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Teachers and Education Personnels Perceptions of The Prototype Curriculum's Readiness for Implementation in The Academic Year 2022/2023

Didi Franzhardi, Muhammad Kristiawan, Rambat Nur Sangsoko

SMA Negeri 1 Belitang,
Universitas Bengkulu
didifranzhardi12@gmail.com
muhammadkristiawan@unib.ac.id,
rambatnur@unib.ac.id

ABSTRACT

The goal of this study was to find out what instructors and educators thought about the implementation of the 2022 Prototype curriculum in learning. The descriptive technique is used in this study. This study employs a population study with 19 teachers and education staff members from SMA Negeri 1 Belitang, East OKU, South Sumatra, selected using a purposive sample approach. In this study, questionnaires and interviews were utilized to collect data. The acquired data was then evaluated using descriptive statistics. According to the findings of this study, all participating teachers and education staff agree on the implementation of the Prototype curriculum 2022 in schools and recognize the benefits contained in the Prototype curriculum for 2022 which is contain character building of students.

Keywords: teacher perceptions, educator perceptions, and the prototype curriculum for 2022

A. INTRODUCTION

Education in the elementary, middle, and high school levels has been governed in government policy as a reference for educational orientation (Sari, 2019). As an example, the government developed a policy known as the curriculum. Curriculum is a set of subjects and educational programs offered by a learning institution that includes lesson plans that will be presented to learning participants throughout a specific time of education. The specified learning objectives are expected to be met to the greatest extent possible using this program (Remillard, 2005; Fu and Clarke, 2019; Cai and Kosaka, 2019).

Before implementing the curriculum at the education unit level, there is an introduction procedure or what is known as socialization provided to schools. With this exercise, it is intended that the necessary parties will comprehend the meaning of the curriculum, allowing the curriculum objectives to be met to the best of their abilities. The curriculum is the whole educational experience offered by the school to all pupils, regardless of whether it is implemented within or outside of the school setting (Misfeldt, Tamborg, Dreyøe, and Allsopp, 2018). As a result, the curricular component includes facilities and infrastructure that can support the learning process. In this view, everything relating to school and education is included in the curriculum's definition (Bhatt and Koedel, 2012; Kim, Koedel, Ni, and Podgursky, 2017; Stewart, 2022).

The daily process of teaching and learning activities involves an interaction of the curriculum itself in its implementation to pupils (Jackson and Makarin, 2018; Danielson, 2007; Lloyd, 2008; Robert, Marzano, and Tree, 2009; Agodini and Harris, 2010;Chingos and Whitehurst, 2016). The most essential predictor of curricular effectiveness is the teacher, who is the driving force behind developing and presenting class material. The curriculum is also utilized as a standard for success in the learning process as a tool developed by the government as part of coping with the times that students would face later in their life (Lowell, Cherbow, and McNeill, 2021; Roblin, Schunn, and McKenney, 2018).

The preparedness of a teacher in the classroom throughout the learning process may be determined by whether or not the instructor owns or creates learning resources. Learning gadgets that are curricular items are extremely beneficial to the success of learning (Trouche, Gitirana, Miyakawa, Pepin, and Wang, 2019). Because of its importance, the curriculum is a unit of learning that is inextricably linked to the purposes of education. A successful curriculum will undoubtedly give students with a role in the form of ideas that are backed by the instructor (Kaufman, Doan, Tuma, Woo, Henry, and Lawrence, 2020). Curriculum interactions occur in the classroom between students, teachers, and the curriculum itself. The harmony and harmony

of the curriculum are student activity and the diversity of teachers in presenting learning materials (Ball and Cohen, 1996; Polikoff and Silver, 2021; Rapanta, 2021; Martín-Alonso, Sierra and Blanco, 2021).

The curriculum explains how the links work together to achieve learning or educational goals. The world of education, particularly in Indonesia, has seen various curriculum modifications, the most recent of which is Curriculum 2013 or generally known as K-13, which has undergone multiple revisions and is being prepared by the present administration for socialization, notably the prototype curriculum 2022. The curriculum 2013 is being revised as an alternate choice for educational units to restore learning between 2022-2024 owing to the Covid-19 epidemic, which causes a reduction in academic processes, knowledge, and abilities in general and especially (Pitt and Carless, 2021; Supangat, 2021). The prototype curriculum 2022 does not have core competencies or basic competencies, as in the curriculum 2013 and previous curriculum, but rather learning outcomes defined by the outcomes achieved in the form of student attitudes and skills in a single unit that are closely related and have a direct impact on each student's competence. The prototype curriculum 2022 focuses on the development of soft skills and traits such as religion, piety, and noble character, mutual collaboration, global variety, independence, critical and creative thinking. Furthermore, the prototype curriculum 2022 concentrates on fundamental elements that are projected to give ample time for in-depth study of basic competences such as literacy and numeracy. Teachers in this curriculum also have the ability to adapt learning to students' capacities and to make adaptations to the local context and material.

SMA Negeri 1 Belitang in East OKU is a school level that has incorporated the Prototype Curriculum 2022. The majority of the instructors at the school have gone through socialization and training on the prototype curriculum 2022. This condition indicates that teachers and education personnel are already familiar with the characteristics of the prototype curriculum 2022. However, for implementation in the learning process, as well as the challenges experienced by teachers and education personnel at SMA N 1 Belitang in East OKU in adopting the Prototype Curriculum 2022, additional in-depth research is required. As a result, the purpose of this study is to describe teachers' and education personnel's perceptions on the readiness of the prototype curriculum for implementation in the academic year 2022/2023.

Perception is the process through which a person receives information through their five senses. Excellent senses of sight, hearing, appreciation, sensation, and scent. The five senses are then stimulated for organization and interpretation. The method of perceiving persons differs

from the information received (Supangat, 2021).

The perceptual process is separated into three stages, which are continuous, mixed, and overlap (Eryilmaz and Sandoval-Hernández, 2021) list the three phases of perception. 1) the occurrence of sensory stimulation, the senses are stimulated in this initial stage. Although everyone has the ability to perceive stimuli, they do not always employ it. Each individual will not catch worthless items; 2) Stimulation of the senses is regulated, in this second stage, sensory stimulation is governed by several rules. The principle of similarity is one that is frequently applied. Messages that are physically identical are viewed as a single entity. Another fundamental principle is completeness. Each individual perceives a picture or message that is heard with pieces that appear logical to complete the message; 3) the stimulation of the senses is interpreted and evaluated; the perceptual process is interpreted and assessed in this third stage. This stage is a subjective procedure that incorporates the recipient's appraisal. Past experiences, wants, goals, value systems, views about what should be, and each individual's physical and emotional condition all have a profound effect on interpretation and appraisal. As a result, each individual's interpretation and evaluation differs.

The following are the six major processes that influence perception (Eryilmaz and Sandoval-Hernández, 2021) 1) the "halo effect" is a result of each individual's implicit personality theory. This application of implicit personality theory, in conjunction with the halo effect and its inverse halo effect, leads to self-fulfilling prophesies and impacts second perception; 2) Self-fulfilling prophecy, this process influences an individual's impression of what will happen if he or she anticipates or formulates beliefs that come true; 3) At this point, perceptual accentuation causes each individual to see what is anticipated and wanted; 4) Primari-review, in which each individual utilizes the information acquired to build an opinion about how other individuals are; 5) consistency, which describes the requirement to maintain a balance of attitudes; 6) Stereotypes, also known as sociological or psychological stereotypes, are pictures that are associated with a group of individuals.

The term curriculum first appears in Webster's dictionary in 1856, and it refers to the distance a runner covers from start to finish line in athletics. The term curriculum returned in the lexicon in 1955, this time in the context of education, referring to a set of subjects at school or courses at universities that must be completed in order to graduate. The curriculum is implemented in accordance with a plan that includes positive concepts and goals for the formation of citizens. The curriculum has rigorous standards (DeVito, 2017). The curriculum serves the following seven purposes (Asmariani, 2016): 1) as a tool for achieving educational objectives; 2) for

students; 3) for instructors; 4) for school principals; 5) for student guardians; 6) for the next level school; and 7) for community and graduate users.

The curriculum is a framework with four interconnected components that work together to achieve educational goals, including (Syarifah, 2019) 1) the following objective components are included in the design of educational objectives: national education objectives, cross-curricular competencies, graduate competences, subject fundamental competencies, and learning outcomes indicators; 2) curriculum content components, curriculum material must be modified to the level of education, societal changes, community expectations and requirements, as well as scientific and technological advancements; 3) curriculum implementation strategy components; education implementers utilize the curriculum implementation strategy as a guide to ensure that learning is carried out appropriately; 4) curriculum evaluation component, curriculum evaluation is used to measure the program's efficiency, effectiveness, and productivity in meeting educational objectives.

A robust curriculum development principle is required for constructing the curriculum (Sukmawati, 2021). The quality of the educational output generated cannot be assured if the development process has a solid base. Curriculum development is guided by four fundamental ideas (Bahri, 2017): 1) philosophical principles, in curriculum development must pay attention to philosophy, both national philosophy, educational institution philosophy, and educator philosophy; 2) psychological principles, in curriculum development must pay attention to the child's psychological condition, needs, and interests, as well as theories and learning psychology; 3) Socio-cultural principles and science and technology; in establishing the curriculum, the real conditions and cultural variety in society, as well as the advancement of science and technology, must be considered. Each curriculum reflects the desires and ideals of the students; and 4) curriculum organization is an important component in establishing the curriculum and is strongly tied to the educational program objectives to be reached, because the form of the curriculum dictates the content of the topics and the way of delivery.

A curriculum is one of the elements that helps education and learning achieve their aims. Learning goals, lesson materials, teaching and learning techniques, and assessment instruments are all included in the curriculum (Hall, Custovi, Sriram and Chen, 2022). The curriculum determines and develops pupils in accordance with the aims to be attained (Atuhurra and Kaffenberger, 2022).

Several parts of the curriculum are required for the continuity process. The first goal is a critical component in curriculum development. The basic purpose is broad, but the

implementation must be specific. The detailed part will be developed into a learning plan with the goal of improving learning (Goodwin et al., 2017). The second component is the instructional content, which is the second most significant component after the objectives. The lesson's substance is at the heart of the learning process. The material must be relevant and in keeping with the established instructional goals. They must not contradict each other or they will not achieve the desired objectives (Woezik, Koksma, Reuzel, Jaarsma, Van and Wilt, 2019). Third, the technique is a crucial component in reaching learning objectives. The method component contains the success in reaching the objective component. Even though the curriculum's aims and materials are clear and full, if there is no component of the learning technique, it will fail to translate the objectives to be attained (Pitt and Carless, 2021). The fourth component is evaluation; the presence of an evaluation component in curriculum creation activities, educational activities, and educational institutions cannot be separated. Students and the curriculum are evaluated in order to execute the plan's successes, both those that have been met and those that have not been met. The significance of the assessment component and other curricular component (Zhao, Ma and Qiao, 2016).

The curriculum in Indonesia has experienced various revisions, beginning with the old order curriculum and continuing through the new order and reformation periods to the present. Different problems involving students and students, such as student fights, gambling, drug misuse, drugs, corruption, collusion and nepotism, plagiarism, leakage, and various exam cheating, necessitate curriculum adjustments (Qolbi and Hamami, 2021). Furthermore, the requirement for revisions and improvement of the curriculum 2013 into the prototype curriculum 2022 is owing to the inadequacies discovered in the curriculum 2013 if utilized during the pandemic. Based on evaluations conducted throughout the learning recovery phase, the prototype curriculum 2022 policy will be revisited in 2024 (Mulyasa, 2013).

The prototype curriculum 2022, which is based on the notion of independent learning, encourages students to study according on their interests, talents, and learning styles, and gives more space for character development and fundamental competencies. This curriculum contains various distinguishing features. First, project-based learning for the development of soft skills and character (Mulyasa, 2013). Second, there is a focus on important content, which results in basic abilities such as literacy and numeracy. Deep learning needs time (conversation, group work, problem-based learning, and projects). Dense material will motivate educators to employ the one-way lecture technique or another quick method of presenting material in order to pursue completion of delivery (Mulyasa, 2013).

Third, educators must be flexible in carrying out appropriate learning by making adaptations to the local context and material. In contrast to the Curriculum 2013, which fixed learning objectives per year and lesson hours per week, the Prototype Curriculum 2022 sets learning objectives per phase (2-3 years) to give educators and schools flexibility in preparing the curriculum and learning. There are adjustments and changes at each level of education in the Curriculum 2022. The specialty program, for example, is no longer viable at the high school level. Students in Grade 10 study topics equivalent to Junior High School and prepare to select optional subjects in Grade 11 (Anggraena, Felicia, Ginanto, Pratiwi, Utama, Alhapip, dan Widiaswati, 2022).

Students in Grades 11 and 12 study topics from the Compulsory subject group as well as subjects from the Mathematics, Social Sciences, Language, and Vocational Skills groups that match their interests, abilities, and goals. Pancasila students participate in project-based learning at least three times every academic year, and students must submit scientific essays as part of their graduation requirements (Pitt and Carless, 2021). The challenge in adopting the new curriculum is balancing the perspectives of curriculum creators and curriculum users. The government, as policymakers and decision-makers, has opinions on the need for a new curriculum. However, the attitudes and views of instructors have a big effect on the success of a new curriculum that stresses multiple modes of learning. The opinions or beliefs held by instructors impact the success or failure of adopting the new curriculum (Mulyasa, 2013). This assertion is substantiated by study findings that demonstrate a positive and substantial association between teachers' views of curricular reform and teacher performance (Suluh and Jumadi, 2019). Based on these two facts, it is possible to conclude that the success or failure of adopting a new education policy is mostly affected by teachers' perspectives or perceptions of curricular modifications as an effort to enhance education.

One of the government's initiatives to unify different opinions among teachers and education observers is to conduct training and outreach activities in schools that follow the new curriculum, which will be guided by the Ministry of Education and Culture. It is believed that with this assistance, schools that implement the new curriculum would have a smooth transition. The availability of educators with a new learning paradigm is required to support the achievement of the prototype curriculum 2022 (Pitt and Carless, 2021).

B. METHODS

The descriptive technique was used in this study. This study's participants were teachers and education personnel from SMA N 1 Belitang in East OKU, South Sumatra. Purposive sampling was used to choose a sample of teachers and education staff, yielding 19 responses. The data in this study are teachers' and education staff's perceptions of the prototype curriculum 2022, which includes teachers' and education staff's perceptions of the nature of the prototype curriculum 2022, the implementation of the prototype curriculum 2022, and the obstacles encountered in implementing the prototype curriculum 2022. Questionnaires and interviews were used to collect data. The collected data is subsequently evaluated using descriptive analysis techniques.

C. RESULTS AND DISCUSSION

1. Teachers' and Educators' Perspectives on the Prototype Curriculum 2022

Teachers' and educators' perceptions of the Prototype 2022 curriculum (Figures 1 and 2) show that all participating teachers and educators agree on the implementation of the prototype curriculum 2022, which is capable of developing competencies to support learning recovery by implementing project-based learning to support character development in accordance with the Pancasila Student Profile. The prototype curriculum 2022, according to all participating instructors and educators, aids in teaching and learning activities for students and can boost students' enthusiasm in learning. Furthermore, 90 percent of participating teachers and 89 percent of participating educators stated that the techniques and models proposed for adoption in the prototype curriculum 2022 were appropriate for the nature of learning. Then, 86 percent of participating teachers and 85 percent of participating educators believed that the prototype curriculum 2022 has a role in creating 21st-century student capabilities. This demonstrates that the participating instructors and educators are aware of the qualities and benefits of incorporating the prototype curriculum 2022 into the learning process.

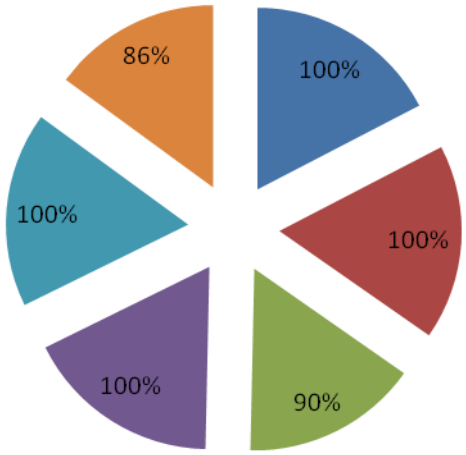

Figure 1. Teachers' Perceptions of SMA Negeri 1 Belitang towards the Prototype Curriculum 2022

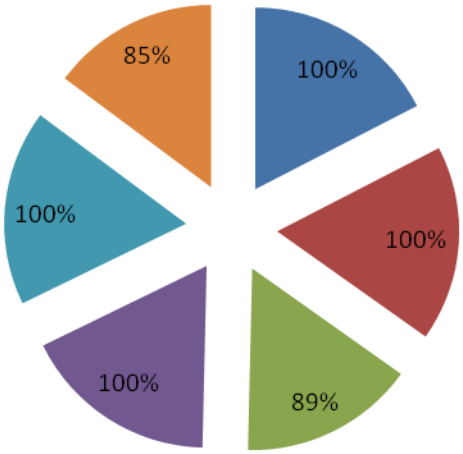

Figure 2. Perception of Educational Staff of SMA Negeri 1 Belitang on the Prototype Curriculum 2022

Note:

Blue	: Approval of the prototype curriculum 2022
Orange Red	: The role of the prototype curriculum 2022 in improving students' character
Green Yellow	: Prototype curriculum 2022 approach and model
Violet	: Learning with the prototype curriculum 2022
Blue Green	: The role of the prototype curriculum 2022 on student learning interest
Orange	: The role of the prototype curriculum 2022 on 21st century competencies

2. Teachers' Perceptions of SMA Negeri 1 Belitang regarding Obstacles in Implementing the Prototype Curriculum 2022

The low percentage of participating instructors who consistently carry out learning in line with the 2022 Prototype curriculum demonstrates the challenges that participating teachers encounter. The most significant issues encountered by participating instructors were difficulty in

generating report cards for the 2022 Prototype curriculum (54%), and difficulties in developing lesson plans and carrying out assessments (46%). In the 2022 Prototype curriculum, the evaluation of student learning outcomes incorporates features of integrating project-based learning to encourage character development in accordance with Pancasila students' profiles. Schools are given the flexibility and independence in the prototype curriculum to deliver learning initiatives that are relevant and connected to the school environment. Teachers and educators must assess this component in order to monitor and analyze the process, learning progress, and continual development of student learning outcomes (Siaran Pers Kementerian Pendidikan, 2022). However, in practice, instructors struggle to create lesson plans and conduct evaluations for these components of learning.

Teachers' difficulties in creating lesson plans and carrying out assessments will have a detrimental influence on all student learning outcomes data, making the compilation of the 2022 Prototype curriculum report card impossible. In fact, the assessment principle in the 2022 Prototype Curriculum is continuous and comprehensive assessment to support efforts to create students with soft skills and character (faith, taqwa, noble character, mutual cooperation, global diversity, independence, critical reasoning, and creativity), focusing on material essential so that there is enough time for in-depth learning for basic competencies such as literacy and numeracy (Suluh and Junaidi, 2019).

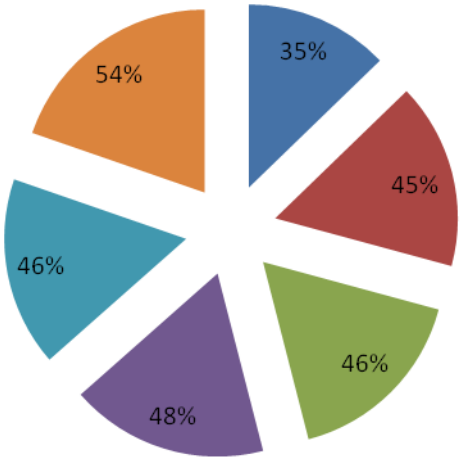

Figure 3. Teachers' Perceptions of SMA Negeri 1 Belitang regarding Obstacles in Implementing the 2022 Prototype Curriculum

Note:

Blue : Difficulty in describing learning outcomes for the prototype curriculum 2022

Orange Red : Difficulties in preparing lesson plans for the Prototype curriculum 2022

Green Yellow	**:** Difficulty in determining the type and form of assessment for the prototype curriculum 2022
Violet	**:** Difficulties in implementing learning for the prototype curriculum 2022
Blue Green	**:** Difficulty in carrying out project-based learning aspect assessments to support character development
Orange	**:** Difficulty compiling report cards for the prototype curriculum 2022

The creation of lesson plans in line with the prototype curriculum 2022 was a challenge for 45 percent of the participating instructors. The lesson plan for the prototype curriculum 2022 involved the development of learning implementation strategies, learning media and resources, learning evaluation tools, and learning scenarios (Suluh and Jumadi, 2019). Every instructor is required to construct a comprehensive, systematic lesson plan, and the technique utilized must be acceptable in order to provide dynamic and enjoyable learning activities for students. However, the process of scientific activities that must be thoroughly described by the instructor, as well as the decision of the form and kind of instrument, causes teachers to have difficulty designing lesson plans. Furthermore, it was discovered in a research that instructors had problems establishing assessment instruments in line with the rules, developing assessment rubrics, and carrying out assessments in accordance with assessment standards (Kustijono and Wiwin, 2014). Another study found that instructors' challenges in planning and executing assessments were caused by a misinterpretation of the assessment information provided in the Permendikbud (Alimuddin, 2014).

Although the participating teachers in this study had difficulties in preparing lesson plans, designing assessment instruments, carrying out assessments, and compiling report cards, only a few participating teachers had difficulties in describing learning outcomes (35%), and only a few teachers experienced difficulties in implementing the prototype curriculum 2022 learning (48%).

The difficulties encountered by participating teachers and teaching staff are critical issues since they are connected to critical components of the prototype curriculum 2022 implementation, such as lesson plan preparation, learning process implementation, and assessment process. As a result, a regular mentorship program for teachers and educators is required so that it may be used as a solution to overcome the ineffectiveness of the prototype curriculum 2022 training that has been established.

D. CONCLUSIONS

Although all participating teachers and educators support the adoption of the 2022 Prototype curriculum in Indonesia, not all participating teachers and teaching staff in this

study are capable of carrying out learning in line with the prototype curriculum 2022. This is due to difficulties in designing lesson plans, planning assessment instruments, implementing student learning outcomes assessment, and generating student report cards. These findings suggest that an intense and ongoing mentorship program for all instructors and educators is required in order for them to grasp and execute the prototype curriculum 2022 in learning.

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