

## ANALYSIS OF TEACHER PROBLEMS IN IMPLEMENTING LEARNING IMPLEMENTATION PLANS IN THE INDEPENDENT CURRICULUM AT MIN 3 MATARAM

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| ABSTRACTS  | ARTICLE INFO   |
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| <p>This research is motivated by the ability of teachers to implement lesson plans under the Independent Curriculum in the classroom. MIN 3 Mataram is one of the madrasahs that has implemented the Independent Curriculum since the 2022/2023 academic year. This study used a qualitative research method with a descriptive approach. This research was conducted at MIN 3 Mataram. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis techniques included data collection, data reduction, data presentation, and drawing conclusions. Data validity was tested through extended observation, increased persistence, source triangulation, and technique triangulation. The results of the study indicate that (1) in implementing the learning implementation plan for the independent curriculum, teachers still experience several problems, namely: (a) teachers are unable to use appropriate media and learning methods according to students' learning styles and characteristics, (b) teachers have difficulty implementing differentiated learning, (c) difficulties in implementing the Pancasila Student Profile Strengthening Project (P5), (d) teachers have difficulty managing classes according to the implementation plan. (2) Teachers' solutions to address the challenges of implementing lesson plans in the Independent Curriculum include: (a) teachers seek appropriate media and methods for students' learning styles and characteristics; (b) teachers conduct diagnostic or initial assessments to determine students' understanding, needs, and characteristics; (c) teachers consult supervisors and discuss P5 implementation challenges with trained teachers; and (d) teachers must be more flexible in developing lesson plans and adapting them to the students' classroom circumstances.</p> | <p><b>Article History:</b><br/><i>Received: May 15<sup>th</sup> 2026</i><br/><i>Revised: May 28<sup>th</sup> 2026</i><br/><i>Published: May 2026</i></p> <hr/> <p><b>Keywords:</b><br/><i>Problems, Teachers, Lesson Plan Implementation</i></p> |

### INTRODUCTION

The Independent Learning Curriculum is a curriculum concept that demands independence from both teachers and students. Independence is essentially about every student and educator being given freedom to access knowledge gained from formal and non-

formal education. The Independent Curriculum does not replace the learning concept that takes place in schools or outside of schools and demands the creativity of teachers and students. Teacher involvement in implementing the independent curriculum is important to align the curriculum content with the needs of students in the classroom. The curriculum consists of a learning plan, materials, and learning programs that have been programmed. Furthermore, the curriculum also becomes a standard for all teachers in implementing the learning plan in the classroom learning process.

The curriculum includes the preparation of independent curriculum implementation. Of course, all schools and teachers need to prepare by starting from understanding the basics of planning the learning plan and then implementing the learning plan in the classroom learning process. The Merdeka curriculum is certainly different from the previous curriculum, therefore, it is important to implement the learning plan implementation in the classroom, especially in several areas that teachers have not yet fully understood.

The lack of preparation in teacher preparation has become a barrier in implementing the learning plan implementation of the Merdeka curriculum in education. Teachers need a clear understanding of the implementation of the independent curriculum, including concepts, learning planning, learning strategies, implementation of the learning plan and assessment of learning outcomes. In addition, the availability of data sources is also important.

Based on the observation and observation conducted by the Head of the Teachers at MIN 3 Kota Maltalrilm, the researcher found several problems experienced by teachers in implementing the learning plan of the independent curriculum in the learning process in the classroom. The Head of the MIN 3 Kota Maltalrilm revealed several problems experienced by teachers in implementing the learning plan of the independent curriculum in the learning process in the classroom. This is in accordance with the statement of one of the teachers of MIN 3 Kota Maltullah, who stated that there are several factors that make it difficult for teachers to implement the independent curriculum learning plan, for example, several problems that often occur, such as the lack of teachers' knowledge about the implementation of the independent curriculum, the lack of facilities such as books, classrooms in libraries, the lack of differentiated learning model references, and different student characteristics, so that in the implementation of the teachers' knowledge It requires more creativity and expertise in implementing the learning plan according to the previously prepared plan. This is in accordance with the results of initial observations conducted by the researcher, where several of the problems above are problems experienced by several teachers at MIN 3 Mataram City in implementing the learning implementation plan in the classroom learning process. Based on the above research, the researcher was interested in conducting scientific research on this issue to gain deeper understanding regarding "Analysis of Teacher Problems in Implementing the Independent Curriculum Learning Plan at MIN 3 Mataram.

## RESEARCH METHOD

This research uses a qualitative approach. According to Bogdan and Taylor and Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or oral accounts of observed behavior. In qualitative research, the researcher is the key instrument, and the data analysis is inductive or qualitative, and therefore,

qualitative research emphasizes more on generalization than generalization. In this research, the researcher uses qualitative research with a descriptive type. Descriptive qualitative research is a type of research that is used to provide systematic information, facts, and events related to the characteristics of a population in a particular area. In this type of descriptive qualitative research, the data collected are in the form of facts, figures, and not just details. According to Whitney, descriptive qualitative research finds facts through correct interpretation. In accordance with the qualitative research method, while conducting research at the school, researchers try to conduct observations related to the implementation of the independent curriculum learning plan in the learning process in the class, conducting a walkthrough with the Head of the Middle School and the Grade IV Teacher of the Science and Technology Learning Center and several students if necessary, documenting the learning plan (RPP) in the learning process in the class. Then draw conclusions from the observations, walkthroughs and documentation in the school.

## RESEARCH FINDING AND DISCUSSION

Based on the aforementioned issues, the implementation of differentiated learning and grouping students according to their needs is one of the challenges experienced by teachers at MIN 3 Mataram City in implementing teaching modules during the classroom learning process.

### 1. Problems in implementing the Pancasila Learning Profile Strengthening Project (P5).

The Pancasila Learning Profile Strengthening Project (P5) has not been implemented effectively due to a lack of specific training, resulting in teachers not understanding how to implement P5. The implementation of the Pancasila Learning Profile Strengthening Project (P5) requires significant attention because the implementation of the independent curriculum, especially teaching modules, includes a Pancasila Learning Profile Strengthening Project (P5) component that must be implemented correctly and is crucial. The implementation of the Pancasila Student Profile will shape character and abilities that are built daily and brought to life in each individual student through school culture, intracurricular, co-curricular, and extracurricular learning. The Pancasila Student Profile is the ultimate goal of a learning activity, closely related to the formation of student character.

Based on this, the Pancasila Student Profile plays a crucial role as a guide for curriculum development, determining the direction of the national curriculum and ensuring the integration of components, including subjects, curricular activities, extracurricular activities, and assessments. These components lead to the same goal: achieving the Pancasila Student Profile. However, in reality, at MIN 3 Mataram City, some teachers still struggle to implement one component of the teaching module, the Pancasila Student Profile Strengthening Project (P5), in the learning process.

### 2. Teachers face challenges in managing classes according to the planning in the teaching module.

According to Majid, the implementation of learning is a teaching and learning process that is an element of the learning activity. Its implementation is adjusted to the guidelines established in the previous planning. In the teaching module, of course, there is

a plan that will be carried out in the learning process in the classroom, but even though everything has been planned well, there are definitely some problems that occur so that the learning process does not run as expected.

This occurred among teachers at MIN 3 Mataram City. When implementing the teaching module, they were unable to manage their classes due to their limited experience in implementing the Merdeka Curriculum and the difficulty in aligning the planning with students' behavior and circumstances during the classroom learning process. Consequently, learning objectives were not optimally achieved due to differences in student achievement, with some students achieving their learning objectives very quickly while others were unable to achieve them at all.

Based on teacher testimonies during interviews and supported by observations, the ability to manage the classroom according to the planning in the teaching module was a challenge experienced by teachers at MIN 3 Mataram City in implementing the Merdeka Curriculum lesson plans in the classroom.

Following an in-depth analysis of the interview results with informants, we present research findings related to teacher solutions for implementing the Merdeka Curriculum lesson plans at MIN 3 Mataram City. The teachers' efforts to address these problems include:

- a. Teacher solutions to address the problem of understanding student psychological differences, particularly in how they absorb learning materials.

Psychological differences are a common problem in elementary education. These psychological differences also impact students' ability to absorb material during the learning process, leading to challenges for teachers implementing the Merdeka Curriculum learning modules. To address this issue, teachers at MIN 3 Mataram City implemented a solution by dividing students into groups based on the material and their needs. Then, they selected learning methods, strategies, and models appropriate to their needs, and explored prior knowledge to adapt the learning materials.

Furthermore, teachers at MIN 3 Mataram City addressed the issue of psychological differences and their ability to absorb learning materials. They also needed to understand the characteristics and traits of each individual student. They used specific methods and applied them directly during the learning process to identify differences in student abilities and how to address them.

- b. Teachers' solutions to overcome difficulties in implementing differentiated learning and grouping students according to their needs.

The implementation of differentiated learning is inseparable from how teachers implement learning in the classroom. Students' needs vary greatly, and each child requires learning tailored to their individual characteristics and circumstances. Furthermore, teachers must possess in-depth knowledge of child-rearing by assessing student characteristics and then grouping them according to their needs.

However, teachers at MIN 3 Mataram City still experience difficulties grouping students according to their needs and implementing differentiated learning. This presents a challenge in implementing teaching modules during classroom learning. To address this issue, teachers at MIN 3 Mataram City have implemented diagnostic

assessments to assess students' prior knowledge, adapt the material, and then adapt it to their needs. They then use appropriate methods to adapt the learning materials. Based on the individual needs of each student, teachers group students accordingly.

## CONCLUSION

The first is problems experienced by teachers in implementing the lesson plans for the Merdeka curriculum at MIN 3 Mataram City are: a. When implementing the lesson plans in the classroom, teachers do not consider the use of learning methods and media appropriate to the psychology, learning styles, and characteristics of students, resulting in students experiencing difficulty understanding the learning material. b. Teachers still struggle to implement differentiated learning, namely grouping students according to their needs, as each student requires different learning services according to their individual characteristics and uniqueness. c. The implementation of the Pancasila Learning Profile Strengthening Project (P5) has not been successful because some teachers do not understand how to apply P5 according to the teaching modules in the learning process. This is due to a lack of training on implementing lesson plans, especially P5. d. Teachers have difficulty managing classes according to the lesson plans contained in the teaching modules during the learning process. And the second is teachers' solutions to overcome the challenges of implementing lesson plans under the independent curriculum in the learning process at MIN 3 Mataram City are: a. Teachers seek learning media by reading books related to appropriate media and methods to adapt to students' learning styles and characteristics. b. To overcome difficulties in implementing differentiated learning, at the beginning of each semester, before developing lesson plans, and even before each lesson, teachers must conduct a diagnostic assessment to determine students' understanding, needs, and characteristics. c. To address challenges in implementing the Pancasila Learning Profile Strengthening Project (P5), teachers consult with supervisors regarding the issues they face and learn from fellow trained teachers. d. To address challenges in managing classes according to the lesson plans outlined in the teaching modules, teachers must be more flexible in their teaching, design teaching modules tailored to the students' circumstances, and be more creative in managing the classroom during the learning process.

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