum Merdeka. As a result of research from (Nyoman et al., 2020) that the understanding of teachers in implementing the Kurikulum Merdeka is still in the sufficient category, and there needs to be development.

Based on the background stated above, this research was conducted to provide a real picture of the conditions for implementing the Kurikulum Merdeka at Demangan 1 Bangkalan Elementary School so that the Kurikulum Merdeka can be

a solution and complement of the K13. Therefore the researcher is interested in analyzing further about implementation of the implementation of the Kurikulum Merdeka in class IV mathematics subjects which can be concluded that the aim is to find out how effective and the benefits are when using the curriculum.

B. Method

In this study used a qualitative descriptive method. Qualitative methods are included in the artistic method where the research process is less patterned and included in the interpretive method where the data results are related to the interpretation of data collection in the field (Sugiyono, 2020). The process of collecting data naturally with a view to understanding events and described in the form of words or sentences. Searching for data in qualitative research does not involve statistical methods or measurements using other quantitative methods (Anggito et al., 2018). Ethnographic design or ethnographic research is a qualitative study to describe the characteristics of mathematics learning management in the Kurikulum Merdeka in depth and systematically (Riyanti et al., 2017). Holistic ethnographic design is used in this study, meaning that research does not only direct attention to one or several specific variables that are of concern in a study (Sutama, 2019). The focus of this research is on habits towards the management of learning mathematics and focuses on the management of learning mathematics in the Kurikulum Merdeka at Demangan 1 Bangkalan Elementary School which was chosen as the research location because it has implemented the Kurikulum Merdeka, especially in class IV. The research was carried out from September 22 to October 2022. In this study, researchers were directly involved, researchers were interviewers, participatory observations and to obtain document data. Data was collected by conducting observations, interviews and documentation both online and offline face to face. To analyze data with data reduction, data presentation and drawing conclusions.

C. Result and Discussion

Result

Education is currently experiencing many changes, especially in the implementation of the curriculum. The curriculum, which originally used the 2013 curriculum, has now changed to the Kurikulum Merdeka. Kurikulum Merdeka can also be called Merdeka Learning which focuses more on essential material and

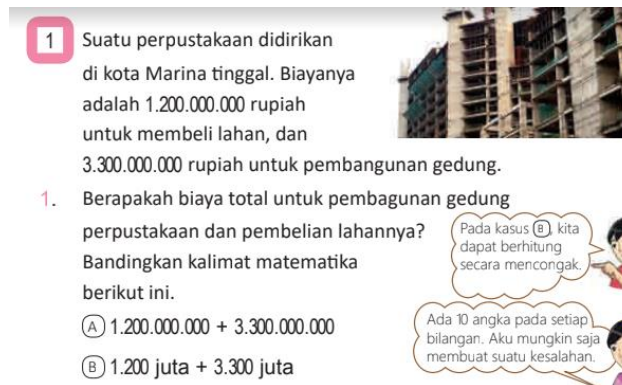
developing student competencies in its phases so that students can learn more in depth, meaningfully, and fun (Rahmadayanti & Agung., 2022). Based on Permendikbud Number 56/M/2022 the implementation of the Kurikulum Merdeka is divided into 3 phases: 1) Phase A for class I and II students, 2) Phase B for class III and IV students, and 3) Phase C for class V and VI students. At present many schools in Indonesia have implemented the Kurikulum Merdeka.

Demangan 1 Elementary School is one of the schools located in Bangkalan Regency, Madura. Demangan 1 Elementary School is one of the schools that has implemented the Kurikulum Merdeka. However, the implementation of the Kurikulum Merdeka is still applied to grade I and grade IV students. In this case, the researcher conducted observation activities in class IV learning at Demangan 1 Elementary School. Observations were made during the process of learning mathematics. Mathematics is a branch of science that holds important control in the development of science and technology. Mathematics can also be said to be a knowledge that is obtained by thinking (reasoning) (Nurulaeni & Rahma, 2022: 36). In learning mathematics the teacher plays an important and essential role in stimulating and increasing students' interest in learning. This is done so that students do not find it difficult to learn mathematics.

Even so, in the process of learning mathematics there are still many students who find it difficult. According to Husna, the problems and difficulties encountered in learning mathematics in elementary schools are skills in problem solving (Nurulaeni & Rahama, 2022). This is relevant to the results of the researcher's observations, namely that many students still have difficulties when facing and answering story questions. The material that experienced the most difficulties was when the material was in large whole numbers and small whole numbers. Students have difficulty when dealing with billions and trillions. When students are given story questions, they have not been able to answer these questions correctly. Students still need guidance and direction from the teacher. This is also caused by student errors in interpreting or interpreting the text.

Researchers also conducted interviews with one of the students about the problems they faced when learning mathematics. These reasons include students do not like long questions. This is of course students can not understand a problem. Students will tend to guess and not use mathematical thinking processes. Students do not want to be patient and do not like to read the questions carefully. Students also do not have the ability to reason and think about what must be assumed and

what must be done and students experience difficulties in interpreting key words from a question which causes them to be unable to answer the questions given. The following is an example of a large whole number problem in mathematics for class IV of the Kurikulum Merdeka .



1 Suatu perpustakaan didirikan di kota Marina tinggal. Biayanya adalah 1.200.000.000 rupiah untuk membeli lahan, dan 3.300.000.000 rupiah untuk pembangunan gedung.

1. Berapakah biaya total untuk pembangunan gedung perpustakaan dan pembelian lahannya? Bandingkan kalimat matematika berikut ini.

(A) $1.200.000.000 + 3.300.000.000$

(B) $1.200 \text{ juta} + 3.300 \text{ juta}$

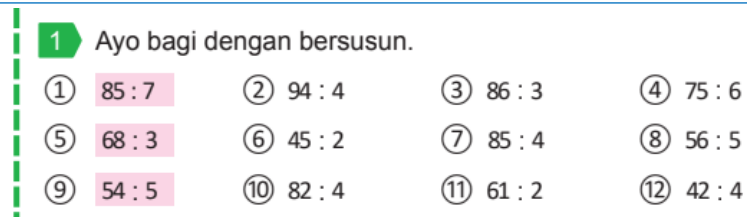
Pada kasus (B), kita dapat berhitung secara mencongak.

Ada 10 angka pada setiap bilangan. Aku mungkin saja membuat suatu kesalahan.

Picture 1. Examples of Large Whole Numbers Story Problems

Based on Jean Piaget's theory that elementary school students (6-12 years) are in the concrete operational stage where students need a real and meaningful learning (Ibda, 2015). Meanwhile, learning mathematics is included in abstract learning so that participants often get into trouble. The abstract nature of mathematics is the responsibility of a teacher to make it easier for students to understand mathematics at school. A teacher who teaches mathematics must be in accordance with the development of his students' reasoning and strive for more "facts", "concepts", "operations" or principles in mathematics than at a higher school level (Rahmah, 2013).

In addition, students also still have difficulty in dividing the material. Students are still confused about the methods or techniques in solving division problems, especially in determining the results and the remainder of the questions given. This is because students are still not careful in pursuing these questions. In addition, there is also a lack of learning media used and learning that is monotonous. So that in this case, students will still consider mathematics as a frightening specter and the questions given cannot be solved. In addition, many students are in a hurry to work on math problems. They also haven't memorized multiplication 1 to 9, which multiplication is the key to solving division problems. The following is an example of class IV division questions in the Kurikulum Merdeka.



Picture 2. Example of Distribution Questions

Some students have not been able to work on the division problems above correctly. This is because students in class IV have not memorized multiplication. Of course, if the student does not memorize multiplication, then he cannot do the problem correctly. However, the class IV teacher at Demangan 1 Elementary School continues to try using various methods. One of them is by memorizing math multiplication before starting each lesson. This method is done so that students memorize multiplication more quickly. In addition, students are also given multiplication questions before ending the lesson. Of course, this method is expected to be a solution to the problems faced by fourth grade students in learning mathematics.

Based on the problems above, it is necessary to increase the learning process, especially in learning mathematics. The implementation of the Kurikulum Merdeka is expected to be able to provide changes to the existing education system in Indonesia. Kurikulum Merdeka or can be called Merdeka Belajar has a deep meaning. Students are given the confidence to be able to build their own minds in dealing with problems so that in this case they are expected to be able to solve problems based on previous experience. In the Kurikulum Merdeka, students are expected to be able to apply and build their own knowledge so that the teacher in mathematics learning only serves as a facilitator. In addition, students are expected to be able to construct the knowledge they acquire as a result of the interaction between experience and the objects they acquire. Based on this, of course it is in accordance with the concept of mathematics where students are able to solve problems.

D. Conclusion

Mathematics is a very important type of content to learn, this is because of its position which underlies other sciences as well as in the field of science. As for other things, its role can solve problems that exist in life. One way to achieve learning is to pay attention to the implementation of the curriculum. Learning that is expected to achieve the desired learning objectives, but from the existence of

this application has not yet obtained the expected results. The existence of the application of learning that has been done causes the mindset of students who think that mathematics is a very difficult lesson. Some of the factors that cause this are inappropriate learning methods, lack of use of learning media, and the inaccurate application of independent learning for students. Therefore, the application of an independent or independent learning curriculum can provide changes in Indonesia, especially in the field of education.

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