Teachers' Obstacles in Creating History Learning Tools for the Kurikulum Merdeka at Senior High School 2 Ranah Batahan

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Abstract
This research is motivated by seeing the implementation of the independence curriculum in schools in Indonesia. The research method is a qualitative research method using observation techniques, interviews, documentation studies. The subject of this study is Osfia Roza, a history subject educator at SMAN 2 Ranah Batahan. The results of this study are as follows:The research conducted, it is known that SMAN 2 Ranah Batahan has several problems in implementing history lessons, such as problems with the curriculum, problems from educators and students or from facilities and infrastructure. With this problem, the achievement of learning objectives is delayed, but by knowing what the problem is, we can compare more effective activities so that the objectives of learning can be realized.
Keywords: Obstacles, Teachers, Devices, Learning

INTRODUCTION

The young generation is one of Indonesia's assets in the future. The Indonesian nation must be able to position its generation to become leaders in the future. This must be done by making efforts to instill national values as a characteristic of the nation's culture to differentiate it from other people in this country. In addition, the existence of local culture that is inherent in students in schools will be able to strengthen their identity as an Indonesian nation. Increasing the instillation of national values through increasing students' awareness of the noble cultural values of the Indonesian nation, schools become the right place to educate students who are able to live side by side in society.(Adek Klismen, 2021). Based on the results of observations conducted at SMAN 2 Ranah Batahan, it is known that educators may still have difficulty in creating independent curriculum learning, this is caused by the independent curriculum which is still new so that there are difficulties in presentation. The problem in learning the independent curriculum is probably caused by the independent curriculum which is still new so that there is a presentation in the delivery that is not understood in making learning devices.Independent Curriculum inSenior High School 2 Ranah Batahan. Educators need a good understanding of the Independent Curriculum, both in terms of concepts, learning strategies, and assessment of learning outcomes. Lack of understanding and preparation of educators can hinder the effectiveness of the implementation of the Independent Curriculum learning inSenior High School 2 Ranah Batahan.

One of the obstacles in learning the history of the independent curriculum at SMAN 2 Ranah Batahan is that the history lesson material presented by educators does not involve students in their daily lives so that it is not problematic. Meanwhile, learning the independent curriculum as is known instills how learning gives freedom to students to explore more deeply related to the learning presented. The results of an interview conducted with one of the History educators atSenior High School 2 Ranah Batahanexplained that: although the Independent Curriculum has been running effectively in recent months, there are still several obstacles, such as educatorsnot having experience with learning independence, limited references, unequal

access to learning, time management starting from the learning activity planning process to the implementation of learning activities which can slow down students' learning achievements. The most common obstacle experienced by educators in implementing the Merdeka curriculum is that educators have difficulty adapting to making independent curriculum learning devices. This is due to limitations in the use of facilities and technology so that they have not been able to support more effective and efficient educator activities. Based on the problems found in the field, there are obstacles and barriers experienced by educators in making independent curriculum learning devices. In this regard, the author is interested in conducting research with the aim of finding out what obstacles exist when making independent curriculum learning devices for history learning.

RESEARCH METHODS

Qualitative research is a research that is descriptive and analytical in nature. The word descriptive in qualitative research means describing and explaining an event, phenomenon, and social situation being studied. Analysis means interpreting and comparing research data. Some definitions of qualitative research include qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Then qualitative research is also defined as the process of investigating a social phenomenon and human problems. Qualitative research as a strategy for finding meaning, understanding, concepts, characteristics, symptoms, symbols or descriptions of a phenomenon, focused and multi-method, natural and holistic, prioritizing quality, using several methods, and presented narratively in scientific research(Waruwu, 2023). Qualitative research is a research technique that uses narratives or words to explain and describe the meaning of each phenomenon, symptom, and certain social situation. In qualitative research, researchers are key instruments to interpret each phenomenon, symptom, and certain social situation. Therefore, researchers need to master the theory to analyze the gap between theoretical concepts and the facts that occur.(Waruwu, 2023).

Based on the sources reviewed, descriptive qualitative research can be interpreted as research intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are historical parkan in the form of research reports. The descriptive method is a problem-solving procedure that is investigated by describing the current state of the research object, based on the facts that appear or as they are and focusing on finding facts as they actually are. Descriptive qualitative research in this study is to describe the Constraints in the Implementation of Independent Curriculum History Learning at SMAN 2 Ranah Batahan. Research informants are people interviewed in research related to the Implementation of Independent Curriculum Learning at SMAN 2 Ranah Batahan.In an effort to obtain information and data relevant to the problems studied by the author, the informants in this study were Osfia Roza, S.Pd, a History subject educator, principal and vice principal for curriculum at SMAN 2 Ranah Batahan. Where, this school has used the Merdeka Curriculum in the learning process.

RESEARCH RESULTS AND DISCUSSION

This section explains the obstacles in making history learning devices in the independent curriculum at SMAN 2 Ranah Batahan. Seeing the obstacles in the learning model (module), analyzing what are the obstacles for teachers in making teaching devices such as learning models (modules), CP, TP, ATP, determining KKTP, compiling Prosem and Prota.
1. Understanding the Philosophy of the Independent Curriculum
   a. Freedom in Learning:The Independent Curriculum gives teachers and students the freedom to determine the learning method that best suits their needs.

b. Student-Centered Learning:Focus on students' needs, interests, and potential.

c. Contextual Learning:Relating learning materials to students' daily lives and environment.

2. Determining Basic Competencies and Learning Achievements

a. Identification of Basic Competencies (BC):Determine what competencies students must achieve in learning. This is usually related to the subjects taught.

b. Learning Outcomes (CP):Formulate the expected final results of the learning process, both in terms of knowledge, skills, and attitudes.

3. Designing Module Content and Structure

a. Material Mapping:Determine what materials need to be taught so that basic competencies are achieved. These materials must be relevant and contextual in accordance with the philosophy of the Merdeka Curriculum.

b. Module Structure:Arrange the modules with a clear structure, for example:

   1) Introduction:Explanation of the module's objectives and the importance of the material to be studied.

   2) Core Material:Explanation of the material to be studied, complete with examples and illustrations.

   3) Exercise:Questions or assignments that support understanding of the material.

   4) Reflection:A section for students to reflect on what they have learned and how the material relates to everyday life.

   5) Evaluation:Evaluation tools to measure students' understanding of the material.

Developing Learning Outcomes (CP) is one of the important steps in implementing the Independent Curriculum. Learning Outcomes are formulations of competencies that students must achieve at each phase of learning. The following are steps to help teachers develop Learning Outcomes:

1. Understand the Philosophy and Objectives of the Independent Curriculum

a. Center Learning on Students:Learning Outcomes must reflect the principle that learning is student-centered, adapting to students' needs, interests, and potential.

b. Flexibility and Contextualization:Ensure that the CP created allows for adjustment and contextualization according to the environment and needs of the students.

2. Analysis of Core Competencies and Content Standards

a. Identify Core Competencies:Review the Merdeka Curriculum document to understand the core competencies expected at each level of education. These competencies are usually related to knowledge, skills, and attitudes.

b. Content Standards:Pay attention to content standards that cover what material students must learn at each level of education.

ATP (Learning Objective Flow) is one of the important components in the Independent Curriculum. ATP is designed to help teachers plan learning in a structured way, ensuring that each learning activity carried out has a clear purpose and is related to the learning outcomes that have been set. Here are the steps to create ATP:

1. Understanding Learning Outcomes (CP)

a. Identification of Learning Outcomes:Before creating ATP, teachers must first understand the Learning Outcomes (CP) that have been set for certain subjects and grade levels. CP are competencies that are expected to be achieved by students after following the learning process.

b. CP Analysis:Review and break down learning outcomes into more specific and measurable learning objectives.

2. Determining Basic Competencies (BC) or Sub-Achievements
   a. Basic competencies:If there is still the use of Basic Competencies (BC), identify the appropriate BC for each learning objective that has been broken down. If not, use the relevant sub-achievements or components of the CP.
   b. Contextualization:Adapt core competencies or sub-achievements to the local context or student needs.
3. Developing Learning Objective Flow (ATP)
   a. Logical Order:Arrange learning objectives sequentially, from the most basic to the most complex. Make sure there is a logical flow where one objective supports the achievement of the next objective.
   b. Time Division:Determine the time allocation for each learning objective. This is important to ensure that all CPs can be achieved within the allotted time.
   c. Objective Relevance:Ensure that learning objectives are interrelated and support the achievement of CP as a whole.

Table 1. Example of ATP Structure

No	ATP Structure	Information
1.	Theme	Concept of History
2.	Learning Outcomes	Students are able to understand the basic concepts of historical science that can be used to explain historical events.
3.	Learning objectives	Understanding the basic concepts of historical science and the relationship between humans and history
4.	Time Allocation	3 weeks
5.	Learning Activities	Group discussion on historical concepts
6.	Evaluation	Project assessment and presentation Written test on History

(Source: 2024 Research)

KKTP (Learning Objective Achievement Criteria) is a standard set by teachers to measure the extent to which students have achieved the planned learning objectives. KKTP helps teachers objectively assess whether students have achieved the expected competencies. Here are the steps to create KKTP:
1. Understand Learning Objectives
   a. Review Learning Objectives (TP):Before compiling the KKTP, teachers must clearly understand the Learning Objectives (TP) that have been set. This TP is the result of the Learning Objective Flow (ATP) that has been prepared previously.
   b. Identify Core Competencies:Determine the core competencies that students must achieve according to the predetermined TP.
2. Determining the Aspects to be Assessed
   a. Knowledge Aspect:Identify the aspects of knowledge that students must master. For example, understanding concepts, facts, theories, or principles in a particular subject.
   b. Skill Aspects:Determine the skills that students must master, such as process skills, application of concepts, or use of tools and materials.
   c. Attitude Aspect:Include aspects of attitudes that are expected to emerge in students, such as cooperation, responsibility, or discipline.

Table 2. Example of KKTP Structure

No	Name	Information
1.	Subjects	History
2.	Learning objectives	Students are able to understand the basic concepts of history
3.	KKTP	• Knowledge aspect

		• Skills aspect
		• Skills aspect
		Rating Scale: 1-4 (1: Do not understand, 4: Understand very well).
4.	Minimum Limit of Achievement Criteria	Students must achieve a minimum score of 3 in all aspects to be considered to meet the KKTP.

Creating a Semester Program (Prosem) in the Independent Curriculum is an important step that helps teachers plan structured learning activities for one semester. Here is a step-by-step guide to creating the Independent Curriculum Prosem:

1. Understanding Learning Outcomes (CP)
   a. CP Review:Start by understanding the Learning Outcomes (CP) that have been set by the Ministry of Education for the subjects being taught. CP includes competencies that students must achieve in one year or more.
   b. Competency Identification:Determine the relevant competencies for the semester to be planned. This will be the basis for compiling the Prosem.

Annual Program (Prota) is a planning document used by teachers to plan and organize learning for one school year. Prota functions to map and organize learning activities over a period of one year so that all expected competencies can be achieved. Here are the steps for creating Prota by teachers:

1. Understanding Learning Outcomes (CP)
   a. CP Review:Understand the Learning Outcomes (CP) that have been set for the subject. CP includes competencies that students must achieve during one school year.
   b. Competency Identification:Determine the core competencies that students must achieve according to the established CP. These competencies will be the basis for compiling Prota.

Based on the results of interviews with the principal, history educators at SMAN 2 Ranah Batahan, the problems in learning history that occur in this school are Curriculum, Educators, Students, Facilities and Infrastructure. As conveyed by a history educator at SMAN 2 Ranah Batahan, Mrs. OSFIA ROZA; "Modules are prepared and created every semester of school and will be brought every time learning begins, because the module is a learning model that will be carried out in every learning and becomes a reference for mothers every time they enter the classroom to teach." (interview with history educator on April 24, 2024). Based on the results of the interview, educators experienced previous problems related to learning tools. Where educators must first prepare modules for each semester of school teaching. The teaching modules prepared contain a number of tools or media, methods, instructions and guidelines that are planned systematically and interestingly. Educators must always strive so that students are able to understand the knowledge provided through previously prepared modules. This is because the subject of History is one of the important learning so that students can learn about the historical knowledge that already exists.

Meanwhile, SMAN 2 Ranah Batahan uses an independent curriculum. An independent curriculum is a curriculum that gives students the freedom to study what they want, even if it is not in accordance with their path. This is in accordance with the freedom of students to determine their majors according to their respective talents and interests. Of course, this independent curriculum has positive and negative aspects in its implementation. Based on interviews conducted with history educators in the creation of independent curriculum learning devices: "Before I entered the independent curriculum, there were many things that I prepared. Like learning planning, the aim is for students to understand and be able to increase student activity in learning. It must be prepared beforehand. The implementation of the

independent curriculum is very effective because this independent curriculum makes it easier for educators and makes students more active in the learning process. Careful planning will form quality and knowledgeable students. Determine all of this to be realized with the involvement of the role of educators, students and the support of facilities and infrastructure available at the school". Regarding the implementation and planning of teaching. *"As*What educators must be mastered by educators in the learning process? educators must also master both materials and methods. Because educators greatly influence students in implementing learning activities. If educators are able to master it, then students will be more enthusiastic about listening to learning information delivered by religious educators. However, not all students feel that they receive History material according to the educator's mastery of the material. All educators should always motivate students to learn, so that students' achievements will increase.

Based on the results of interviews conducted at SMAN 2 Ranah Batahan with students in their learning, students are asked to read, take notes and conclude each learning material delivered. The results of the interview said that: "Before teaching, mothers must understand each learning device, mothers learn and prepare materials and also learning devices that mothers will use in class the next day" "In the process of learning history, students said that the methods often used when learning history carried out by educators use lecture methods, discussions and taking notes, so educators must adjust to the needs of students in learning the independent curriculum". *Regarding the method used, as an educator, what is your reason for implementing this method?*said? History educator at SMAN 2 Ranah Batahan, Mrs. OSFIA ROZA said that: "The reason I use this method is because it is in accordance with the methods in the Merdeka Curriculum. It is also suitable for use in History subjects where the material in this subject can be delivered using the lecture or storytelling method so that students can easily understand and remember the material". Educators are people who have the task of providing teaching, guidance, and direction to their students. Therefore, educators determine what method is appropriate in delivering History subject material.

History material which is generally in the form of memorization, then history educators form a lecture method so that students can easily understand and remember the material presented and also educators maintain the classroom atmosphere so that students can comfortably follow the learning and are motivated to be enthusiastic about learning. This proves that the role of educators is not only limited to delivering lesson materials, but also includes character building, skill development, and guiding students in the learning process. After conducting research on students involved in history learning, it states that students in following learning, if the atmosphere is as usual often chat with friends and even some friends choose to sleep, then the learning method will be changed by arranging the classroom atmosphere led by educators and adjusted to the character of students. Where students will better understand the learning process with a seating position using a U-shaped position. Here educators can also pay attention to students freely and students are also not bored in the learning process. So here it is concluded that educators do not only think about lesson materials but educators are required to be more creative and innovative in the teaching and learning process.

Next, educators evaluate student learning outcomes. Based on the results of the researcher's interview with a history educator who said that: "The evaluation that is carried out is usually an evaluation planned by the school in the form of an exam. This exam is usually carried out simultaneously so that students cannot cheat. This evaluation is carried out to determine the extent to which students are able to receive the material that I provide. In this way, I can find out how effective the method I apply is and also from here I know which students

are achieving.". Learning evaluation is carried out by educators to determine students' ability to master the material. This is in accordance with the results of the researcher's interview with students. During the evaluation, students prepare themselves for it. First, students will check what grades they have not done and what material they have not understood. Evaluations that are usually carried out by educators are in the form of written exams or oral exams. educators will inform the grid that will be tested so that students can learn optimally and get satisfactory grades. By providing a grid, it can also increase students' interest in learning because the material prepared for the exam is more focused and they can also prepare what kind of memorization method they can understand so that they can get satisfactory results. The evaluation carried out will provide an overview of the quality of students and the quality of learning that has been done previously.

Different from the Principal, the evaluation conducted by the Principal is the planning of programs that will be formed in the future, whether in the form of Olympiad activities, study tours between students and educators, student exchanges and of course other efforts made to improve the quality of the school. This is in accordance with the interview data where the Principal said that; "This school will plan various programs to support the quality of educators and students. Whether it is organizing an Olympiad, a study tour to trigger students' interest and motivation to learn. This is certainly attempted with various supports both from within the school and outside the school". The independent curriculum has a positive relationship with the development of educator potential. This can be seen from the existence of the Educator Driver and Educator Professional Education (PPG) programs, with the birth of quality educators who will be able to develop and maintain the independent curriculum to be good and even better. The independent curriculum does have many benefits, but besides that there are also some things that may be obstacles. For students who have high enthusiasm and interest in learning and sufficient understanding, this curriculum is a great opportunity to gain knowledge in other fields, so that they have extensive knowledge and experience. Therefore, educators play an important role in increasing students' interest and motivation to learn in order to form quality students and educators in science.

Discussion

The research conducted, it is known that SMAN 2 Ranah Batahan has several problems in history lessons, such as problems from the curriculum, problems from educators and students or from facilities and infrastructure. The problems obtained in this study will be explained in detail as follows: In compiling modules based on the Independent Curriculum, teachers may face several obstacles that need to be overcome. Here are some common obstacles faced by teachers:

1. Lack of Understanding of the Independent Curriculum
   a. Ambiguity of Philosophy and Purpose:Teachers may have difficulty understanding the philosophy and objectives of the Merdeka Curriculum, which are different from the previous curriculum. This can result in difficulties in designing modules that are in accordance with the principles of the curriculum.
   b. Training Limitations:Lack of adequate training or assistance in understanding and implementing the Independent Curriculum can be a major obstacle.

Although the Learning Objective Flow (ATP) is an important tool in planning learning in the Independent Curriculum, many teachers face various obstacles in the process of creating it. Here are some obstacles that are often faced:

1. Understanding the Independent Curriculum

a. Lack of Understanding of Curriculum Philosophy:Not all teachers understand the philosophy and basic principles of the Independent Curriculum well, which affects their ability to design appropriate ATP.
b. Lack of Training:Many teachers feel that they have not received adequate training on how to develop effective ATP in accordance with the Independent Curriculum.

In creating Learning Outcomes (CP), many teachers face various obstacles that can affect the quality and effectiveness of the CP that is prepared. Here are some common obstacles that teachers often face in this process:

1. Understanding the Independent Curriculum
   a. Ambiguity of Curriculum Philosophy:Teachers may not fully understand the philosophy of the Independent Curriculum which emphasizes flexibility and adjustment to student needs. This can result in difficulties in formulating CP that is in accordance with the principles of the curriculum.
   b. Lack of Training:Many teachers feel that they do not receive adequate training on how to prepare CP correctly and in accordance with the demands of the Independent Curriculum.
2. Difficulty in Describing Competencies
   a. Core Competency Complexity:Translating core competencies into specific and measurable CPs can be challenging, especially if the expected competencies are too general or abstract.
   b. Indicator Ambiguity:Teachers may have difficulty in determining specific and clearly measurable achievement indicators, so that the CP that is prepared is not concrete.

CONCLUSION

After conducting research and analyzing the problems that have been described in the previous chapters, conclusions can be drawn regarding the obstacles to implementing history learning in the independent curriculum at SMAN 2 Ranah Bantahan.

1. The learning model (module) used by history educators in making modules has difficulty in transferring data from computers to learning indicators that are adjusted to lesson objectives and learning materials. In making modules, educators have difficulty in using technology.
2. The implementation of learning in delivering educational materials is still difficult in learning the Independent Curriculum as used in schools because of all the guidelines for achieving success in learning.
3. The obstacle often faced by educators is a lack of understanding of the character of students, so that in learning, educators have difficulty in fulfilling the demands of the independent learning curriculum which requires students to be active in the classroom.

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