JIP (Jurnal Ilmiah PGMI)

Teacher's Pedagogical Competence in Implementing of *Kurikulum Merdeka Belajar* (**Independent Learning Curriculum**) in Elementary School

Ayu Reza Ningrum[1]*, Nurul Hidayah[2], Ayu Cahya Utami[3], Nur Hidayah[4], Rifda Elfiah[5]

[1,2,3,4,5] Universitas Islam Negeri Raden Intan Lampung, Lampung, Indonesia

*Correspondence adress: ayurezaningrum@radenintan.ac.id

Abstract

The aim of the research is to determine the pedagogical competence of teachers in Kurikulum Merdeka Belajar (independent learning curriculum) at Assalam Elementary School of Bandar Lampung. The research method used is qualitative descriptive research. The subject in this research is lower class teachers totaling 12 teachers. Data collection techniques use interviews and observation. Data analysis techniques in research apply three stages, namely data reduction, data display, and drawing conclusion. The research results display that the pedagogical competence of teachers at Assalam Islamic Elementary School is running well and optimally. There are 5 of the 6 indicators of pedagogical competence in the reasonable category. These indicators include the ability to master student characteristics, master learning theory and educational learning principle, organize educational learning, facilitate the development of student potential, effective communication, and be empathetic towards students. Meanwhile, the indicator of mastering the evaluation of learning outcomes is in the quite good category. In this way, the pedagogical competencies possessed by teachers can be a pioneer of change in realizing the goals of the Kurikulum Merdeka Belajar. Therefore, mastery of pedagogical competencies which is capable and adaptive is able to navigate the flexibility offered by the independent curriculum and create student-centered learning that is delightful and meaningful.

Keywords: Merdeka Belajar, Pedagogical Competence, Teacher

Abstrak

Tujuan penelitian untuk mengetahui kompetensi pedagogik pendidik dalam kurikulum merdeka belajar di SD Assalam Bandar Lampung. Metode penelitian yang digunakan adalah penelitian deskriptif kualitatif. Subjek dalam penelitian ini adalah pendidik kelas rendah yang berjumlah 12 guru. Teknik pengumpulan data menggunakan wawancara, dan observasi. Teknik analisis data dalam penelitian menggunakan tiga tahapan yakni reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kompetensi pedagogik pendidik di SD Islam Assalam sudah berjalan dengan baik dan optimal. Terdapat 5 dari 6 indikator dalam kompetensi pedagogik dalam kategori baik. Indikator tersebut meliputi kemampuan menguasai karakteristik peserta didik, menguasai teori belajar dan prinsip-prinsip pembelajaran yang mendidik, menyelenggarakan pembelajaran yang mendidik, memfasilitasi pengembangan potensi peserta didik, berkomunikasi secara efektif dan empatik terhadap peserta didik. Sedangkan indikator menguasai evaluasi hasil belajar dalam kategori cukup baik. Dengan demikian, kompetensi pedagogik yang telah dimiliki oleh pendidik tersebut dapat menjadi pelopor perubahan dalam mewujudkan tujuan kurikulum merdeka. Karena, penguasaan kompetensi pedagogik yang cakap dan adaptif mampu menavigasi fleksibilitas yang ditawarkan kurikulum merdeka dan menciptakan pembelajaran yang berpusat pada peserta didik menyenangkan, dan bermakna.

Kata Kunci: Kompetensi Pedagogik, Kurikulum Merdeka, Pendidik.

INTRODUCTION

The implementation of education in Indonesia is immovably very dependent on teachers as the center of education (Aliyyah et al., 2020). The teaching profession is required to have standardized knowledge and skills which are derived from the goals and roles of education. The quality of education is determined by teachers in developing the potential of students (Solih et al., 2022). Especially at the elementary school education level, the educational process in elementary schools does not only require mastery of material as a benchmark for achieving the goals of elementary school education. This needs to be supported by mastery of the four competencies that every teacher must have. The four competencies are pedagogical competence, personality competence, social competence, and professional competence.

To advance the competence of teachers in the midst of digital acceleration, the Ministry of Education and Culture created the Platform Merdeka Belajar (PMM) as a follow-up to matters regarding the quality of potential and abilities of teachers (Anggreini & Narimo, 2023; Damayanti & Al Ghozali, 2023; Nugraheni & Siswanti, 2022; Pratama & Dewi, 2023; Trisna et al., 2023). The Platform Merdeka Belajar (PMM) is expected to be able to optimize the performance of teachers through creativity developed by itself. The existence of the Kurikulum Merdeka can be a hope for improving learning competencies in educational institutions because it is based on the needs of students. The implementation of the Kurikulum Merdeka creates a learning resource that develops pedagogical, social and educational competencies. The existence of this curriculum is a hope for overcoming the crisis in learning activities. With the overhaul of the curriculum, it is wished that it will be a hope for secure, inclusive and enjoyable schools.

The curriculum performs a very important role in improving the quality of education (Sabrina et al., 2022). The objectives contained in the curriculum are an elaboration in order to achieve national education goals (Rustandi & Abdurrahmansyah, 2022). To keep up with curriculum changes and developments, teachers must constantly improve their competence in the pedagogical field so they can translate curriculum content into the learning process (Sutarmizi & Syarnubi, 2022). Therefore, teachers' knowledge of what pedagogical competencies which they need to have and develop is important so that teachers can implement the independent curriculum optimally in the teaching and learning process. Pedagogical competencies which require to be mastered and developed include mastery of learning theory and educational learning principles, facilitating the development of students' potential to actualize their various potentials through the right approach, and carrying out assessments and evaluations of learning processes and outcomes that are generally known with learning management capabilities.

In the Kurikulum Merdeka, improving the quality of education is influenced by the pedagogical competence of teachers (Suzanti et al., 2021). Competency is an important aspect in implementing the independent learning curriculum in which teachers receive training to support changes in learning approaches and teachers are expected to become facilitators and guides in learning (Rizma Sukmawati, 2023; Uzlah & Suryana, 2022). In contrast to the previous kurikulum 13, the implementation of the kurikulum 13 is considered complicated in terms of implementation. As the material in the 2013 Curriculum, it is considered overly dense so that educators in delivering the material are still constrained by time. Educators are only given support and training to improve their skills and understanding and encourage educators to act as facilitators and guides.

Based on the results of interviews and observations conducted at the Assalam Bandar Lampung Islamic Elementary School, the Assalam Elementary School of bandar lampung is one of the schools which has implemented an independent curriculum for a year. The number of teaching staff at Assalam Elementary School is 25 teaching staff, but the sample taken is 12 teaching staff from lower classes and the results obtained show the problem that there are 10 educators who have fulfilled pedagogical competence and there are 2 educators who still have not met pedagogical competence as well as obstacles in implementation of the independent curriculum and development

of pedagogical competencies according to the demands of the independent curriculum. Educators implement project-based learning. This is in accordance with the characteristics of the kurikulum merdeka with its main focus on developing soft skills and the Profil Pelajar Pancasila. It is very important to carry out research on pedagogical competencies in the kurikulum merdeka belajar because this school is driving schools which is obliged to implement the Kurikulum Merdeka (Opik Abdurrahman Taufik, 2022).

Based on the results of research related to pedagogical competence and kurikulum merdeka, firstly, it is entitled Pedagogical competence of elementary school educators as a supporter of the kurikulum merdeka program (Kuntarto et al., 2023). Secondly, it is entitled as kurikulum merdeka in a Pedagogical Perspective (Hamdi et al., 2022). Thirdly, it is entitled Efforts to Develop the Competencies of Driving Educators in Elementary Schools in Kurikulum Merdeka belajar (Aditiya & Fatonah, 2023). Fourthly, it is entitled Increasing the pedagogical competence of educators through training on 21st century learning tools based on kurikulum merdeka in Pelalawan Regency of Riau (Ahmal et al., 2020). Based on the results of these studies, they have similarities, namely that each discusses pedagogical competence in improving learning in the kurikulum merdeka belajar at driving schools. Meanwhile, the difference with the research conducted is that Assalam Elementary School has not yet become a driving school. This research aims to determine the pedagogical competence of elementary school educators in implementing the kurikulum merdeka belajar.

RESEARCH METHOD

This research utilizes qualitative research methods with descriptive research type. Qualitative methods are research procedures which produce descriptive data, personal statements, and later, this method produces descriptive data (Wijaya, 2020). Nasir in (Rukajat, 2018) stated that descriptive qualitative research is a method for researching the status of a group of people, an object, a condition, a system of thought or a class of events in the present. The aim of descriptive research is to create systematic, factual and accurate descriptions, images or paintings regarding the facts, properties and relationships between the phenomena being investigated. The research subjects are 12 lower class teachers. The location of this research is the Assalam Islamic Elementary School in Bandar Lampung. The data collection techniques used are interview, observation and documentation. Interview is the most common data collection method applied in qualitative research (Patkin, 2020) and an effective method operates to find out someone's perception regarding something (Monday, 2020). Interviews are conducted using structured interviews. The questions asked to respondents are the same. This will certainly make it easier for researchers to find research data. Interviews are conducted with 12 teachers. Afterwards, data collection through observation is utilized to identify the main components involved in the observed topic (Weston et al., 2022). Also, observations is formed on 12 teachers. Furthermore, documentation is used to obtain information in the form of documents, whether written, images or electronic. This takes the form of teaching modules, learning media and student diagnostic assessment notes.

Data triangulation is applied to test the validity of research data and utilizes triangulation of techniques, sources and times. Technical triangulation is carried out using various methods, namely interviews, observation and documentation. Meanwhile, source triangulation is carried out with 12 teachers in the lower classes. Hereafter, time triangulation is fulfilled on the same 12 e teachers at different times. Meanwhile, the data analysis technique operates the Miles and Huberman model. The first is data reduction. At this stage, researchers reduce data from interview, observation and documentation into summaries and separate them into general themes that emerge. The second is data presentation. Subsequently, the researcher organizes and presents the reduced data in a clear, concise, and easy to understand way such as creating narratives and quotations from the finding. The third is the conclusion. Draw conclusions from the data which has been reduced and presented

to answer research questions and provide meaningful findings about teachers' pedagogical competence.

RESULT AND DISCUSSION

Pedagogical competence can be interpreted as mastery of students' understanding, learning theory, design and implementation of learning, evaluation of learning and development of students' self-abilities. This is a typical ability possessed by the teaching profession. Teachers are required to follow changes and developments in the curriculum so that pedagogical abilities also increase so that teachers are able to implement the applicable curriculum into learning. Based on the research results, data collection is in the form of interviews, observations and documentation related to the pedagogical competence of teachers in implementing the Kurikulum Merdeka Belajar at the Assalam Islamic Elementary School in Bandar Lampung, as follows:

Mastering the characteristics of students

Based on the findings in the field, several methods are used by teachers to gather information related to student characteristics. Firstly, teachers consistently create observations regarding student behavior inside and outside the classroom. Students' interactions with peers and teachers also cannot escape observation. Teachers also record each student's participation and involvement during the learning process in the teacher's journal. Secondly, teachers construct diagnostic assessments aiming to determine students' strengths and weaknesses. Assessment is also operated as information related to student learning development. Thirdly, teachers work together with student parents regarding students' backgrounds, interests and talents. Fourthly, educators review the attendance list and student grades. Fifthly, teachers conduct self-reflection about the teaching practices which have been carried out. This is suited to obtain feedback from fellow colleagues and students with the aim of providing improvements in teaching practices. This is in line with Mrs. TW's statement in the interview, "So educators must be good at taking notes about students. There is a journal that we usually post to record their (students') progress. The notes contain interests, talents, weaknesses, shortcomings, etc. "So, we can continue to evaluate them (students) and evaluate ourselves about the extent to which our learning design can improve students' abilities". (Interview, 2023)

Mastery of learning theories and educational learning principles

Mastery of learning theory can be reflected through the use of learning theories, models, strategies and various learning approaches used. The learning theories utilized by educators are constructivism, behaviorism and cognitivism which depend on the characteristics of the subject matter, teaching and learning conditions, and students. Educators correspondingly use a variety of learning styles (audience, visual and kinesthetic) in order to facilitate students' needs. During teaching practice, educators operate a variety of learning resources and a variety of learning media which of course adapt to the material. Educators' mastery of learning theories enables educators to determine strategies, methods, and teaching materials according to the learning theories which they understand.

Learning models which are often used in learning include Project Based Learning (PjBL), Problem Based Learning (PBL), Discovery Learning, and Inquiry. These findings are in accordance with the expressions of Mrs. SM and DY, namely: "In the independent curriculum, we as educators are given the freedom to design learning according to the characteristics of students, so in my learning I use several project-based learning models according to the directions of the independent curriculum. Paying attention to students' learning styles is also no less important, so that our material is conveyed well," (Interview, 2023). Furthermore, Mrs. DY revealed that "as an educator, when teaching I always try to look for lots of reference material from various sources. The goal is so that the more knowledge I gain, I will pass it on to the children and guide them so that they have a lot of knowledge too. Variations in learning media are also necessary, to facilitate students who have varied learning styles, (Interview, 2023).

Organizing the educational learning

In an effort to organize educational learning, educators create teaching modules. Previously in the 2013 Curriculum, we were familiar with the term Learning Implementation Plan (RPP), then in the kurikulum merdeka, the term changed to teaching module. Based on the findings in the field, in its implementation educators go through several stages in creating teaching modules. Firstly, educators keep a daily journal, determine initial learning outcomes and determine various learning activities which have been adjusted to the level of achievement and abilities of students. The results of these observations are reinforced by Mrs. RA's statement, namely: "Before carrying out learning, we need to create teaching modules. The teaching module is like a tool for educators in carrying out effective and meaningful learning. So, it's like we already have a guide or direction in class activities (Interview, 2023).

Facilitating the development of students' potential

The form of educators' efforts to develop students' potential which has been carried out at the Assalam Islamic Elementary School in Bandar Lampung is achieved through intra curricular and extracurricular learning. Educators Make notes regarding students' talents, interests and learning difficulties. Educators have implemented it well. Students are directed to take part in competitions according to their field of expertise to train their talents and interests. Not only in the learning process, educators also design learning to activate student involvement so that they have the 4C skills (creative thinking, critical thinking, communication and collaboration) according to the demands of the 21st century. Thus, educators act as facilitators and motivators for students. The development of students' potential is also honed through the Projek Penguatan Profil Pelajar Pancasila (Pancasila Student Profile Strengthening Project) (P5) in which the students at that time carried out the Project for Strengthening the Projek Penguatan Profil Pelajar Pancasila (P5) with the theme of local wisdom. Students work together to prepare everything related to the project. Educators also appear to guide students to exchange ideas regarding the project. Educators are seen using socio-scientific. This approach aims to ensure that students not only develop cognitive abilities but also develop social and emotional abilities.

Educators in carrying out their role must be able to guide and develop students to provide direction to instill the values that exist in society in accordance with the Projek Penguatan Profil Pelajar Pancasila (P5). Therefore, in the process of planning the project which will be created, educators at Assalam Islamic Elementary School collaborate with fellow educators so that they can create a meaningful of Projek Penguatan Profil Pelajar Pancasila (P5) which has a positive impact on students to have a Pancasila student profile. These findings are strengthened by Mrs. OK's statement, namely: "Students' abilities vary. There are cognitive, affective and psychomotor areas that stand out. So, with their diverse abilities, their talents and interests are also different. Our job as educators is to encourage and bridge every potential they have. Channel it by participating in various competitions, always appreciating every achievement," (Interview, 2023)

Communicate effectively and empathetically with students

Findings in the field show that educators are able to communicate effectively and empathically with students well. This looks like the first thing, educators have the ability to convey messages which are clear and easy to understand. Educators in delivering material utilize language which is appropriate to the students' level of understanding. The delivery of material by educators is equivalently carried out in a structured and logical manner. The presentation of examples and illustrations used in learning are also relevant so that students can easily understand them and educators are able to answer each student's questions clearly and precisely. Secondly, educators have the ability to listen actively. Educators provide full opportunities for students to express their opinions. Educators are able to show full attention when students speak. These Use positive body language and make eye contact with students. Thirdly, educators have the ability to provide feedback. Educators always try to give appreciation to students who are active in the classroom and

behave well towards each other. Lastly, educators have the ability to manage the classroom effectively. This ability forms such as educators implementing clear rules and expectations in the classroom. Existing rules are enforced fairly and consistently. This makes it possible that if a conflict occurs in the classroom, educators can resolve the problem effectively so as to create a conducive and effective learning atmosphere. These findings are strengthened by Mrs. SW's statement. "Don't hesitate to approach students. If we want students to listen, then we also have to be good listeners. A simple way is to make rules that are mutually agreed upon in class. Everyone without exception must comply. If there are students who are fighting, we break it up and listen to each of them (Interview, 2023).

Mastering the evaluation of learning outcomes

Educator competency in implementing the independent curriculum in evaluating learning can be seen from several indicators. Firstly, educators' knowledge of the purpose and function of evaluation is excellent. Educators understand that the function of evaluation is to diagnose students' strengths and weaknesses, improve learning, monitor learning progress and provide feedback. Secondly, educators' knowledge in determining evaluation techniques and instruments is also good. Educators use various assessment techniques such as tests, observations, performance assessments and peer assessments and portfolio assessments. Commonly, the use of various assessment techniques is adjusted to the evaluation objectives, subject matter and student characteristics. Thirdly, the ability to carry out evaluations is sufficient in which educators carry out evaluations in a planned and systematic manner, creating a conducive atmosphere during the implementation of the evaluation and maintaining the confidentiality of the evaluation results. Fourthly, the ability of educators to analyze and interpret evaluation results is reasonable. educators are able to analyze evaluation results to determine the level of achievement of students' learning outcomes.

When interpreting the evaluation results to determine students' strengths and weaknesses in learning, it uses the evaluation results as material for improving the quality of learning. Fifthly, educators have been able to provide advice to students on how to develop themselves and provide feedback to parents about their children's learning progress. This is reinforced by Mrs. HA's statement. "The way to measure student learning success is by conducting an evaluation. We also need to use various evaluations such as tests, peers, or portfolios to assess the extent of our students' development. "It is used as reference material regarding appropriate steps to develop or improve the weaknesses and strengths of students, as well as for us as educators," (Interview, 2023)

Considering that each student is a unique individual with different characteristics and needs, educators must apply a variety of methods to gain a comprehensive understanding of each student, as educators have done by applying various methods such as observation, assessment, collaboration, data analysis and self-reflection to maximize their understanding of the characteristics of their students. The information gathered must be used to create a supportive and inclusive learning environment that allows all students to maximize their potential (Junaedi, 2022). When educators understand the characteristics of students correctly and create a conducive learning environment, this will have an impact on students' active involvement in learning. Active student involvement is an indicator that they have good concentration, curiosity, and enthusiasm in learning (Gupta & Nagpal, 2021). The current kurikulum merdeka aims at active involvement of students in learning. Typically, this can be achieved by providing a pleasant learning atmosphere so that students' freedom of thinking is created (Hasanah & Surakarta, 2024). Thus, it is important for educators to understand the characteristics of students so that a positive relationship can be established between educators and students. Later, this will make students more motivated in learning (Zainullah et al., 2023).

Educators at the Assalam Islamic Elementary School in Bandar Lampung have mastered learning theory nicely. Through the implementation of the kurikulum merdeka, educators are given the freedom to design learning to create an innovative and creative learning environment. Student-

centered learning and the existence of learning differentiation enable educators to use strategies, methods, models and teaching materials adapted to the material being taught and the characteristics of the students. The use of constructivist learning theory at Assalam Islamic Elementary School is one form of educators understanding learning theory. The application of constructivist learning theory directs students to be actively involved in discussion-based learning, problem solving, and projects. This is in line with the use of learning models that have been used such as Project Based Learning (PjBL), Problem Based Learning (PBL), Discovery Learning, and Inquiry. Through mastery of related learning theories, educators are able to formulate learning objectives so as to produce quality learning. The creation of quality learning is certainly obtained from the acquisition of knowledge and the ongoing learning process (Asad Ali & Still, 2021). This will certainly form students who are sensitive to environmental conditions and have the ability to think in solving every problem (Er et al., 2021; Peng, 2023). Furthermore, educators have also succeeded in knowing the learning style of each student. The ability to recognize students' learning styles is one of the important competencies in pedagogy (Tomčić, 2021). Educators can discover students' learning styles with the help of interactive delivery of material (Sabariah et al., 2020). Students' learning experience will also increase with the flexibility of the learning styles they master (Yadav & Shukla, 2021).

Not only in mastering learning theory, educators at Assalam Islamic Elementary School are also able to organize well-educated learning. This is illustrated by the ability to create good teaching modules. Field findings found that educators go through several stages before producing good teaching modules. Firstly, educators design a daily journal. Making this journal again adapts to the characteristics and needs of students in accordance with the demands of the kurikulum merdeka. This journal is created to suit the educational calendar so that learning objectives are achieved on time, time management, creativity training, and responsibility training. The next step is to determine the initial learning outcomes. The implementation of the kurikulum merdeka gives educators freedom to determine initial learning outcomes. Capaian Pembelajaran (CP) (Learning Outcomes) contain complete and sustainable competencies covering the domains of knowledge, attitudes, and knowledge. The assessment which will be made must also refer to the Capaian Pembelajaran (CP) that has been determined. Educators have an important role in creating educational learning. By implementing effective pedagogical practices, it builds positive relationships with students, utilizes technology appropriately, teachers can help students develop holistically and achieve success in life (Li-Chun Lin, I-Chun Hung, Dr Kinshuk, 2019; Zainullah et al., 2023). There is no definite formula in the process of organizing educational learning because every educator in its implementation must still pay attention to the situation and condition of their students.

Another pedagogical competence that educators need to master is developing students' potential. Through mastering these competencies, educators will be able to improve their quality in managing emotions, beliefs and teaching strategies because this will influence the development of students' potential (Xiaoxue et al., 2022). Students' potential needs to be developed in order to prepare them for future career paths and that is the responsibility of educational institutions (Chernyshova et al., 2020). When students' potential is developed satisfactorily, they will become individuals who are relevant to current developments (Mulyaningsih et al., 2022) and are able to have communication skills (Becerra-Posada et al., 2022), collaborate, think critically and think creatively. Educators' pedagogical competence in developing students' potential can be honed through the Profil Pelajar Pancasila. The profil pelajar pancasila can be interpreted as a lifelong student who has character, competence and behaves in accordance with Pancasila values, namely (1) faith in God Almighty and noble character, (2) global diversity, (3) mutual cooperation, (4)) independent, (5) critical reasoning, and (6) creatives. The step in achieving the Profil Pelajar Pancasila is through the Strengthening the Projek Penguatan Profil Pelajar Pancasila (P5) in which students have the opportunity to study a theme or topic in depth.

It is important for educators to have effective communication competence with students. This is for the smooth running of the learning process. Providing instructions in the learning process is certainly necessary through effective communication to ensure the message is conveyed well. Like findings in the field where educators have mastered effective communication skills decently. Accordingly, students have the opportunity to express opinions, learn through relevant sources and illustrations, and receive appreciation for their active efforts. The establishment of good communication is useful for helping educators in evaluating students' learning progress (S. Jainab, 2022). Enforcing clear rules in the classroom helps students be more organized and learn about responsibility and consequences for their behavior. This is important to maintain mutual respect, trust and support in the teaching and learning process (Pawitra & Anggoro, 2021). Good communication skills by educators directly teach students how to communicate nicely, both orally and in writing. Open and collaborative communication encourages educators and students to work together to solve problems and find solutions and create a positive learning environment that supports academic achievement, personal growth, and overall student well-being.

An important stage in a learning process which should not be missed is assessment. Assessment is used to design learning that suits students' needs so they can continue to develop. Educator Has carried out diagnostic tests. This assessment aims to determine students' weaknesses and strengths at the beginning. Educators' diagnostic abilities are good. As findings in the field, various assessments are utilized, namely tests, observations, work assessments, and peer assessments and portfolio assessments. It is known that the use of peer assessment will be an effective assessment in guiding students' learning (Zemlyanskaya, 2020). The implementation of the kurikulum merdeka emphasizes learning assessment in formative assessments, later the results of these assessments are applied to design learning according to students' achievement stages. Formative assessment, when viewed from the student's perspective, can empower students to understand and improve learning outcomes (Vekkesser, 2020). Formative assessment can be carried out in two ways, namely (1) making innovations in learning to improve and enhance the quality of learning through data held by the school, and (2) focusing on the ongoing learning process rather than the success of the learning (Schildkamp et al., 2020). This is different from summative assessment which focuses on the grades achieved rather than the process students go through (Ministry of Education and Culture, 2020). This is a challenge for educators at Assalam Islamic Elementary School because so far the majority of educators are accustomed to using summative assessments in the learning process. Therefore, educators need to work harder to improve pedagogical competence in terms of evaluating learning so that the implementation of the kurikulum merdeka can be maximized. As in the findings, there are quietly obstacles in implementing evaluation, the majority of educators stated that the implementation of a new curriculum and time constraints are the most common reasons for difficulties in implementing formative assessment. Difficulties in using formative assessment such as the new curriculum, time constraints, large classrooms, and lack of educator readiness are equally found in one of the high schools in Saudi Arabia (Kariri et al., 2022).

CONCLUSION

Kurikulum Merdeka as a new breakthrough in Indonesian education brings significant changes in learning. This requires a more active and adaptive role for teachers in designing and implementing the teaching and learning process. This is where educators' pedagogical competence becomes the main key in realizing the goals and essence of the kurikulum merdeka. The Kurikulum merdeka provides greater learning freedom to students so that educators are required to be more creative and innovative in designing learning which suits students' needs and interests. Meanwhile, the pedagogical competence of educators at Assalam Islamic Elementary School of Bandar Lampung in implementing the kurikulum merdeka has been implemented correctly in all indicators. In its implementation, there are indicators in the good and quite good categories. Pedagogical

competence of educators in mastering the characteristics of students, namely mastering learning theories and principles of educational learning, organizing educational learning, facilitating the development of students' potential, communicating effectively and empathetically with students in the good category while pedagogic competence in mastering evaluation learning outcomes in the quite good category.

REFERENCE

Aditiya, N., & Fatonah, S. (2023). Upaya Mengembangkan Kompetensi Guru Penggerak di Sekolah Dasar Pada Kurikulum Merdeka Belajar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 2, 108–116. https://doi.org/10.24246/j.js.2023.v13.i2.p108-116

Ahmal, A., Supentri, S., Pernantah, P. S., & Hardian, M. (2020). Peningkatan Kompetensi Pedagogik Guru Melalui Pelatihan Perangkat Pembelajaran Abad-21 Berbasis Merdeka Belajar Di Kabupaten Pelalawan Riau. Unri Conference Series: Community Engagement, 2, 432–439. https://doi.org/10.31258/unricsce.2.432-439

Aliyyah, R. R., Humaira, M. A., Wahyuni Ulfah, S., & Ichsan, M. I. (2020). Guru Berprestasi: Penguatan Pendidikan Di Era Revolusi Industri 4.0. Jurnal Sosial Humaniora, 11(1), 59. https://doi.org/10.30997/jsh.v11i1.2362

Anggreini, A. T., & Narimo, S. (2023). Guru di Era Kurikulum Merdeka Belajar di SMK Muhammadiyah 3 Gemolong. Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan, 17(3), 1704. https://doi.org/10.35931/aq.v17i3.2127

Asad Ali, M., & Masih, A. (2021). Enhancing the Quality of Learning through Changes in Students' Approach to Learning. International Journal of Asian Education, 2(3), 455–461. https://doi.org/10.46966/ijae.v2i3.242

Becerra-Posada, T., García-Montes, P., Sagre-Barbosa, A., Carcamo-Espitia, M. I., & Herazo-Rivera, J. D. (2022). Project-based Learning: The Promotion of Communicative Competence and Self-confidence at a State High School in Colombia. How, 29(2), 13–31. https://doi.org/10.19183/how.29.2.560

Chernyshova, T., Prokopev, A., Bobin, D., & Babeshkova, E. (2020). Formation of Innovative Potential of Students. Advances in Economics, Business and Management Research, 131(Nsrbcped 2019), 687–691. https://doi.org/10.2991/aebmr.k.200324.127

Damayanti, I., & Al Ghozali, M. I. (2023). Projek Penguatan Profil Pelajar Pancasila Sebagai Program Kokurikuler Di Jenjang Sekolah Dasar. Jurnal Elementaria Edukasia, 6(2), 789–799. https://doi.org/10.31949/jee.v6i2.5563

Er, E., Villa-Torrano, C., Dimitriadis, Y., Gasevic, D., Bote-Lorenzo, M. L., Asensio-Pérez, J. I., Gómez-Sánchez, E., & Martínez Monés, A. (2021). Theory-based learning analytics to explore student engagement patterns in a peer review activity. ACM International Conference Proceeding Series, 196–206. https://doi.org/10.1145/3448139.3448158

Gupta, S., & Nagpal, R. (2021). University Student Engagement Scale: Development and Validation in Indian Context. MIER Journal of Educational Studies Trends and Practices, 11(2), 223–235. https://doi.org/10.52634/mier/2021/v11/i2/1903

Hamdi, S., Triatna, C., & Nurdin, N. (2022). Kurikulum Merdeka dalam Perspektif Pedagogik. SAP (Susunan Artikel Pendidikan), 7(1), 10–17. https://doi.org/10.30998/sap.v7i1.13015

Hasanah, O. N., & Surakarta, U. M. (2024). Di Sekolah Dasar Else (Elementary School Education. 8(1), 204–213.

Junaedi, A. (2022). Interactional Teaching Style As an Interdisciplinary Approach To Student Learning Characteristics. Edureligia: Jurnal Pendidikan Agama Islam, 6(2), 191–203. https://doi.org/10.33650/edureligia.v6i2.4718

Kariri, K. A., Cobern, W. W., & Al Sultan, A. A. (2022). Investigating high school science teachers' readiness for implementing formative assessment practices. Eurasia Journal of Mathematics, Science

and Technology Education, 18(12). https://doi.org/10.29333/ejmste/12589

Kementerian Pendidikan dan Kebudayaan. (2020). Modul Asesmen Formatif dan Sumatif.

Kuntarto, E., Maryono, M., & Sholeh, M. (2023). Kompetensi Pedagogik Guru Sekolah Dasar Sebagai Pendukung Program Merdeka Belajar. Jurnal Inspirasi Pendidikan, 13(1), 12–18. https://doi.org/10.21067/jip.v13i1.7642

Li-Chun Lin, I-Chun Hung, Dr Kinshuk, N.-S. C. (2019). The Impact Of Student Engagement On Learning Outcomes In A Cyber-Flipped Course. Ducational Technology Research and Development, 67. https://www.researchgate.net/publication/336657202_The_impact_of_student_engagement_on_learning_outcomes_in_a_cyber-flipped_course

Monday, T. U. (2020). Impacts of Interview as Research Instrument of Data Collection in Social Sciences. Journal of Digital Art & Humanities, 1(1).

Mulyaningsih, I., Ananda, R., Fauziddin, M., Pattiasina, P. J., & Anwar, M. (2022). Developing Student Characters To Have Independent, Responsible, Creative, Innovative And Adaptive Competencies Towards The Dynamics Of The Internal And External World. International Journal of Health Sciences, 6(March), 9332–9345. https://doi.org/10.53730/ijhs.v6ns2.7438

Nugraheni, D., & Siswanti, H. (2022). Implementasi kurikulum merdeka di sekolah penggerak SD Negeri 2 Pogung Kabupaten Klaten. Jurnal Pendidikan IPA Veteran, 6(1), 53–61.

Opik Abdurrahman Taufik. (2022). "Evaluasi Pelaksanaan Program Madrasah Unggulan." EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan, 20(2), 168–182. https://jurnaledukasikemenag.org/index.php/edukasi/article/view/1296%0Ahttps://jurnaledukasikemenag.org/index.php/edukasi/article/download/1296/612

Patkin, J. G. (2020). An Interviewer's Reflection Of Data Collection In Building An Archive Of Language Learner Experiences. Qualitative Report, 25(11), 4055–4071. https://doi.org/10.46743/2160-3715/2020.4437

Pawitra, M. G. A., & Anggoro, W. J. (2021). The Role of Dispositional Optimism, Upward and Downward Counterfactual Thinking towards Student Persistence in Joining Competitions. Jurnal Psikologi, 48(2), 31. https://doi.org/10.22146/jpsi.64016

Peng, Z. (2023). The Role of the Teacher in Modern Education. International Journal of Education and Humanities, 8(2), 117–118. https://doi.org/10.54097/ijeh.v8i2.7758

Pratama, Y. A., & Dewi, L. (2023). Projek Penguatan Profil Pelajar Pancasila sebagai Program Kokurikuler: Studi Analisis Persepsi Guru. DWIJA CENDEKIA: Jurnal Riset Pedagogik, 7(1), 134. https://doi.org/10.20961/jdc.v7i1.70394

Rizma Sukmawati, R. R. A. (2023). Strategi Guru Dalam Mengatasi Siswa Slow Learner Di Sekolah Dasar. Karimah Tauhid, 1(1), 2870–2890. https://doi.org/10.61798/wjpe.v1i1.1

Rustandi, J., & Abdurrahmansyah. (2022). Contents of the Institutional Perspective Curriculum. Formosa Journal of Science and Technology, 1(7), 905–920. https://doi.org/10.55927/fjst.v1i7.1783

S. Jainab, T. O. (2022). Teacher and Student Interpersonal Communication through a Moodle-Based Learning Management System Application in Improving Student Learning Achievement in SMA Negeri Kota Depok. International Journal of Educational Technology and Learning. https://doi.org/10.55217/101.v13i2.554

Sabariah, M. K., Santosa, P. I., & Ferdiana, R. (2020). Identification Of Children Learning Styles Using Elicitation Application. Journal of Computer Science, 16(7), 856–862. https://doi.org/10.3844/JCSSP.2020.856.862

Sabrina, E., Giatman, M., & Ernawati, E. (2022). Development Of Curriculum Management In The World Of Education. Fair Value: Jurnal Ilmiah Akuntansi Dan Keuangan, 4(10), 4691–4696. https://doi.org/10.32670/fairvalue.v4i10.1741

Schildkamp, K., van der Kleij, F. M., Heitink, M. C., Kippers, W. B., & Veldkamp, B. P. (2020). Formative

Assessment: A Systematic Review Of Critical Teacher Prerequisites For Classroom Practice. International Journal of Educational Research, 103(January), 101602. https://doi.org/10.1016/j.ijer.2020.101602

Solih, M., Habibah, A. H., & Julia, A. P. (2022). Teacher's Professional Role In Improving The Learning Process. Edumaspul: Jurnal Pendidikan, 6(2), 2115–2120. https://doi.org/10.33487/edumaspul.v6i2.4540

Sutarmizi, S., & Syarnubi, S. (2022). Strategi Pengembangan Kompetensi Pedagogik Guru Rumpun Pai Di Mts. Mu'Alliminislamiyah Kabupaten Musi Banyuasin. Tadrib, 8(1), 56–74. https://doi.org/10.19109/tadrib.v8i1.11315

Suzanti, E., Sugiyarto, S., & Nurulmatinni, N. (2021). Pedagogical And Professional Competences Policies In Improving Education. JPGI (Jurnal Penelitian Guru Indonesia), 6(3), 807. https://doi.org/10.29210/021215jpgi0005

Tomčić, L. (2021). The Importance Of Respecting The Learning Styles In The Teaching Process: An Example Of Kolb's Model Of Experiential Learning. Norma, 26(1), 67–79. https://doi.org/10.5937/norma2101067t

Trisna, L., Gozali, L. R. N., & Suryadi, R. A. (2023). Implementasi Mata Pelajaran Pendidikan Agama Islam Kelas 1 Dalam Kurikulum Merdeka Di SDN Sukamantri 2. Jurnal Pendidikan Islam, 12(3), 716. https://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/5591%0Afile:///C:/Users/ASUS/Downloads/admin,+46.+Implementasi+Mata+Pelajaran+Pendidikan+Agama+Islam.pdf

Uzlah, U., & Suryana, D. (2022). Kompetensi Guru PAUD Mengimplementasikan Kurikulum 2013. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(5), 3921–3930. https://doi.org/10.31004/obsesi.v6i5.2177

Vekkesser, M. V. (2020). Technology Of Formative Assessment In Teaching Philological Disciplines In University And School. Science and School, 3, 2020, 138–147. https://doi.org/10.31862/1819-463x-2020-3-138-147

Weston, L. E., Krein, S., & Harrod, M. (2022). Using Observation To Better Understand The Healthcare Context. Qualitative Research in Medicine and Healthcare, 5(3). https://doi.org/10.4081/qrmh.2021.9821

Xiaoxue, L., Huiying, Z., Ting, Y., Yongzhen, L., & Kui, W. (2022). Status and Countermeasures of English Normal Students' Teaching Practice Ability Based on Core Competence: A University Level Case Study. IRA International Journal of Education and Multidisciplinary Studies, 18(3), 63. https://doi.org/10.21013/jems.v18.n3.p1

Yadav, S., & Shukla, G. (2021). Learning styles: A detailed literature review. International Journal of Applied Research, 7(2), 297–305. https://doi.org/10.22271/allresearch.2021.v7.i2e.8291

Zainullah, Mahfud, M., & Riniati, W. O. (2023). Exploring the Role of Teacher-Student Relationships in Academic Achievement: A Qualitative Study in Primary Schools. The Eastasouth Journal of Learning and Educations, 1(02), 76–83. https://doi.org/10.58812/esle.v1i02.111

Zemlyanskaya, E. N. (2020). Formative Assessment Of Educational Achievements Of Students In Primary Education: Teacher Training. 82–91. https://doi.org/10.15405/epes.20121.10