

TEACHER PROBLEMATICS IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM IN SCIENCE LEARNING IN CLASS 4 MIS MIFTAHUL KHOIR AS A REVIEW OF ISLAMIC EDUCATION

Muhammad Basarrudin^{1*},

¹STIT Darul Ulum Kubu Raya Kalimantan Barat, Indonesia

*email: basarrudin14@gmail.com

*Corresponding Author: Muhammad Basarrudin

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Abstract: MIS Miftahul Khoir Rasau Jaya has implemented the Independent Learning Curriculum, despite the various problems that exist. It is still being implemented in stages, despite planning, implementation and assessment issues. Therefore, the aim of this research is to find out the problems teachers face when implementing the independent learning curriculum in science and science learning in class 4 of MIS Miftahul Khoir Rasau Jaya as a review of Islamic education. In this research, a qualitative approach is used, and the type of research is descriptive. The principal, teachers and 4th grade students were the research subjects. Data was collected through observation, interviews and documentation. Data analysis was carried out through reduction, presentation and drawing conclusions. The results of the research show that teachers at MIS Miftahul Khoir Rasau Jaya face problems in implementing the Independent Learning Curriculum in planning, implementing and assessing science and science learning. Problems include analyzing CP, formulating TP, compiling ATP and teaching modules, determining learning methods and strategies, limited student books, lack of ability and readiness to use learning methods and media, and teaching materials. Various ideas from Merdeka Belajar have been implemented at MIS Miftahul Khoir Rasau Jaya, such as creating learning planning administration even though it is still made in groups, using class projects and school projects, and implementing the Pancasila Student Profile, although it still needs improvement and development. This is necessary to achieve the objectives of the Independent Learning Curriculum.

Keywords: *Teacher Problems, Independent Learning Curriculum, Natural Sciences Learning, Islamic Education*

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INTRODUCTION

Studying and learning in the world of education occurs in three places, or three educational centers. Children receive education in three places: family (informal), school (formal), and community (non-formal). A person is said to be learning if his/her activities cause changes in behavior and can be observed over a long period of time. Students must be encouraged to participate actively during the learning process to achieve goals. This requires the teacher's help to motivate and encourage students to be fully involved in the learning process. Teachers must have knowledge of learning materials and strategies. The world of education faces challenges and opportunities amidst the industrial revolution 4.0. Educational institutions must have the ability to innovate and work together to progress and develop. If not, they will be left far behind. The education system must be able to keep up with the times. According to Article 1 of Law no. 20 of 2003 concerning the National Education System, Paragraph 1 states that education is a conscious and planned effort to create an atmosphere for the learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, noble morals and the necessary skills. himself, the nation and the state (Indonesia, 2003). To achieve this, the curriculum must be adapted to advances in technology and the times. Because without reform, education in Indonesia will lag behind compared to education in other countries. Over time, the old curriculum may no longer be relevant due to curriculum updates.

Indonesian education has undergone several changes in its curriculum. The latest is the transformation of the Education Unit Level Curriculum (KTSP) into the 2013 National Curriculum, also known as the 2013 Curriculum. On February 1 2021, the Minister of Education, Culture, Research and Technology (Kemendikbud Ristek) Nadiem Makarim announced that the independent curriculum would begin in the new academic year 2022/2023. This curriculum combines science and social studies subjects into Natural and Social Sciences (IPAS) subjects in elementary schools (Rahayu, Rossari, Wangsanata, et al., 2021). To improve the quality of a nation's Human Resources (HR), the education curriculum must be updated. The curriculum is an important part of the formal education system, also known as the schooling system. It contains lesson plans that help teachers direct learning to their students so they are ready to meet society's needs. With the implementation of the independent learning curriculum in all these subjects, each school faces its own problems, especially schools in the regions. MIS Miftahul Khoir Rasau Jaya, even though it is in the sub-district, not all teachers feel comfortable with the renewal of the independent learning curriculum because they are used to the 2013 curriculum, so they have to replace it with the new curriculum. Other research with almost the same problem was also carried out. Fitria Nurulaeini and Aulia Rahma's research entitled "Analysis of the Problems of Implementing Merdeka Belajar Mathematics" studied the problems in the independent learning curriculum. This research also discusses mathematics learning, showing that teachers face problems in teaching mathematics. Despite various revolutions in education, mathematics remains a daunting subject for students and is often considered difficult. This research aims to provide analysis and information about problems or problems in implementing independent learning in mathematics learning (Nurulaeini & Rahma, 2022).

Because not all educational institutions implement this program, there is still little information about the Independent Learning Curriculum, especially those related to basic education. Independent Learning Curriculum learning requires teachers to be more creative and innovative in designing their learning. In this learning, teachers must master the learning material and develop material that is interesting and fun. Thus, teachers must get out of their comfort zone and follow current developments in teaching. Therefore, teachers feel confused in implementing and developing the Pancasila Student Profile. This definitely creates problems for teachers when implementing the Independent Learning Curriculum. Based on the problems

described above, the author wants to conduct research with the title teacher problems in implementing the independent learning curriculum in science and science learning in class 4 of MIS Miftahul Khoir Rasau Jaya.

METHOD

This type of qualitative descriptive research; In other words, the data collected is discussed and interpreted about the facts, circumstances, variables and phenomena that occurred during the investigation. Qualitative methods are presented as they are and are a natural approach. Qualitative research does not produce results through calculations or statistical techniques. Qualitative research, according to Sukmadinata, is defined as research conducted to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and characteristics of individuals and groups. Descriptive research takes a problem or focuses on the problems that existed when the research was conducted. Descriptive research is defined as research that aims to collect facts, events, or symptoms systematically and accurately (Moleong, 2011).

Data Source: Two types of data, primary data and secondary data. It is needed to obtain the data and information needed for research purposes related to the completeness of the data you want to research. Primary data is data that is first collected, observed and recorded from the source. Researchers were directly involved in the research. **Secondary Data:** data obtained or collected by the person conducting the research from other sources. Secondary data is used to support primary data information, namely library materials, literature, previous research, books, journals, and so on. In this research, secondary data includes written data, history, profiles, photos and other supporting documents in the Miftahul Khoir Rasau Jaya MIS (Hasan, 2002).

Data Collection Techniques: This qualitative research collects data through observation, interviews and documentation. Therefore, qualitative research can only understand phenomena through interaction with subjects through in-depth interviews and observations of the environment in which the phenomenon occurs. One method of data collection is observation. According to Sugiyono (2013), observation is direct observation in the field where researchers can obtain personal impressions and feel the atmosphere of the social situation being studied. **Interview.** Sugiyono stated that an interview is a meeting of two people conducted through question and answer to exchange ideas and information so that the meaning can be concentrated on a subject. One of the main characteristics of interviews is direct face-to-face contact between information seekers and information sources (Sugiyono, 2015). **Documentation:** Records of past events in the form of images, writing or monumental works are called documentation. Observation and interview methods can be complemented by document studies. Research results will be more reliable if supported by documents.

Data Analysis Techniques: In this research, researchers used the Miles and Huberman model to analyze data through several procedures, one of which is data reduction. A lot of field data must be recorded thoroughly. As mentioned previously, the amount of data collected will increase in volume, complexity and complexity as researchers spend time working in the field. To achieve this, the data must be immediately analyzed through a reduction process. Reducing data means summarizing, selecting the important things, focusing on the important things, and looking for themes and patterns. Therefore, reduced data will provide a clearer picture and will make it easier for researchers to collect additional data and search for it when needed (Sugiyono, 2015). **Data Presentation (*Data Display*):** In qualitative research, data is presented in the form of short descriptions, charts, or relationships between categories and the like. This allows data to be organized and structured in easy-to-understand relationship patterns. **Drawing Conclusions (*Conclusion/Verifying*).** Is continuous analysis of data, both during data collection and afterward, to draw conclusions that can show patterns that occur. According to Miles and

Hubermen, the initial conclusions put forward are only temporary and will change if strong evidence is not found at the next stage of data collection. The validity of the data, which is updated from the idea of validity (*validity*) and reliability (*reliability*), emerged as a result of the data reduction and delivery process by the researcher.

RESULTS AND DISCUSSION

Teacher Problems in Planning Science Subjects

In the Merdeka Belajar Curriculum, Learning Achievements (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and Teaching Modules are IPAS learning plans that have been provided and allocated by the government. As Principal of the Miftahul Khoir Rasau Jaya MIS School, Mr. Ali Yudi, S.Pd.I provided additional explanation on this issue as follows:

"The Independent Learning Curriculum begins by developing Learning Outcomes (CP) which have been provided by the government and used by students. For class IV, we are now entering phase B, where everything we have done in Phases A and B. However, if we use Phase A in class I, where learning resources are already available, we only need to choose which ones can be used in class I and which ones can be used in class II. From these learning resources, we will formulate Learning Objectives (TP), compose Flow of Learning Objectives (ATP), and then designing teaching modules." (Interview, July 8, 2024)

Next, the researcher interviewed Mrs. Deby Isa Bella, S.Pd., class 4 A teacher, who stated that:

"There are definitely difficulties, because this is new and we are still learning to improve it. We have to check thoroughly whether mothers with CP problems can be applied to their children. In this Learning Outcome, children must be able to, so we must be careful in choosing the CP to apply. This is especially true for science subjects, which have many CPs because science and social studies are combined." (Interview, July 8, 2024)

Mother Deby Isa Bella, S.Pd., then explained:

"If we compile Teaching Modules in our Teacher Working Group (KKG), and then distribute them to each school, then the learning tools can be accessed from there. For example, the IPAS subject is prepared at this MI and other subjects at other MIs." (Interview, July 8, 2024)

According to an interview with Mrs. Deby Isa Bella, S.Pd., class 4 A teacher, the problems faced include analyzing the learning outcomes that students will achieve. Meanwhile, Mrs. Siti Jamilah, S.Pd.I., class 4B teacher, stated:

"In the Merdeka Belajar Curriculum, there is a program that simplifies the Learning Implementation Plan (RPP), so teachers don't need to make RPPs which are now called Teaching Modules. The only problem is that before making RPPs, we have to create a Flow of Learning Objectives which is based on Learning Achievements (CP). So, before making an ATP, we have to understand and analyze the CP, then create a Learning Objective, and detail it in the form of a Learning Objective Flow (ATP) from the CP. (Interview, July 11, 2024)

Apart from that, according to Mrs. Siti Jamilah, S.Pd.I., that:

"In addition, the combination of IPA and IPS subjects makes learning planning a bit difficult, because I usually teach IPS and now I also have to understand IPA lessons as well. This makes us, especially mothers, a little difficult." (Interview, July 11, 2024)

According to an interview with Mrs. Siti Jamilah, S.Pd.I., class 4 B teacher, the problems or challenges faced when making learning plans, especially making ATP based on Learning Achievements (CP). Next, the researcher interviewed the 4th grade A teacher, Mrs. Deby Isa Bella, S.Pd., who stated:

"It is true that the Independent Learning Curriculum actually makes it easier for teachers, especially the problem of RPPs which are now replaced with Teaching Modules. It's just that mothers' problem in planning learning is that it is difficult to choose the right learning strategies and methods so that students become active in the learning process." (Interview, July 8, 2024)

Mother Deby Isa Bella, S.Pd., also explained:

"To compose the Teaching Module, we really make it from beginning to end in terms of steps, then there are learning materials and how we can facilitate different student conditions, for example students for whom we make enrichment quickly and students for whom we don't provide enough. The remedy, that's what we need to study again to perfect it." (Interview, July 8, 2024)

However, according to Mrs. Siti Jamilah, S.Pd.I., class 4 B teacher, said that:

"Previously this lesson plan had to be made for each meeting, but in one IPAS Teaching Module, it can be used for several meetings. This makes it easier. As teachers, we are only given Learning Outcomes and must understand and analyze the Learning Objectives of this CP thoroughly "Then, from this CP, we have to detail it in the form of a Learning Objective Flow and then organize it into a Science Teaching Module. Mother has difficulty running her computer because many activities are done on the computer." (Interview, July 11, 2024)

According to an interview with Mrs. Siti Jamilah, S.Pd.I., class 4 B teacher, the challenges faced include analyzing students' expected learning outcomes. According to Mrs. Siti Jamilah, S.Pd.I., class 4 B teacher said that:

"In the Merdeka Belajar Curriculum, there is a program that simplifies the Learning Implementation Plan (RPP), so teachers don't need to spend a lot of time creating lesson plans which are now called Teaching Modules. The only problem is that before making the RPP, we have to create a Flow of Learning Objectives that is based on Learning Outcomes (CP), so we must understand and analyze CP before making ATP." (Interview, July 11, 2024)

Mother Siti Jamilah, S.Pd.I., also explained:

"After we create the Learning Objectives and detail them in the form of a Learning Objectives Flow (ATP) from the CP, then we can prepare the Teaching Module for the Science and Social Sciences subject. This makes us, especially mothers, experience a little difficulty, especially with the merger of the Science and Social Sciences subjects. "So far, we only understand social studies lessons, but now we also have to understand science lessons." (Interview, July 11, 2024)

According to an interview with Mrs. Siti Jamilah, S.Pd.I., class 4 B teacher regarding the problems or challenges faced when making learning plans, especially when making Learning Goal Flow (ATP) which is based on Learning Achievements (CP). Next, the researcher spoke with Mrs. Deby Isa Bella, S.Pd., class 4 A teacher, about the following:

"The Merdeka Belajar Curriculum actually makes things easier for teachers, especially the problem of lesson plans which are now replaced with Teaching Modules. The only problem mothers have in planning learning is the difficulty of choosing the right learning strategies and methods so that students are active in the learning process. And to prepare the Teaching Modules, we really create the steps from start to finish. After that, learning materials and how we can meet the needs of different students. For example, we create quick enrichments for faster students, and for less fast students, we need to learn more to fix it." (Interview, July 8, 2024)

According to Mrs. Deby Isa Bella, S.Pd., class 4 A teacher said that:

"Previously, this lesson plan had to be made for each meeting, but in one Science Teaching Module, it can be used for several meetings. This makes it easier. Because we are only given Learning Outcomes, we as teachers have to be more creative. We have to understand the Learning Objectives and analysis, then we detail it in the form of a Learning Objective Flow, and then it is compiled into a Science Teaching Module. And I had difficulty running the computer when creating the teaching module. This is probably because the computer has many parts that need to be adjusted. (Interview, July 8, 2024)

As a result of an interview conducted by Mrs. Deby Isa Bella, S.Pd. and Mrs. Siti Jamilah, S.Pd.I., we found that teachers face a number of problems, including creating Learning Objectives (TP), Flow of Learning Objectives (ATP) Based on Learning Achievements (CP), compiling Teaching Modules, and choosing strategies and methods right for students.

Researchers found that teachers really face challenges in preparing lesson plans. This challenge is characterized by the fact that teachers have not created their own learning tools, such as teaching modules and Learning Objective Flow (ATP). Researchers found that the mobilizing teachers who were members of the Teacher Working Group (KKG) still worked in groups and met every month. The learning tools used by teachers for teaching still come from the Teacher Working Group (KKG) forum, including the Learning Objectives Flow (ATP) and teaching modules.

Problems in Implementing Science Learning

The success of the Merdeka Belajar Curriculum not only depends on the learning plan, but also on how the lessons are implemented according to the learning plan that has been made. As Principal of the Miftahul Khoir Rasau Jaya MIS School, Mr. Ali Yudi, S.Pd.I provided additional explanation on this issue as follows:

"The Independent Learning Curriculum is called the Pancasila Student Profile, which is a new thing that teachers must apply in their learning. Attitudes must be completely changed according to the 6 characters in the Pancasila Student Profile, all of which require assessment. This is a new thing that We are still trying to perfect and implement it. In this Independent Learning Curriculum, teachers must also understand the students' character, background, family conditions, habits and environment. This means that students are not forced to learn something according to the teacher's wishes, but the teacher must following the character of students, it will certainly be difficult to implement such habits." (Interview, July 8, 2024)

In connection with the findings of Mrs. Deby Isa Bella, S.Pd., class 4 A teacher, it was said that:

"There are several children who are like that. I have difficulty with children who don't understand the letters in this class. When they don't know the letters, they memorize them by mouth. I might often lecture, like PLANTS, because he doesn't know where the letters T and U are. . These lessons can interfere with a child's development because fast children understand information easily, and if these children do not study kindergarten at home and do not receive parental guidance, it will become a problem." (Interview, July 8, 2024)

Apart from that, Mrs. Siti Jamilah, S.Pd.I., class 4B teacher, stated:

"When teaching science and technology, mothers usually use media available in the school environment, such as material about plants, and take the children out to see it directly. If you use media such as learning videos, mothers don't understand the focus available at this school, but also less able to operate it." (Interview, July 11, 2024)

As a result of interviews conducted with Mrs. Deby Isa Bella, S.Pd., class 4 A teacher and Mrs. Siti Jamilah, S.Pd.I., class 4B teacher, the problem students faced during the learning process was that they did not understand letters. , which hinders their learning and lacks the ability to use technology. Next, the researcher interviewed Mrs. Deby Isa Bella, S.Pd., class 4 A teacher who stated:

"In this implementation, we are short of student books; The number of student books per person is still limited, and student books cannot be borrowed at home. Also a problem are projects because the Driving School requires class projects. If class 4 is difficult, then classes 5 and 6 are easy. We just need to instruct them, and they will understand." (Interview, July 8, 2024)

According to an interview with Mrs. Deby Isa Bella, S.Pd., class 4 A teacher, students' books are still limited in implementing learning. Next, the researcher interviewed Mrs. Siti Jamilah, S.Pd.I., class 4B teacher, who stated that:

"During class projects or project-based learning, the problems I encounter usually arise. In the Merdeka Belajar Curriculum, class projects can be used. For example, science and science learning takes place for four hours a week, so three hours are used for regular learning in class, and another hour allocated to project-based learning. It is a challenge for me to implement this project-based learning. Usually, the time required to complete the project exceeds class hours,

and the tools and materials available are also somewhat confused about determining an appropriate project." (Interview, July 11, 2024)

According to interviews with Mrs. Deby Isa Bella, S.Pd., class 4 A teacher and Mrs. Siti Jamilah, S.Pd.I, class 4 B teacher, the problems faced include the lack of time allocated for project-based learning, difficulty determining appropriate project assignments. appropriate, and the use of learning methods and media is inadequate. After that, Muhammad Arkan Sa'id Ramadhan, a class 4 B student, was interviewed, stating:

"If you usually teach, Mrs. Jamilah has to explain first. If it's not homework, the assignment will be done simultaneously. The media used pictures." (Interview, July 15, 2024)

According to an interview with Muhammad Arkan Sa'id Ramadhan, a class 4 B student, his mathematics problems were also caused by the teaching material being too broad, which made it difficult for him to understand it. This is also caused by a lack of learning resources and a lack of learning approaches used by educators when teaching in class. Researchers found that teachers still face challenges in implementing this free learning curriculum. This is in accordance with researchers' findings that teachers still have difficulty instilling the six characteristics of the Pancasila Student Profile in their students, even though each student has various characteristics. Apart from that, the researcher's findings show that teachers are still unable to get out of their comfort zone in teaching because they are still comfortable using the same methods. Teachers are still lacking in using learning media, which is shown by the fact that most of them only explain the material and then give assignments to students.

Teacher Issues in IPAS Learning Assessment

For example, Mr. Ali Yudi, S.Pd.I., Principal of the Miftahul Khoir Rasau Jaya MIS School, stated the following:

"There are three assessments used in the Independent Learning Curriculum: diagnostic assessment, formative assessment, and summative assessment. Summative assessments are carried out after the learning unit or at the end of the semester, while formative assessments are usually carried out to assess and improve the learning process. At the beginning of learning, diagnostic assessments are carried out to assess students' initial conditions, such as whether they are average or better than others. The Independent Learning Curriculum does not only pay attention to summative assessments, but also diagnostic and formative assessments, because we not only look at results, but also processes." (Interview, July 8, 2024)

According to Mrs. Deby Isa Bella, S.Pd., class 4 A teacher, when interviewed, that:

"In my opinion, carrying out assessments in the Merdeka Belajar Curriculum is not that difficult. The only problem is determining the right type of assessment, considering that this type of assessment includes many types of written, oral, presentation, discussion, product, and many more. Therefore Therefore, I really have to choose an assessment format for the IPAS subject that is appropriate to the material being taught, especially in fourth grade." (Interview, July 8, 2024)

Next, the researcher interviewed Mrs. Siti Jamilah, S.Pd.I., class 4B teacher, who stated:

"We teach in stages if it is not too difficult. Because the free learning curriculum prioritizes process assessment or formative assessment, we can assess these children during learning activities. To achieve learning objectives, the obstacle is determining assessments that are appropriate to the material." (Interview, July 11, 2024)

After that, the researcher interviewed Mrs. Deby Isa Bella, S.Pd., class 4 A teacher, who stated that:

"If I have difficulty determining the right assessment model, such as using project-based learning or using a different model, then the assessment will be different because the assessments vary, some are written, unwritten, reflections, essays, posters, dramas, and so on." (Interview, July 8, 2024)

However, according to Mrs. Siti Jamilah, S.Pd.I., class 4B teacher, said that:

"In my opinion, there are no difficulties, yes, we may also carry out frequent assessments beforehand. We carry out diagnostic evaluations at the beginning of the school year by asking students questions to find out how ready they are to learn. For formative evaluations, mothers carry out tests after the lesson is finished to find out whether the children have understood the material explained. And for summative assessment, it may be similar to daily tests, and UAS is my job." (Interview, July 11, 2024)

Based on interviews conducted by researchers in the Independent Learning Curriculum, there are 3 assessments: diagnostic, formative and summative. Interview results show that teachers face difficulties in determining the right type of assessment for the material to be taught and to be applied during project-based learning. Researchers found that teachers did not experience significant difficulties in carrying out diagnostic, formative and summative assessments. Researchers conduct teacher observations before carrying out cognitive diagnostic assessments, for example by asking students questions to find out how well they understand the material being explained. At the end of the lesson, the teacher carries out an assessment by carrying out a formative assessment, for example by giving questions to students to answer. While summative assessments have also been carried out, as is done with UAS, teachers still have difficulty determining the form of assessment to be used, such as whether to use written or unwritten assessments according to the objectives.

Discussion

Teacher Problems in Planning Science Subjects

There are several problems faced by teachers related to planning, implementing and assessing science and technology subjects in the Independent Learning Curriculum. Researchers found that teachers face problems in preparing learning plans because they have to evaluate student learning achievements as they are made per phase and then include them in the Learning Objectives. Apart from that, teachers face challenges in analyzing and making lesson plans. Students will achieve learning outcomes because learning objectives are made in the form of steps, arranged in the form of Learning Objectives (TP), and continued in the form of a Learning Objective Flow (ATP). Apart from that, teachers who are not proficient in using technology will face problems when creating lesson plans (Amelia, 2023).

This is the situation faced by one of the teachers who said that they faced difficulties in compiling Teaching Modules. Teachers also face problems in determining appropriate learning methods and strategies for students so that learning becomes fun and students become active. This is in accordance with Farida Jaya's theory in her book Learning Planning, which states that learning planning is a general description of what a teacher will do in the classroom to achieve the goals that have been set effectively and efficiently. Therefore, as a learning designer, the teacher is responsible for designing the learning program, which includes organizing teaching materials, presentation, and evaluation, all in accordance with the learning objectives that have been set. Learning planning is determining the best learning method to achieve the desired learning outcomes (Jaya, 2019).

Research conducted at MIS Miftahul Khoir Rasau Jaya shows that teachers have not yet made learning plans such as ATP and Teaching Modules because they are still being carried out in stages at the KKG forum. Because the Independent Learning Curriculum has just started, teachers still have difficulty understanding and identifying Learning Outcomes (CP) provided by the center. They need to organize the CP in the form of Learning Objectives (TP) and arrange them in appropriate learning threads. Apart from that, teachers still face the challenge of determining the right learning approaches and strategies for children so that learning becomes fun and students become active. The learning plans made sometimes do not match reality. There is a possibility that unexpected changes may occur due to student and class conditions. This

change can come from changes to the learning model that will be used. This means that the teacher must understand the student and class situation before planning the lesson for success.

Problems in Implementing Science Learning

The success of the Merdeka Belajar Curriculum not only depends on the learning plan, but also on how the lessons are implemented according to the learning plan that has been made. The results of interviews conducted by researchers show that teachers face a number of problems in the learning process. One of these problems is that student textbooks are still limited. Teachers' ability and readiness to use learning media, inability to use technology in learning, and teaching materials that are too broad are other problems teachers face. Apart from that, teachers do not use many learning methods. Apart from the lack of sufficient time for project-based learning, teachers face a number of problems when implementing project-based learning in fourth grade. Focus on learning processes that can increase students' creativity by using approaches and techniques that improve students' thinking abilities. Scientific, problem-based, project-based, inquiry, observation, question and answer, to presentation. This learning method and approach really depends on the teacher, or the teacher driving independent learning (Mulyasa, 2021).

Research conducted at MIS Miftahul Khoir Rasau Jaya shows that students have few books, which hinders learning. Apart from that, teachers do not use many learning methods and media in the learning process, which makes the learning atmosphere boring. Learning activities that should be active and fun do not occur well. Apart from that, teaching material that is too broad causes students to have difficulty understanding it. Teachers still have difficulty determining class projects for students in grades I and IV, and there is not enough time for project-based learning.

Teacher Issues in IPAS Learning Assessment

The results of interviews conducted by researchers showed that teachers did not experience significant difficulties in carrying out diagnostic, formative and summative assessments. What is difficult for them is determining an assessment that is appropriate to the learning objectives. This is because there are many types or forms of assessment, such as presentations, projects, products, oral, written, and so on. Assessment is usually divided into two categories: formative assessment and summative assessment. There are also those who mention assessment for learning and assessment of learning. Formative assessment is an important component of the learning process carried out. Formative assessment is used to monitor how well the learning process is going according to plan. To find out how effective the learning program is, a cumulative evaluation must be carried out at the end of the learning unit (Indrastoeti & Istiyati, 2017).

According to research conducted at MIS Miftahul Khoir Rasau Jaya, teachers have carried out diagnostic, formative and summative assessments. There are some difficulties when applying the assessment, but they are not very significant. MIS Miftahul Khoir Rasau Jaya had no problems carrying out assessments in accordance with the Independent Learning Curriculum. This is because the teacher has often carried out assessments before. However, because the forms of assessment in Merdeka Belajar vary, teachers must choose the right type of assessment to achieve the desired learning objectives.

CONCLUSION

According to research conducted by researchers, the concept of Merdeka Belajar has been implemented at MIS Miftahul Khoir Rasau Jaya, starting from the development of the learning planning system to its implementation. The following are some of the problems faced by teachers related to planning, implementing and assessing science subjects in the Merdeka

Curriculum Study. Research conducted at MIS Miftahul Khoir Rasau Jaya shows that teachers have not prepared learning plans such as ATP, Teaching Modules and RPPs because they are still being carried out in stages at the KKG forum. Researchers examined teacher problems in implementing learning at MIS Miftahul Khoir Rasau Jaya. It can be seen that there are still limited students' books, which hinders learning. Apart from that, teachers do not use many learning methods and media in the learning process, so the learning atmosphere becomes boring. Teacher Problems with Learning Assessment According to research conducted at MIS Miftahul Khoir Rasau Jaya, teachers have carried out diagnostic, formative and summative assessments. However, there are some difficulties faced while implementing it, but they are not significant.

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