

Analysis of Constraints in the Implementation of Sociology Learning in the Independent Curriculum

Natalia Sella^{1*}, Imran Imran², Adhalia Zatalini³

^{1,2,3}Sociology Education Study Program & Center for Ethnic, Racial and Cultural Heritage Studies, Universitas
Tanjungpura, Indonesia

Corresponding Email: *f1092211014@student.untan.ac.id

Abstract

This study aims to analyze (1) Constraints on the aspect of sociology learning planning in the independent curriculum for class X students of SMAS Santun Untan Pontianak, (2) Constraints on the aspect of implementing sociology learning in the independent curriculum for class X students of SMAS Santun Untan Pontianak, (3) Constraints on the aspect of sociology learning outcomes in the independent curriculum for class X students of SMAS Santun Untan Pontianak. The approach used in this study is a qualitative approach with a descriptive research method. Data collection techniques use observation, interview and documentation techniques using data analysis techniques, namely data collection, data reduction, data presentation and drawing conclusions (verification). The analysis in the study used eight informants, namely seven core informants and one supporting informant. The results of the study showed that the obstacles faced in the implementation of the independent curriculum in class X SMAS Santun Untan Pontianak were obstacles in the planning aspect, including obstacles in the planning of teaching modules, assessments, ATP, CP, P5 and also reporting learning outcomes and in the implementation of learning the obstacles experienced were that teachers did not have obstacles during preliminary activities, there were obstacles in core activities, there were obstacles in closing activities, reflection activities, enrichment activities and also remedial activities. While the obstacles experienced in reporting learning outcomes were obstacles in the cognitive and psychomotive aspects. This study is expected to provide and add insight for readers, principals, schools, students and also teachers in improving the quality of the implementation of the independent curriculum in the future.

Keywords: Obstacles, Independent Learning Curriculum, sociology learning

INTRODUCTION

Merdeka curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that learners have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of learners. Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes set by the government. The project is not directed to achieve specific learning outcome targets, so it is not tied to subject (Purnawanto, 2022).

In an education, of course, there must be a curriculum in it if there is no educational curriculum that cannot be implemented and carried out among schools, meaning that the curriculum becomes a tool used as a benchmark for implementing educational goals at school (Fauzi, 2022). Sociology learning is an activity in the life of a person, especially students, to gain experience, understanding and knowledge and knowledge of phenomena, social problems in everyday life which has the aim of developing students' mindset and way of thinking and understanding of phenomena that occur in the surrounding environment. Sociology learning in the independent curriculum is learning that emphasizes the ability of students to practice sociological knowledge by thinking critically, collaboratively in fostering individual and social awareness in everyday life as individuals in social groups and the problems that exist in them.

Santun Untan High School is one of the educational foundations in Pontianak city, West Kalimantan which consists of several classrooms, namely classes X A and B, class XI MIPA

and MIPS, and class XII MIPA and MIPS. The implementation of the Merdeka curriculum at SMAS Santun untan Pontinak began in the new academic year 2023/2024 (Zatalini, 2023). Adapting to a new curriculum, especially with this independent curriculum, is very difficult and certainly a challenge for teachers and students because the change in the new curriculum requires teachers and students to adapt again. This research will provide a deeper understanding of the obstacles faced in implementing an independent curriculum in sociology subjects by analyzing the obstacles in the aspect of sociology learning planning in an independent curriculum for class X students of Santun Untan pontianak high school, obstacles in the aspect of implementing sociology learning in an independent curriculum for class X students of Santun Untan pontianak high school, obstacles in the aspect of learning outcomes sociology in an independent curriculum for class X students of Santun Untan pontianak high school. This research will contribute to broadening insights into the obstacles experienced by students and teachers in implementing an independent curriculum, the research team can produce new knowledge that can be a reference for researchers, academics, and practitioners in the field of educational studies. In practical terms, this research can provide guidance and recommendations for students, teachers and researchers in maximizing the quality of education in accordance with the objectives of national education.

METHOD

The type of research used by researchers is a qualitative research method using a descriptive approach. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a natural setting with researchers as key informants (Sugiyono, 2022). Researchers use this type of qualitative research with a descriptive approach to provide an in-depth description of the obstacles in implementing the independent curriculum in sociology learning.

The data sources in this study used primary sources and secondary sources. Primary sources were obtained from interviews and observations. Meanwhile, secondary sources were obtained by researchers from documentation and literature studies. The data collection techniques used by researchers are observation, interviews, and documentation. The data collection tools used by researchers are observation guides, interview guides, and documentation guides. Data collection techniques using observation, interview and documentation techniques using data analysis techniques, namely data collection, data reduction, data presentation and conclusion drawing (verification). The analysis in the study used eight informants, namely seven core informants and one supporting informant.

RESULTS AND DISCUSSION

Constraints on Planning Aspects in the Implementation of Sociology Learning

Obstacle is a condition that is a symptom or obstacle and difficulty as a barrier to achieving a goal or desire. Obstacles are also referred to as obstacles, obstacles, factors or circumstances that limit, hinder, prevent the achievement of goals or forces that cause failure. Obstacles are things that cannot be denied in an activity process that has just undergone changes, such as in the application of the independent curriculum in sociology learning (Imran *et al.*, 2023).

Learning planning is a process carried out by the teacher in guiding, assisting, and directing students to have learning experiences and achieve predetermined teaching objectives with the steps of preparing learning materials, using teaching media, using teaching methods and approaches and assessing in an allocation of time to be carried out within a certain time (Kurniawati, 2021).



Figure 1. Assessment activities in the computer lab room

Based on the results of interviews conducted by researchers, teachers are faced with difficulties when compiling learning plans consisting of teaching modules, assessments, flow of learning objectives (ATP), learning outcomes (CP), P5, and reporting learning outcomes. Learning planning is a thought or preparation for carrying out teaching tasks/learning activities by applying learning principles through learning steps, the planning itself, implementation and assessment, in order to achieve predetermined learning objectives. The obstacles experienced by teachers in teaching modules are that there are still teachers who do not understand and understand related to technology so that it is difficult to obtain information about changes that occur that in making teaching modules a special format has been provided for making teaching modules but because teachers who do not understand and do not understand technology so it is difficult to quickly adapt. This is in line with what is experienced by teachers at Santun Untan Pontianak High School. The obstacles experienced not only occur in the making of teaching modules, but in the assessment there are also obstacles, namely the academic conditions of students who have different ability criteria so that the assessment carried out must adjust to the abilities of students in order to achieve the learning objectives to be achieved. In the flow of learning objectives also experienced obstacles, namely time constraints. Time that should be used for learning but is used for other interests such as school and personal interests so that the ATP that should be achieved is finally delayed. In addition, the problem experienced by teachers is the difficulty in determining CP (learning outcomes). This is constrained because in determining learning outcomes, it must be adjusted to the material to be taught, adjust to the ability of students, the phase of students, academic ability and also the ability of schools to prepare and provide facilities so that it needs careful and maximum consideration. This is in accordance with what is experienced by sociology teachers, but other teachers also experience obstacles as explained by supporting informants that the obstacles experienced are students who have different ability criteria so that in making learning outcomes (CP) cannot only focus on

one criterion and goal but must adjust to various other factors. In planning learning in P5 activities, the obstacles experienced by teachers are that there is no preparation program planning that is really ready and there is also no supervising teacher who organizes and directs and monitors but only relies on young teachers and the vice principal of the curriculum. In reporting the results of learning, the obstacles experienced are the results of students who are not satisfied and do not reach the average completeness so that they are threatened with not going to grade (Azkiya, 2018). This is in accordance with what was stated by the sociology teacher. However, another obstacle is that there are teachers who do not want to learn independently to find out the changes in the new curriculum that are implemented so that it is difficult to quickly adapt.

The steps taken by schools in overcoming and minimizing the obstacles experienced are by holding BIPTEK training activities, SMEs by collaborating with other schools and giving an appeal to teachers on the importance of independent learning using technology. This is in accordance with the theory put forward by Farida Jaya in her book entitled Learning Planning which states that lesson planning is a general description of the steps that will be taken by the teacher in the classroom in the future to achieve predetermined goals effectively and efficiently in learning activities. Therefore, teachers have the task of designing their learning program which consists of organizing teaching materials, presentation, and evaluation as their responsibility in accordance with predetermined learning objectives. The essence of learning planning is to plan learning maximally and optimally to achieve the desired learning outcomes.

Constraints on the Implementation of Sociology Learning

The implementation of an independent curriculum in the learning process is an activity of implementing the learning process in teaching and learning activities with the aim of achieving goals and plans that have been prepared in a structured manner effectively and systematically. The success in implementing the Merdeka Belajar Curriculum in an educational institution is not only measured by the learning planning stage but is measured by the implementation of learning in accordance with the learning plan that has been made. Learning implementation is the process of delivering material content intended for students to obtain results and achieve the educational goals to be achieved. The learning process/implementation is the core of the educational process. In the implementation of learning, of course, it cannot be avoided from the obstacles experienced, although not all of them experience obstacles, but this is a natural thing that happens because the independent curriculum is also still being implemented. teachers and students are faced with difficulties when implementing learning which consists of introductory activities, core activities, closing activities, reflection, remedial, and enrichment, although not all stages experience significant ones.



Figure 2. The implementation process of sociology learning Activities

Based on the results of interviews conducted by researchers, there are several problems experienced by teachers when implementing learning in the independent curriculum due to lack of experience and not understanding in using technology, the academic condition of students. The obstacles experienced in implementing the independent curriculum at Santun Untan High School in implementing sociology learning in class X are teachers who have no experience and do not understand the independent curriculum and are not yet proficient in applying technology in learning, the academic conditions of students who have different criteria, students who still underestimate the assignments given, there are students who are constantly remedied so that enrichment appears, which is the main obstacle in the implementation of learning is in the academic students. This is different from what students experience that students experience obstacles such as classroom conditions that are less conducive so that they are less focused during learning and are also required to be active by the teacher, lack of understanding of the material taught by the teacher during the learning process in line with what is stated by students.

From the research conducted by researchers at Santun Untan Pontianak High School, it can be seen that the teacher has carried out preliminary activities during learning by greeting, asking for news, conducting assessments, asking again related to the material that has been taught and also praying before starting learning, the teacher has carried out closing activities by providing reflection and summarizing learning material. In assessing the teacher also provides remedial and enrichment for students whose scores do not reach the average in writing.

Constraints on the Outcome Aspects of Learning Implementation

Standard results carried out in the curriculum through evaluation or follow-up in learning, namely the assessment process by measuring whether learning activities in the independent curriculum are running well in line with the objectives and planning that have been made based on the results obtained. evaluation is a process of collecting data to determine the extent to which, in what ways and how educational goals have been achieved. Assessment of the teaching process is a series of activities carried out deliberately to see or find out how high the success rate of the activities achieved (Fitri, 2016). The obstacles experienced in implementing the independent curriculum are not only experienced in planning and implementation but also of course in the aspect of assessing the results in the implementation of learning. Assessment is

an activity of measuring, quantifying, determining the quality of student knowledge as a whole, and integrated in the learning process, and using various forms. In learning, assessment is a method used by educators in measuring the ability of students to achieve the learning objectives used. Assessment of learner learning outcomes is grouped into three domains, namely cognitive, affective and psychomotor. teachers and learners are faced with difficulties when carrying out learning outcomes assessment activities consisting of cognitive (knowledge), affective (attitude) and psychomotor (skills) assessments.



Figure 3: Execution of the knowledge test

Based on the results of interviews conducted by researchers, there are several problems experienced by teachers and students when assessing learning outcomes because they are influenced by various factors from students such as the academic condition of students. The obstacles experienced in implementing the independent curriculum at Santun Untan High School in assessing learning outcomes are the types of assignments that do not only rely on one type of assignment but must further adjust to the abilities of students, in contrast to the obstacles experienced by students that there are students who do not understand the material taught so that the scores are not as expected, the skills of different students. In assessing learning outcomes, the instruments used are listed in the teaching module along with the format used (Murti *et al.*, 2023). The instruments used in cognitive aspects are Written tests Descriptions and / or Multiple Choice), Oral Tests/Observation of Discussions, Questions and Answers and Conversations and Homework Assignments while in affective aspects are Observation Assessment, Self-Assessment, Peer Assessment, Journal Assessment and in psychomotor aspects are Performance Assessment, Project Assessment, Product Assessment, Portfolio Assessment.

This is in accordance with the theory put forward by Dr. H. Abdul Qodir, M.Pd in his book entitled evaluation and learning assessment which states that assessment is carried out through various forms including: performance assessment, attitude assessment, written assessment, project assessment assessment through a collection of work, and the work of students and self-assessment. Assessment of learning outcomes both formal and informal is held in a pleasant atmosphere, allowing learners to show what they understand and are able to do. A learner's learning results are not recommended to be compared with other learners, but

with the learner's previous results. Thus learners do not feel judged by the teacher but are helped to achieve what is expected.

CONCLUSION

Obstacles in implementing an independent curriculum are difficulties experienced by school community members, especially for teachers and students who are the object of implementing an independent curriculum on the success or failure of the implemented curriculum. Obstacles in the Planning Aspect of Sociology Learning Implementation are difficulties when compiling learning plans consisting of teaching modules, assessments, flow of learning objectives (ATP), learning outcomes (CP), P5, and reporting learning outcomes with various obstacles experienced as well as constraints on students' academics. Constraints on the Aspects of Sociology Learning Implementation are in the implementation of sociology learning teachers have no obstacles during preliminary activities, core activities and obstacles in closing activities, obstacles in reflection activities, namely students who still underestimate that the assignments given, enrichment activities and also remedial activities. The obstacles experienced are not having experience and not understanding related to the independent curriculum and not yet proficient in applying technology in learning, the academic condition of students who have different criteria. Different. Obstacles in the aspect of assessing results in the implementation of learning are in the cognitive aspect and the psychomotive aspect, while for the affective aspect there are no obstacles. obstacles in the cognitive and psychomotor aspects are more dominant with the obstacles experienced by students that there are students who do not understand the material being taught so that the scores are not as expected, the skills of different students. With the instruments used in cognitive aspects are Written tests (Descriptions and / or Multiple Choice), Oral Tests / Observation of Discussions, Questions and Answers and Conversations and Homework Assignments while in affective aspects are Observation Assessment, Self-Assessment, Peer Assessment, Journal Assessment and in psychomotor aspects are Performance Assessment, Project Assessment, Product Assessment, Portfolio Assessment.

REFERENCES

- Azkiya, S. (2018). *Implementasi Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti Di SMA Negeri 29 JAKARTA* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Fauzi, A. (2022). Implementasi kurikulum merdeka di sekolah penggerak. *Jurnal Pahlawan/ Vol, 18(2)*, 20-30.
- Fitri, H. (2016). Manajemen pelaksanaan pembelajaran ict di sd negeri 46 kota banda aceh. *Visipena, 7(2)*, 184-195.
- Imran, I., Ramadhan, I., Prancisca, S., Okianna, O., Ismiyani, N., Zalianty, A., & Aryan, F. (2023). Workshop Implementasi Kurikulum Merdeka di SMA Negeri 1 Jagoi Babang (Sekolah Perbatasan Indonesia-Malaysia). *Community Development Journal: Jurnal Pengabdian Masyarakat, 4(2)*, 4747-4751.
- Kurniawati, W. (2021). Desain Perencanaan Pembelajaran. *JURNAL AN-NUR: Kajian Ilmu-Ilmu Pendidikan dan Keislaman, 7(01)*, 1-10.

- Murti, K., Kresnadi, H., & Halidjah, S. (2023). Pengembangan Modul Ajar Mata Pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) Kelas IV Kurikulum Merdeka Materi Indonesiaku Kaya Budaya di SDN 24 Pontianak Timur. *Journal on Education*, 6(1), 6801-6808.
- Purnawanto, A. T. (2022). Implementasi Profil Pelajar Pancasila dalam Pembelajaran Kurikulum Merdeka. *Jurnal Pedagogy*, 15(2), 76-87.
- Sugiyono. (2022). *Metode Penelitian Manajemen*. Bandung: Alfabeta
- Zatalini, A. (2023). Implementasi Penilaian pada Kurikulum Merdeka Belajar dalam Pembelajaran Sosiologi di SMAS Santun Untan Pontianak. *Jurnal Ilmiah Edukatif*, 9(2), 148-154.