



## Expectations of Elementary School/Madrasah Ibtidaiyah teachers in Mataram City on the Implementation of the 2022 Prototype Curriculum

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### Abstract

*The relatively fast curriculum changes in the last two decades have caused a lot of noise in its implementation. One element that is quite affected by this change is the teacher. Not a few teachers find it difficult to implement the new curriculum when there is a change in the curriculum. One of the discourses launched by the government in the field of education in 2022 is the application of a prototype curriculum at all levels of education, including the elementary school level. This study aims to determine how teachers' expectations of government discourse in implementing the prototype curriculum in elementary schools. The object of study in this study was elementary and Islamic elementary school teachers. The research location is in Mataram City, West Nusa Tenggara. The type of research used is descriptive qualitative. Data collection using interviews. Through this research, it is expected to find a picture of how teachers expect the discourse of implementing the prototype curriculum in elementary schools. The results showed that teachers had very high expectations of the prototype curriculum. Teacher expectations for the curriculum include the curriculum being able to improve the shortcomings of the previous curriculum, making it easier for teachers in the learning process, and being able to improve the quality of learning after the pandemic.*

**Keywords:** *Teacher expectations, prototype curriculum, curriculum changes*

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## INTRODUCTION

The curriculum in the last two decades has changed quite rapidly. The changing times and unstoppable global demands are the strongest reasons that are used as the basis for curriculum reconstruction. Like it or not, the world of education must follow these developments by making changes to the curriculum (Mayasari, 2016). The problem is that the ability of teachers to adapt to changes in the curriculum set by the central government is quite slow. This can be seen from the implementation of several curricula that have been carried out not to run completely. The implication is that the government's expectations with the change in the new curriculum have not been achieved. In essence, all curricula are arranged as well as possible to improve the quality of education. However, with the limitations that teachers have, curriculum changes do not contribute optimally. Instead of being able to improve the quality of education, curriculum changes are considered to only make it difficult for teachers to carry out learning. Moreover, with the stigma of "changing ministers, changing curriculum" further weakens the



enthusiasm of teachers in welcoming curriculum changes. This kind of condition makes many teachers apathetic to whatever happens in curriculum changes.

Teachers are key actors in implementing the curriculum in schools (Mahanal, 2014). Every time the curriculum changes, many teachers complain about the new curriculum being launched. This is inseparable from the lack of socialization of the curriculum that will be launched by the government. Information on curriculum changes is usually only centered in the city center. The implication is that schools located in disadvantaged areas tend to be left behind by curriculum changes. It can even be found that schools in certain areas have just started implementing a new curriculum but in the center, the curriculum has been replaced with a newer curriculum. This makes it very difficult for teachers to design lessons. The implication is that every school implements a non-uniform curriculum.

The hottest issue in education today is the plan to implement the 2022 prototype curriculum at all levels of primary and secondary education, one of which is elementary school. Teachers as key actors in curriculum implementation should have their voices and aspirations heard in designing curriculum changes (Hasibuan, 2017). Especially the voices of teachers in remote areas far from the facilities and luxuries of a school in the middle of the city. Teachers' aspirations are very useful so the curriculum designed by the central government is needed by teachers and students in all corners of the country, not just schools in city centers. The expectations and perceptions of teachers in curriculum changes must be listened to because teachers are the key actors in curriculum implementation. Whatever curriculum is applied, the teacher will be the first to feel the impact. Based on these conditions, the research entitled "The Expectations of Elementary School/Madrasah Ibtidaiyah Teachers in Mataram City Against the Implementation of the 2022 Prototype Curriculum" is important to do. Through this research, it is expected to find information as evaluation material related to curriculum implementation policies.

## **METHODS**

This research uses a descriptive qualitative approach. The use of this approach is based on a description of the behavior, perceptions, motivations, and expectations of teachers in implementing the 2022 prototype curriculum in elementary schools. This research will be conducted in elementary school /madrasah ibtidaiyah in Mataram City, West Nusa Tenggara. The research will be carried out in May 2021 – completed. The subjects of this study were elementary school/madrasah Ibtidaiyah teachers in Mataram City, West Nusa Tenggara. The method of data collection in this research interviews. Interviews in this study were conducted to find out in depth the description of teacher expectations for the implementation of the prototype curriculum in elementary schools. In this study, the instrument used was a list of questions. The steps of data analysis in this study include data reduction, data presentation, and conclusion. The things that are done during data reduction are reviewing the data that has been collected (either through interviews, observations, and documentation) so that the required data is obtained. Reducing data means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. Things that are done

at the time of data presentation are to describe the data in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. The presentation of the data in this study is in the form of a narrative text. The last stage is drawing conclusions that are supported by valid and consistent evidence to produce credible conclusions. Testing the data in this research is done by checking the data to the same source with different techniques, for example, the data obtained by interview is checked by observation or documentation or commonly referred to as technical triangulation.

## **RESULTS & DISCUSSION**

### ***Results***

The results of interviews with some elementary school and madrasah ibtidaiyah teachers in the city of Mataram show that teachers have diverse expectations of the prototype curriculum that will be implemented. The first subject revealed that curriculum changes are a must to improve the quality of learning, given the increasingly rapid developments of the times so an up-to-date curriculum must be prepared with the times. Furthermore, the first subject explained that curriculum changes must be supported by all parties, especially by teachers as curriculum implementers in schools. However, the first subject hopes that before implementing the new curriculum, the government conducts socialization and training for teachers equally in all corners. Given that teachers are the spearhead of curriculum implementation in schools, with socialization and training, teachers do not experience difficulties in implementing the curriculum. The information obtained from the first subject is not much different from the second subject which believes that the curriculum changes that will be carried out are aimed at improving the quality of education itself. Therefore all parties involved in the field of education must contribute to the success of the planned new curriculum. Furthermore, the second subject hopes that before implementing the prototype curriculum, not only will the program socialize but also must prepare the infrastructure owned by the school to suit the demands of the latest curriculum. According to the subject, both infrastructure facilities have a very large contribution to the successful implementation of a curriculum.

Slightly different from the previous informant, the third subject had doubts that curriculum changes could drastically improve the quality of education. Considering that several curricula that have been implemented previously cannot be implemented completely because of the many obstacles encountered in their implementation in schools. The third subject hopes that this prototype curriculum is not only a five-year project for every ministerial change but has a more basic goal, namely advancing education in Indonesia. The planned prototype curriculum can be a complement to the previous curriculum. Given that the previous curriculum, the 2013 curriculum, had many shortcomings, one of which was that teachers had difficulties in theme-based learning. The 2013 curriculum is seen as too complicated with less important things, such as very thick learning tools and other administrative activities so teachers think more about administrative matters than teaching as their main task. Similar information was also obtained from the fourth informant who stated that with the change in the curriculum, it is hoped

that there will be changes in the learning model so that it is easier for teachers to implement it in the classroom.

The last informant revealed that the prototype curriculum is expected to be a solution to the occurrence of learning loss in the pandemic era. Furthermore, the latest informant emphasized that the quality of learning in the pandemic era has declined considerably. The decline in the quality of learning cannot be resolved using the old curriculum, therefore breakthroughs are needed to accelerate the recovery of post-pandemic learning quality. Based on the presentation of the data that has been presented, it can be concluded that in general, most teachers have high hopes for the curriculum that will be implemented. The teachers have confidence that the curriculum that will be implemented can improve the quality of learning from the previous curriculum, make it easier for teachers to carry out learning, and be able to be a solution to the occurrence of learning loss in the pandemic era.

### ***Discussion***

The national education system in educational reform and innovation is the basis behind the development of the curriculum in Indonesia. Curriculum development in education units is a step by the government to shape the personality of students to answer the challenges that are being experienced at that time. Changes that occur in each curriculum are a form of adapting in responding to the challenges that occur. Article 1 paragraph 19 of the Republic of Indonesia Law no. 20 of 2003 clearly describes the curriculum as a set of plans and arrangements regarding goals, content, and lessons as well as to achieve certain educational goals (Husamah et al, 2019). The dynamics of the development of the education curriculum in Indonesia starting from the 1947 curriculum with the term "Plan 1947 Lesson Plan" is the first curriculum that is still influenced by the Dutch and Japanese colonial education systems. includes character education, and state and community awareness (Alhamuddin, 2014). Along with the advancement of science and technology, structural progress of government, and globalization, there are many challenges experienced by the Indonesian people, especially in the education sector which is a strategic part of making the 1947 curriculum deemed irrelevant, this has led to a new curriculum known as the 1952 curriculum "Lesson Plan". Terurai 1952” focuses on subject matter related to everyday life (Djauzak Ahmad, Dirpendas period 1991-1995 in Alhamddin, 2014).

In 1952, the government took steps to renew the curriculum by perfecting it into the 1964 curriculum known as the 1964 Education Plan, which focused on strengthening academic knowledge for debriefing at the elementary level, known as the Pancawardhana program (Oemar Hamalik, 2004). After 1964 and entering 1968, this period was a change from the old order so that the product of the old order in the form of the 1964 curriculum was replaced with the birth of the 1968 curriculum focusing on the formation of true, strong, and physically fit Pancasila people. By 1975 education was required to be more effective and focused, so the 1975 curriculum was formed which was based on the concept in the field of Management by objective (MBO). The 1975 curriculum drew a lot of criticism because it was seen as too busy for teachers to detail what would be achieved in

learning. To perfect the 1975 Curriculum, the 1984 Curriculum was born which carries a process skill approach, here the position of students as learning subjects. This curriculum model is known as Active Student Learning Method or (SAL) Student Active Learning. Over time, this model was seen by the teacher as ineffective because the teacher no longer taught the lecture model, resulting in the emergence of CBSA rejection.

Of the many curriculum developments that were born from the 1947 curriculum to the 1984 curriculum, the government felt the need to re-evaluate the curricula that were born before by forming a new curriculum which was a combination of the previous curriculum with the name 1994 curriculum and followed by the 1999 curriculum supplement. because it is too burdensome for students. As a substitute for the 1994 curriculum, the 2004 curriculum, known as the Competency-Based Curriculum was born (Wina Sanjaya, 2005). This curriculum emphasizes the level of competence of students. The implementation of the KBK is still in a limited test, entering the beginning of 2006 this limited test was stopped with the issuance of Ministerial Regulation No. 24 of 2006 which regulates Ministerial Regulation 22 of 2006 concerning curriculum content standards and Regulation No. 23 of 2006 concerning graduation standards, the 2006 Curriculum was born known as Education Unit Level Curriculum. Along with the development of technology, the competencies in the 2006 curriculum have developed and need to be updated so that the 2013 curriculum is born which focuses on the achievement of students' cognitive, affective and psychomotor competencies (Mulyasa, 2013).

The role of the teacher in implementing the curriculum in elementary schools is as the spearhead of implementing the real curriculum. Elementary school or elementary level is the foundation for students to get to know the term learning, get to know how to interact and learn to know themselves and their environment. The dynamics of a developing curriculum certainly has a major influence on teachers as teaching staff, especially teachers who focus on the development of their students at the elementary level. Conceptually, the development of the curriculum has been very good. However, the weakness of each curriculum lies in the aspect of implementation and overrides the role of teachers in curriculum change. This makes most of the teacher's roles, especially at the elementary level, only able to follow every step of implementing the curriculum without knowing the triggers of the changes that occur. Too long socialization and teacher training with the aim of providing an understanding of the curriculum is quite time-consuming. So that when the teacher will apply the results of the training there has been a change which eventually gave birth to new problems and a new curriculum.

The new term in curriculum development in Indonesia is prototype curriculum. This curriculum is a competency-based curriculum to be able to support the recovery of learning by implementing project-based learning (Project Based Learning). Previously, an emergency curriculum was applied to respond to the challenges of the COVID-19 pandemic. The birth of a prototype curriculum was deemed necessary by considering the condition of students after the COVID-19 pandemic. Reported from the ainamulyana.com website, the characteristics of the special prototype curriculum at the elementary school level are centered on

strengthening basic competencies and holistic understanding, such as: Integration of computational thinking in Indonesian, Mathematics and Science subjects. English as an elective subject for project-based learning to strengthen the profile of Pancasila Students (Mulyana, 2022). Based on these characteristics, students at the elementary level are given the opportunity to learn through experience (experiential learning), integrate essential competencies as disciplines and build flexible learning structures.

## CONCLUSION

Based on the presentation of the data and discussions that have been presented, it can be concluded that in general, most teachers have high hopes for the curriculum that will be implemented. The teachers have confidence that the curriculum that will be implemented can improve the quality of learning from the previous curriculum, make it easier for teachers to carry out learning, and be able to be a solution to the occurrence of learning loss in the pandemic era. The decline in the quality of learning cannot be solved by using the old curriculum, therefore there is a need for breakthroughs to accelerate the recovery of post-pandemic learning quality.

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