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## The Role Of Educators In The Concept Curriculum Implementation From Time To Time In Indonesia

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### ANNOTATION

*The aim of this research is to analyze the role of teachers and analyze curriculum implementation from time to time. The type of research in this research is library research or library research. The data collection techniques used in this research are literature and documentation. Testing the validity of the data in this qualitative research uses credibility, transferability, dependability and conformability test methods. The results of the research are: the curriculum preparation by the government currently implemented in Indonesia is always undergoing changes, including changing the role of teachers in its implementation. The role of teachers in the concept of curriculum implementation from time to time is reduced compared to the role of teachers in the KBK and KTSP Curriculum, namely as technical implementers. So the 2013 curriculum and the independent curriculum open up opportunities for every teacher to be able to optimize the effectiveness of learning in the classroom and outside the classroom in order to improve the quality of education through increasing teacher competency. The independent curriculum needs to be prepared carefully in order to improve the quality of education towards Indonesia's golden era in 2045. There are many aspects that must be considered, including: 1) Human resource readiness, 2) school facilities, 3) Learning Achievement (CP) is a priority, 4) Learning tools and resources are aligned with student character, 5) learning methods and evaluation must be adjusted to student needs, 6) Student needs must be seen in detail by the teacher.*

**KEYWORDS:** *Teacher; Teacher's Role; Curriculum.*

### INTRODUCTION

The curriculum is a component in education that guides learning both in the education unit and classroom settings. The series of components contained in the curriculum are ultimately an effort to realize the achievement of educational goals, namely educating the nation's life as stated in the 1945 Constitution [1].

From year to year, the content of education always develops in line with social and cultural developments in the community, as well as Science and Technology (IPTEK). Therefore, curriculum changes become a necessity and something that needs to be done. Curriculum changes and developments continue to be carried out in Indonesia starting from the time of independence. We know the existence of teaching plans, Teaching Program Outlines (GBPP), curriculum 84, Competency-Based Curriculum (KBK), Education Unit Level Curriculum (KTSP), 2013 Curriculum, K-13 revised in 2016, revised in 2018 and an independent curriculum implemented in 2022 [2].

The Minister of Education and Culture (Mendikbud) in various media emphasized that the

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discourse on curriculum change is an important and critical issue. Therefore, the government then seeks to transform through education, one of which is curriculum change to make the current generation have superior competencies so that they can become development capital for the next 10 to 15 years. The current curriculum is considered unable to guarantee the realization of the golden generation in the future [1]. Therefore, it is necessary to change the curriculum that is relevant to the present and the future. The Ministry of Education explained that currently there are problems in the implementation of education in Indonesia related to the curriculum, among others [3]:

1. The curriculum content is still too dense, as indicated by the large number of subjects and many materials that are beyond the developmental level of children's age.
2. The curriculum is not yet fully competency-based in accordance with the demands of the functions and objectives of national education.
3. Competencies do not yet describe holistically the domains of attitudes, skills and knowledge.
4. Some competencies required in accordance with the development of needs (e.g. character education, active learning methodology, balance of soft skills and hard skills, entrepreneurship) have not been accommodated in the curriculum.
5. The curriculum is not yet sensitive and responsive to social changes that occur at the local, national and global levels.
6. The learning process standards do not yet describe a detailed learning sequence, which opens up opportunities for diverse interpretations and leads to educator-centered learning.
7. Assessment standards have not directed competency-based assessment (attitudes, skills, and knowledge) and have not explicitly demanded periodic remediation.
8. KTSP requires more detailed curriculum documents so as not to cause multiple interpretations.

Furthermore, the Minister of Education and Culture mentioned that the 2013 curriculum will be able to encourage children to continue to be curious and look for answers and from this, a creative and productive generation will grow [4]. According to Poerwati and Amri, education must change, as the previous curriculum was considered to have failed to bring the country better [5]. Several cases such as overly dense material, uniform textbooks, weak educator skills, various moral problems, plus a distorted education management system [6]. On the other hand, the 2013 curriculum changes also reaped various attitudes from the community, both pro and contra to the changes. This policy still holds a big question mark for various parties, especially education units as institutions that organize the learning process and educators as the key to organizing learning in the classroom [7]. So far, the classic pameo "change the minister change the curriculum" or "change the minister change the book" has emerged. The curriculum change itself has not been done long ago, namely when the curriculum changed to KBK with KTSP [8].

But here we will look at it from a different side, one of which is the issue of Educators who are at the forefront of education, as implementers in the field. In every curriculum change, of course, has different characteristics, one of which is how the role of educators in curriculum development and curriculum implementation [9]. This change will certainly have an impact on the ability of educators to implement the 2013 curriculum.

Broadly speaking, this paper tries to discuss an overview of curriculum development in Indonesia, Educator competencies, Educator roles and role changes in curriculum implementation, Educator preparation, and optimization of Educator roles in the 2013 curriculum [10].

## METHOD

This type of research is included in library research which is carried out by using literature (literature) in the form of records, documents, books, published articles and reports on previous research results. The stages carried out in this research are as follows: 1) collection of research materials (sourced from books, journals, research reports and other literature), 2) reading library

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materials and finding new related ideas, 3) Making research notes, 4) analyzing and managing research notes to determine the right conclusion [11].

The data collection techniques used are literature and documentation. The data validity test in this study uses internal and external validity test methods, reliability test and objectivity test [12]. The data analysis technique uses content analysis to make an inference that can be replicated and has valid data by paying attention to the context of the material under study [13].

The three roles must go hand in hand and balance each other so as to produce a curriculum that suits the needs and developments. Therefore, various changes and developments make the curriculum must continue to be evaluated and developed content and content so that it is always relevant to the ever-changing needs of society in accordance with the development of science and technology [14].

Nurhadi in Kusnandar revealed the curriculum as a variable that affects the education system, the curriculum must be able to follow developments in society [15]. The curriculum must be comprehensive and responsive to social dynamics, relevant, not overloaded, and able to accommodate the diversity of needs and technological advances. Therefore, curriculum changes are a natural thing.

Since the time of independence, the curriculum in formal education in Indonesia has undergone several changes starting from the 1947 curriculum known as the lesson plan, the 1952 curriculum under the name of the decomposed lesson plan, 1964 under the name of the Primary School Education Plan, the 1968 curriculum under the name of the Primary School Curriculum, the 1973 curriculum under the name of the Development School Pioneer Project Curriculum (PPSP), the 1975 curriculum under the name of the Primary School Curriculum, the 1984 curriculum, the 1994 curriculum, the 1997 curriculum which is a revision of the 1994 Curriculum, the 2004 curriculum under the name of the Competency-Based Curriculum (KBK), and the 2006 curriculum under the name of the Education Unit Level Curriculum (KTSP). Finally, in 2013 the government decided to make changes to the curriculum which is currently being discussed and prepared all the tools [16].

Seeing the development of this curriculum shows that education is something that will always be dynamic and change according to the times. Curriculum development and change are needed to keep pace with various developments in society that are very fast. Rizali, Sidi, et al revealed that curriculum change in the education system is a necessity, if it does not change it means we are getting left behind [17][18]. Therefore, if the curriculum does not change and continues to use the old curriculum, education will only produce graduates who are not relevant to the needs of society.

## RESULT AND DISCUSSION

### *Curriculum Development in Indonesia*

In a broad sense, the curriculum serves as a guide to lead students to become part of the society aspired to in the 1945 constitution, namely educating the nation's life. Therefore, the curriculum must be designed to achieve these goals. Tyler (MKDP Developer Team, defines the curriculum as the entire learning experience of learners who are planned and implemented at school to achieve educational goals [19]. Then, Sanjaya, divides the curriculum into two sides, namely the curriculum as a document and the curriculum as implementation. As a document, the curriculum serves as a guide for educators and curriculum. Curriculum documents contain plans that contain goals to be achieved, material content and learning experiences that learners must do, strategies and methods that can be developed, evaluations designed to collect information about achieving goals, and implementation of documents designed in real form. This is contained in Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas) Article one point 19 which defines the curriculum as a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. Furthermore, the curriculum as an implementation, is the realization of

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these guidelines in the form of actualization of the entire learning experience of Learners in learning activities.

Tilaar in Poerwati states that the curriculum is not the end goal but as a means to an end. This shows that the curriculum has a strategic role in achieving educational goals [20]. Hamalik considers that there are three important roles of the curriculum, namely the conservative role, the creative role, and the critical and evaluative role. The conservative role is seen when the curriculum becomes a means of transmitting the value of past cultural heritage that is considered still relevant to the present. The creative role can be seen when the curriculum is able to develop something new, new developments, new knowledge, new technology, which is in accordance with current and future developments [21]. Critical and evaluative roles, where the curriculum not only plays a role to pass on cultural values but also plays a role to assess, sort, and select everything as a form of control or social filter.

### **Educator Competence**

Educators are at the forefront of education in Indonesia. The success of education is in the hands of educators [22]. Educators are individuals who deal directly with students in the classroom in learning. Educators have an important role to make students of good academic quality, expertise, emotional maturity, moral and spiritual. To support all of that, an educator who has high qualifications, competence, and dedication in carrying out their duties is needed.

The 2013 curriculum change plan requires educators who are ready to implement it in the field. Educators who have adequate competence with future needs are needed. Education is currently facing a big problem with the competence of its Educators, this is the impact of previous education policies that recruit Educators carelessly so that educational institutions are filled with incompetent people [23].

The ability of educators to carry out their duties is reflected in the competencies they must have. This has been stated in Law Number 14 of 2005 concerning Educators and Lecturers [24]. There are four minimum competencies that must be possessed by an educator, namely pedagogical, personality, social, professional competencies.

First, pedagogical competence. This competency relates to the Educator's ability to design, implement, and evaluate learning. This competency consists of understanding educational insights or foundations, understanding of students, curriculum development, syllabus development, learning design, implementing educational and dialogical learning, utilizing learning technology, evaluating learning outcomes, and developing students to actualize their various potentials [25].

Second, personality competence. This competency is related to the ability that must be possessed by Educators to have an attitude that can be a role model and a person who has the potential to progress and develop. Some of these attitudes include a steady, stable, mature, wise and prudent, authoritative, noble character, being a role model for students and society, objectively evaluating one's own performance, and developing oneself independently and continuously.

Third, social competence. This competency relates to the Educator's skills to communicate as part of society through various media to all related individuals and groups. This social competence includes, among others, the ability to communicate orally, in writing, or signaling, to use communication and information technology functionally, and to get along effectively with students, fellow educators, education personnel, parents/guardians of students, and to get along politely with the surrounding community.

Fourth, professional competence, is the ability to master the subject matter that is taught broadly and deeply. Of the four competencies that must be possessed by educators, pedagogical competence and professional competence then play a very important role in the implementation of the 2013 curriculum. In pedagogical competence, the ability of educators to translate the 2013 curriculum, develop, and implement the 2013 curriculum needs to be sharpened again. Meanwhile,

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in substance, it is also necessary to strengthen the professional competence of educators in developing the subject matter taught so that it can adapt to current needs in accordance with scientific developments.

### **The Role of Educators in Curriculum Implementation**

The successful implementation of the curriculum needs to be supported by qualified educators who are able to analyze, interpret, and actualize the information contained in the curriculum documents in learning. For educators, the curriculum serves as a guide in implementing the learning process. Therefore, no matter how ideal the curriculum is without being supported by the ability of educators to actualize and implement it, the curriculum will not be meaningful at all and learning will not be effective. As the key to successful implementation of the curriculum, educators play a role in the learning setting. It is emphasized by Sanjaya that there are four roles of educators in curriculum development, namely as implementers, adapters, developers, and researchers.

First, educators as implementers. In this role, educators are only tasked with implementing the existing curriculum. As implementers, educators only accept various policies of curriculum developers. Educators have no room to determine curriculum content or determine curriculum targets. The Educator's role is only limited to running the curriculum that has been prepared. All curriculum content both objectives, materials, strategies, media, learning resources, as well as evaluation, time, and all components have been determined by curriculum developers. Educators only act as technical personnel who try to carry out what is stated in the curriculum document.

Second, educators as adapters. In this role, Educators, apart from being technical personnel of the curriculum that has been prepared, also perform another function, namely aligning the curriculum with the characteristics of the needs of Learners and regional needs. Educators as adapters have more authority to adapt the existing curriculum to the characteristics of schools, students, materials, and local needs. Curriculum developers have determined the minimum standards that must be achieved, then further development and implementation are left to each Educator.

Third, the role of educators as developers. Educators as developers (curriculum developers) have broader authority in compiling and developing the curriculum. Educators as developers not only have a role in determining the objectives and content of the lessons to be delivered, but also can determine the strategy to be developed and how to measure its success through the selection of evaluation tools for achieving learning outcomes.

Fourth, the role of Educators as researchers (curriculum researchers). This role is carried out as part of the professional duties of educators who have the responsibility of improving their performance as educators. In carrying out their role as researchers, Educators have the responsibility to test various components of the curriculum, for example testing curriculum materials, testing program effectiveness, testing learning strategies and models, and all matters relating to learning. Educators also collect data on the success of students. The Educator's role as a researcher appears in the Educator's policy which must conduct Classroom Action Research.

### **Changes in the Role of Educators in the 2013 Curriculum**

As explained earlier, each curriculum has its own characteristics in its implementation steps. Practically this will change the role of educators in curriculum development. Changes in the role of educators in the KBK, KTSP, and 2013 curriculum can be seen in Figure 1, Figure 2, and Figure 3. Changes in the role of educators in the KBK, seen in Figure 1.

In the 2004 KBK, the objectives of national education have been set in the National Education System Law which is then derived in the basic framework of the curriculum philosophically, juridically, and conceptually. After the basic framework of the curriculum is compiled, the central government compiles content standards in the form of graduate competency standards (SKL) for subjects, competency standards and basic competencies (SK and KD) for subjects. From SKL, SK,

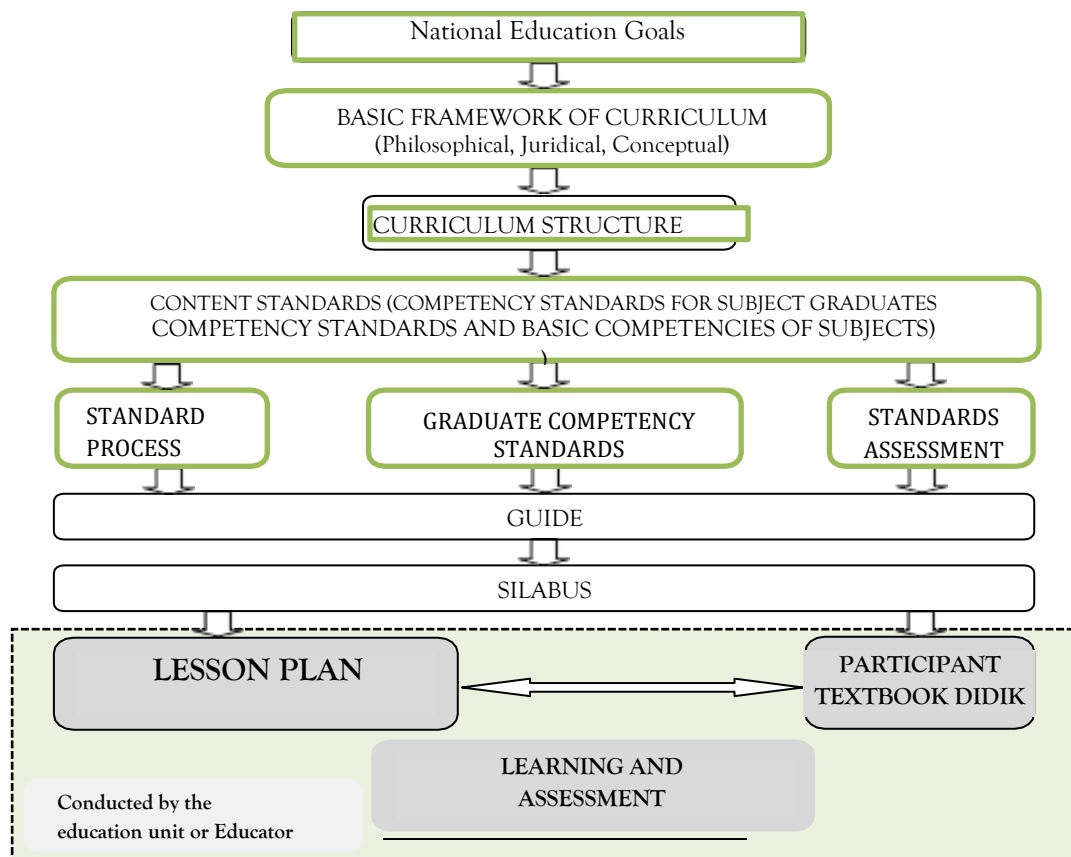
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and KD, it is then derived back into process standards, graduate competency standards (SKL), and assessment standards. The central government then prepares guidelines and syllabi for education units and educators. The Educator's role in KBK starts from developing the syllabus into lesson plans and Learner textbooks to be implemented in learning and assessment.

In the KBK, the role of educators that emerges is as implementers and adapters. Educators act as implementers because the curriculum guidelines have been prepared in the form of a syllabus which guides educators in organizing learning. Educators carry out learning in accordance with these references. In addition, in the syllabus, components such as basic competencies, subject matter, activities, media, time allocation, and others have been compiled in detail. Furthermore, educators translate what is contained in the syllabus into lesson plans that will be implemented.

When compiling and developing lesson plans, the Educator's role becomes adapters, where the Educator harmonizes the curriculum in the form of a syllabus into lesson plans that are adapted to the characteristics of the needs of the Learners and regional needs.

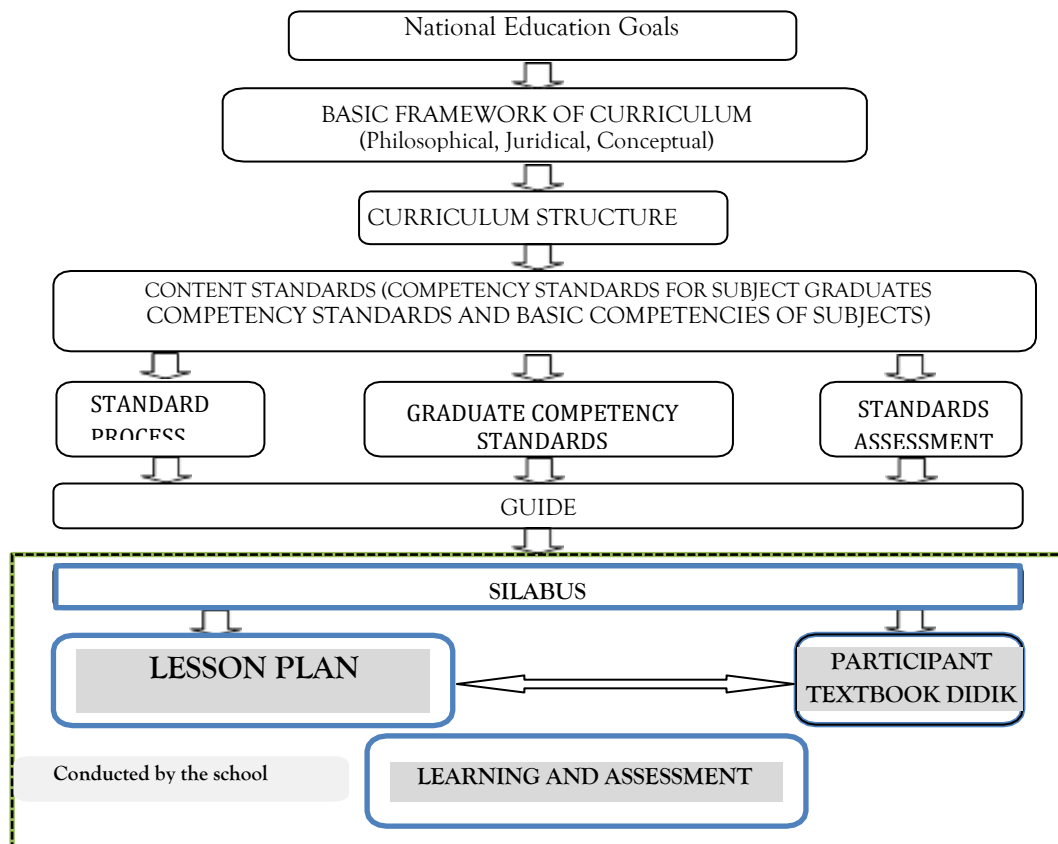
**Figure 1. Framework and Role of Educators in KBK 2004**



Source: Indonesian Ministry of Education and Culture

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**Figure 2. Framework and Role of Educators in KTSP**



Source: Indonesian Ministry of Education and Culture

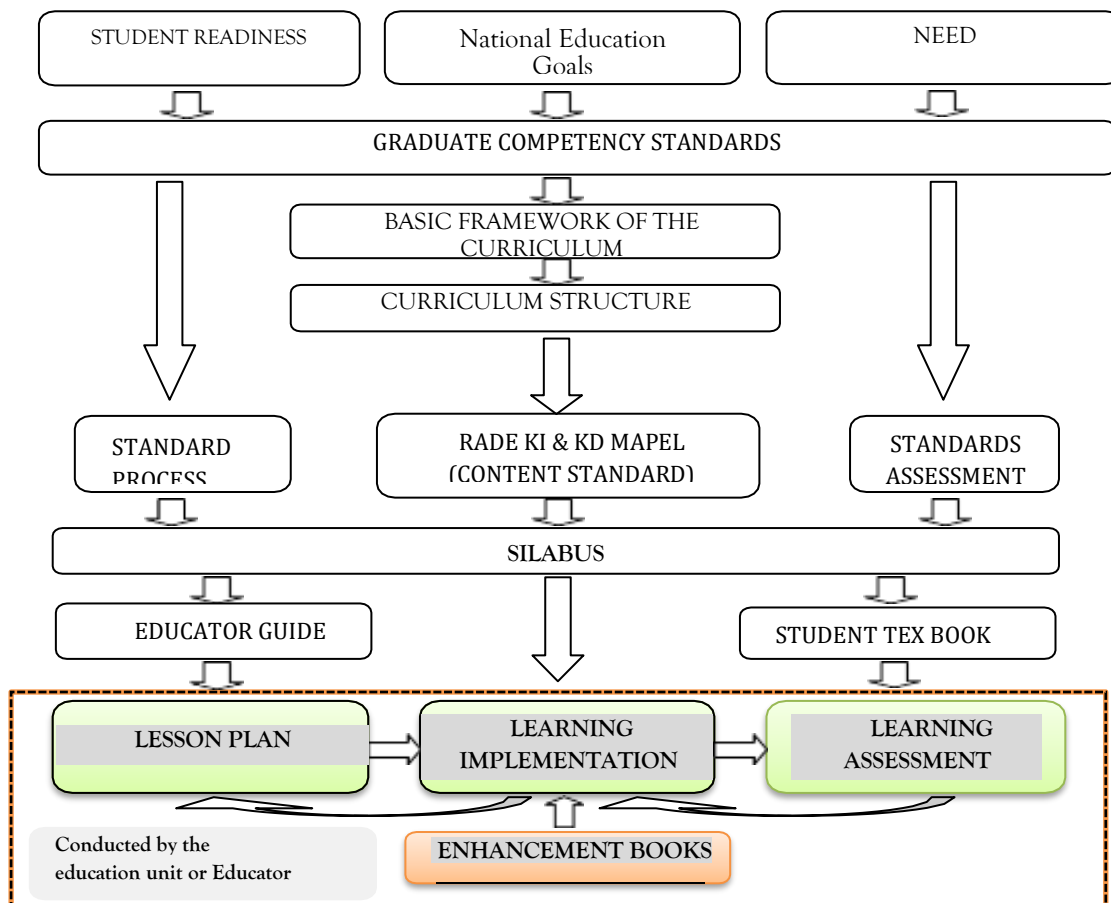
In the KTSP curriculum, the role of educators is illustrated in the design in Figure 2. In KTSP, the role of educators is expanded. The central government compiles the curriculum only up to the stage of preparing KTSP preparation guidelines for education units. Furthermore, education units and educators develop a syllabus that will be derived into lesson plans to be implemented into learning and assessment activities.

In KTSP, educators are given the freedom to develop their own syllabus in accordance with the preparation guidelines provided by the central government. This is done, considering that the educator is considered to be a person who really understands the material that will be taught to students. Educators have a broader role than just as implementers. Educators are given the freedom to develop their own curriculum starting from the selection of competencies, subject matter, division of time allocations, selection of learning strategies, selection of learning resources, and so on which are compiled in the syllabus. The syllabus is then processed into a more technical form in the form of lesson plans. This is considered to make it easier for Educators to manage their own subjects so that the absorption of learning to Learners will be better.

Apart from implementers and adapters, an important role that Educators have in KTSP is as developers. This is done in certain subjects, namely in the preparation of local content. Everything in the local content curriculum is determined by the Educator. There is no minimum standard that is used as a guide like other subjects, everything is prepared by the educator concerned. In the 2013 curriculum, the role of educators is narrowed. This is illustrated by the design of the 2013 curriculum mindset in Figure 3.

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**Figure 3. Framework Plan and Role of Educators in the 2013 Curriculum**



Source: Ministry of Education and Culture of the Republic of Indonesia by the Minister of Education and Culture in the Public Discussion "Can the 2013 Curriculum Answer the Challenges of the 2045 Golden Generation?"

In the framework and the role of Educators in Figure 3 above, the development of the 2013 curriculum begins with an analysis of learner readiness, national education goals, and needs. These three things are then derived into the SKL of the education unit, basic curriculum framework, curriculum structure, process standards, core competencies of classes and basic competencies of subjects and assessment standards.

Furthermore, the central government through the curriculum development team prepares syllabus tools for educators. In addition to preparing the syllabus, which is different from the previous curriculum, in the 2013 curriculum the government also prepares guidebooks for Educators in carrying out their learning activities as well as books that become the handbooks of Learners. These guidelines and books are uniform for all regions of Indonesia. The Educator's role is to describe what is in the Educator's guidebook and the Learner's book into a lesson plan to be implemented in learning and conducting learning assessments. Enrichment books can be provided by educators as a complement or addition in conducting learning activities. When looking at the 2013 curriculum framework, the role of educators becomes narrower than before. In KTSP, the role of educators as implementers, adapters, and developers is very strong.

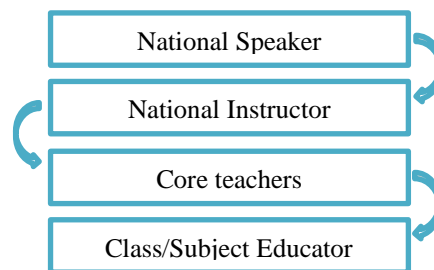
While in the 2013 curriculum the role of educators is reduced and weaker. The preparation of the syllabus is no longer done by the educator. Educators only do what is stated in the Educator's guide that has been prepared by curriculum developers from the central government. Educators' tasks are only limited to preparing lesson plans, implementing learning, and conducting learning assessments. Conditions like this make the Educator's role back as implementers in the field.



### Educator Preparation in Implementing Curriculum 2013

Changes in the role of educators that are so fast will make most educators hesitate and even unprepared for new things. Moreover, not all educators are able to quickly grasp curriculum changes. Meanwhile, they only have a few months to implement the 2013 curriculum. Therefore, the government has made various efforts so that educators are ready to implement the 2013 curriculum through public tests, conveying information through various media, and socialization in other forms regarding the 2013 curriculum. Everything has been prepared by the curriculum development team. The government also took gradual steps to conduct training and mentoring for educators. The process is illustrated in the master design of the 2013 curriculum preparation.

Figure 4: Educator Training Strategy in Welcoming the 2013 Curriculum



Source: Ministry of Education and Culture "Curriculum Master Design 2013" in a Hearing Meeting with the House of Representatives X Committee

The preparation of educators to implement the 2013 curriculum is illustrated in Figure 4. The government prepares national resource persons consisting of the Vice President of the Republic of Indonesia, members of the House of Representatives, Coordinating Minister for Welfare, Minister of Education and Culture, motivators, Curriculum Development Team, Steering Team, Core Team, and Higher Education Experts. Furthermore, national instructors are selected to train core educators as representatives for all fields and schools, then core educators train class educators or subject educators. While carrying out class educators and subject educators remain under supervision and assistance.

### Optimizing the Role of Educators in an Independent Curriculum

The reduced role of educators and the return of educators as implementers can trigger negative and positive impacts. One of the negative impacts that may arise in implementing an independent curriculum is that educators will tend to be passive, less creative, and only rely on guidelines that have been prepared by the center. The role of educators like this will certainly make the level of creativity and innovation of educators very weak. The existence of guidelines and the reduced tasks of educators make educators not trained to develop the curriculum, even though developing the curriculum is one of the competencies that must be possessed by educators.

In addition, we know that Indonesia is a country that has various social conditions, cultural diversity, and different economic levels. Judging from the typological conditions, Indonesia consists of islands, waters, land, mountains, and not all of them can be accessed easily. Uniformizing the curriculum throughout Indonesia becomes irrelevant when it is not in accordance with regional conditions. For inland areas, for example, different strategies and guidelines are needed in implementing the curriculum. This condition will make it difficult for educators in various regions to translate and implement guidelines that are not in accordance with environmental conditions.

However, the positive impact is that educators have the opportunity to stay focused on learning. The 2013 curriculum and the independent curriculum provide greater opportunities for educators

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and education units to increase the effectiveness of learning time both in the classroom and outside the classroom and improve the quality of learning compared to the KBK and KTSP curricula. In KBK and KTSP, educators are often preoccupied with more administrative activities. The difficulty in preparing the syllabus itself is often an inhibiting factor for effective learning. With the syllabus and guidebook for educators and students, educators can immediately implement what is in the guide.

In the implementation of the 2013 curriculum and the independent curriculum, educators have a lot of time to stay focused on learning, which will certainly affect the effectiveness of learning. In addition, in the preparation of the curriculum by educators in the KBK and KTSP, different curricula in each school are different depending on the competence of educators in developing them. The 2013 curriculum and the independent curriculum seem to return most of the tasks to the central government. This makes learning standards for all regions in Indonesia the same and measurable. This condition is an opportunity for the world of education to optimize the role of educators in learning. these steps need to be taken so that curriculum changes run successfully.

Educators are no longer burdened in preparing curriculum tools as before. When the role of educators is reduced, the implementation in learning should be more effective and can achieve goals. This opportunity needs to be utilized by the government, education units, and educators to support the optimization of learning. The trick is first, to improve the competence of educators. Educators need to practice and develop their competencies, be it personal, pedagogic, social, and professional competencies. Second, optimizing the role of educators in learning, namely as learning resources, facilitators, managers, demonstrators, mentors, motivators, and evaluators.

As a learning resource, the role of educators can be optimized by enriching references and subject matter. As a facilitator, Educators can develop various ways to make it easier for Learners to learn. This can be done by choosing or developing appropriate learning media and communicating effectively with students. As a facilitator, Educators can also apply various methods and strategies when teaching.

According to Loeloek and Amri that, as a facilitator, Educators can stimulate or provide stimuli to help Learners to want to learn on their own. The 2013 curriculum and the independent curriculum provide opportunities for Educators as facilitators who can free Learners to think, create, and develop both inside and outside the classroom which is integrated with the business world and the industrial world.

### **Implementation and Scope of the Independent Curriculum**

The beginning of the change in the 2013 curriculum to an independent curriculum was during the speech of the Ministry of Education and Culture Ristek Nadiem Anwar Makarim, who conveyed and proposed the existence of the Merdeka Belajar movement in primary education to tertiary institutions. There are four main policies, namely: 1) USBN changed its formulation to assessment, 2) UN is changed to the formulation of Minimum Competency Assessment (AKM), 3) Character Surveys (SK), shortened lesson plans, and 4) the existence of Zoning PPDB to be more flexible.

The independent curriculum is expected to perfect the previous curriculum. The implementation of the independent curriculum should be very well prepared. Starting from competent and professional human resources (HR) to reliable and qualified infrastructure in schools. Educators' human resources need to be a special concern in the success of the independent curriculum which is then supported by complete school facilities in order to support the implementation of the independent curriculum.

Optimization of Educators as managers in an independent curriculum can be done by conditioning a comfortable learning climate for students by optimizing planning, organizing, leading, and supervising learning activities. As a demonstrator, Educators must be able to provide examples to Learners by being a good role model. As a mentor and motivator, this is done by

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guiding Learners to find and develop their potential.

This is supported by efforts to understand the differences in each student. After that, Educators provide motivation to Learners to continue learning and build Learners' interests. Optimizing the role of Educators also needs to be supported by optimizing Educators as evaluators. As an evaluator, Educators measure the success of the program, analyze the advantages and disadvantages of what has been done in the previous learning process.

There are several differences between the independent curriculum and the 2013 curriculum, which can be seen from the flow. K-13 has a flow: 1) administration, 2) continues to the head of the education unit, 3) teachers, 4) parents, 5) students have standards (UN, KKM etc.).

As for the independent curriculum, it has a flow: 1) prioritize the rights and needs of students, 2) teachers have a role to direct according to their needs and abilities, 3) parents have a role to assist children in learning, 4) Provision of learning facilities tailored to talents and interests, 5) students are managed according to management or administration.

The advantages of the independent curriculum are as follows: (1) Administratively simpler, (2) Material content is more in-depth, (3) Learning is more flexible / independent, (4) Learning is more interactive and according to conditions, (5) Students can explore more deeply and provide more space to develop.

With the changes in the curriculum and various efforts to strengthen the role of Educators in the context of learning effectiveness mentioned above, it is important to do so along with the reduced duties of Educators in developing an independent curriculum. To support this, of course, efforts to develop the Educator profession, especially those related to learning, are needed. The role of educators in learning is reduced, but as Saud said that the responsibility of educators to develop the curriculum further implies that educators are required to always look for new ideas, perfecting educational practices, especially in teaching practices. Therefore, it is expected to achieve learning effectiveness

## SUMMARY

The curriculum guides the implementation of learning activities to achieve educational goals for education units and educators. Indonesia to date has experienced many curriculum changes ranging from lesson plans, decomposed lesson plans, elementary school education plans, elementary school curriculum, Development School Pioneer Project Curriculum (PPSP), 1984 curriculum, 1994 curriculum, 1997 curriculum, KBK, KTSP, to Kuriulum 2013. These changes show that education in Indonesia is dynamic.

In the 2021/2022 academic year, the government again launched a new curriculum, namely the independent curriculum. There are fundamental changes, especially in the role of educators as implementers of the curriculum. In the KBK and KTSP curricula, educators are required to develop their own curriculum components which are developed in the form of a syllabus containing subject matter, time, strategies, sources, and so on. Meanwhile, in the 2013 curriculum framework and the independent curriculum, there is a reduction in the role of educators. Educators are only tasked with implementing the curriculum by preparing lesson plans, implementing learning, and conducting evaluations. The Educator's task is also made easier by the presence of the Educator's guidebook.

The independent curriculum needs to be carefully prepared in order to improve the quality of education towards Indonesia's golden era in 2045. There are many aspects that must be considered, among others: 1) Human resource readiness, 2) school facilities, 3) Learning Outcomes (CP) are a priority, 4) Learning tools and resources are aligned with the character of students, 5) learning methods and evaluations must be adjusted to the needs of students, 6) The needs of students must be seen in detail by educators.

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