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Analysis of the Difficulties of Science Teachers in Implementing the Freedom Curriculum in Junior High Schools in Southwest Aceh Regency

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ABSTRACT. The freedom curriculum was officially introduced in 2021. However, there are schools that have implemented and have not implemented the Freedom Curriculum. Schools in Southwest Aceh, including SMPN 1 Susoh Aceh Barat Daya, SMP N 3 Susoh Aceh Barat Daya, and MTsN 1 Aceh Barat Daya also face the same problem. This study aims to find out what are the difficulties, especially for science teachers in implementing the freedom curriculum and how science teachers overcome these difficulties. This study uses a descriptive method with a qualitative approach. The results of the study show that the difficulties of science teachers in implementing the freedom curriculum that occur in the implementation of science subjects at SMPN 1 Susoh Aceh Barat Daya, SMPN 3 Susoh Aceh Barat Daya, and MTsN 1 Aceh Barat Daya are in planning, learning implementation and assessment. Science teachers' efforts to overcome this problem by attending meetings with, participating in training, coordinating with fellow teachers, teachers do not require students to memorize but must understand the material, teachers write material on the blackboard and make student worksheets, students take notes, continue class projects at home, look for assessment references and participate in training on the implementation of the Freedom Curriculum.



1. Introduction

The Freedom Curriculum has been officially designated as a national curriculum in Indonesia starting from the 2024/2025 school year. However, the implementation is not necessarily mandatory for all schools directly. This is stated in the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 12 of 2024. Schools that have not implemented the Freedom Curriculum are given time to adapt to the transition for a maximum of three years, no later than the 2026/2027 school year for non-3T schools (outermost, disadvantaged, frontier), and in the 2027/2028 school year for 3T schools. Because it is new, so in preparation for the implementation of the Freedom Curriculum, of course, schools and teachers need to prepare well, starting from understanding the structure of the Freedom Curriculum, the assessment in it, learning outcomes and the flow of learning objectives, project implementation and others. (Rahayu et al. 2022)

The Freedom Curriculum is certainly different from the previous curriculum, therefore it is natural that there are difficulties in its implementation. Although the mission of the Freedom curriculum is to simplify the material, carry out more flexible learning, which is generally considered better than the previous curriculum, but must be supported by various instruments and components involved, both facilities, teachers, and the environment. Meanwhile, the readiness of these instruments and components is not necessarily ready in every school, therefore, there are still many schools that still have difficulties in implementing the Freedom curriculum in its entirety. (Hartoyo and Rahmadayanti 2022)

Difficulties in the implementation of the Freedom Curriculum are also faced by junior high schools/equivalent in Southwest Aceh district. This was found based on initial observations of teachers (especially science teachers) in the implementation of the Independent Curriculum at SMPN 1 Susoh Aceh Barat Daya, SMPN 3 Susoh Aceh Barat Daya, and MTsN 1 Aceh Barat Daya, that there were various difficulties in implementing the Independent Curriculum in these schools. To unravel these difficulties, a deeper study is needed. Therefore, this study aims to study, parse, and identify the difficulties faced by science teachers in implementing the freedom curriculum in junior high school/ equivalent in Southwest Aceh Regency.

2. Research methods

This investigate was carried out employing a graphic strategy through a subjective approach. In graphic investigate that employments a subjective approach, the inquire about report contains information citations to allow an diagram of the introduction of the report. The information may come from meet transcripts, field notes, photographs, video tapes, individual records, notes or memos, and other official records. (Lexy J Moleong 2006)

The investigate areas are SMPN 1 Susoh Aceh Daya, SMPN 3 Susoh Aceh Daya, and MTsN 1 Aceh Daya, Aceh Area. In the interim, the inquire about subjects were taken by the purposive testing strategy, to be specific science learning instructors of SMPN 1 Susoh Aceh Daya, SMPN 3 Susoh Aceh Daya, and MTsN 1 Aceh Daya. Within the collection of investigate information, fundamental disobedient and supporting instruments are utilized. The most instrument is the human being himself whereas the supporting disobedient are perception rules and meet rules and demonstrated by documentation. (Zahroh, Setyawan, and Citrawati 2020)

Inquire about information is collected by perception, and estimation of the side effects examined, counting perception, interviews, and documentation. In perception exercises, an unstructured perception sheet is utilized where perception questions are summarized when the analyst is at the area where the investigate is put. In the interim, the meet strategies utilized in this think about are organized interviews and unstructured interviews utilizing meet rules as information collection disobedient. Meet rules are utilized to encourage the information collection that will be carried out. The final is documentation, where this action incorporates the collection of data within the frame of books, chronicles, archives, writing numbers and pictures within the frame of data reports that can back investigate. (Charismana, Retnawati, and Dhewantoro 2022)

After the information is gotten, examination is required. Information examination comprises of three streams of exercises that happen at the same time, specifically; information lessening, information introduction, conclusion drawn/verification. Information Diminishment information is characterized as the choice prepare, centering consideration on rearranging, abstracting, and changing coarse spelling that develops from composed records within the field. Information reduction in this think about isn't a isolated thing from the investigation. This investigate is portion of the examination, the researcher's choices approximately which parts to incorporate, which ones to dispose of, which designs summarize the biggest parts, what stories are creating, all of which are analysis choices. Meanwhile, the introduction of information may be a introduction as a collection of data that gives the plausibility of drawing conclusions and taking activities. As is the case with information decrease, the creation and utilize of information introduction isn't isolated from examination, it is portion of investigation.(Assyakurrohim et al. 2022)

Planning columns and columns of a matrix for subjective information and choosing the sort and shape of information that ought to be included within the lattice boxes is portion of the investigation. In the interim, drawing conclusions is as it were portion of one action of the entire setup. Conclusions were moreover confirmed amid the think about. Conclusions were too confirmed amid the think about. The confirmation may be as brief as conceivable the reexamining that passes through the analyst's intellect amid his composing, or a audit of field notes, or it may be so careful and comprehensive that he or she audits and trades thoughts with peers to create an intersubjective assentation. In short, the implications that develop from the information must be tried for their rightness, robustness, and reasonableness, which is their legitimacy. (Ardiansyah, Mawaddah, and Juanda 2023)

Schematically, the information investigation handle utilizing the Miles and Huberman intuitively information investigation show can be seen within the taking after chart:

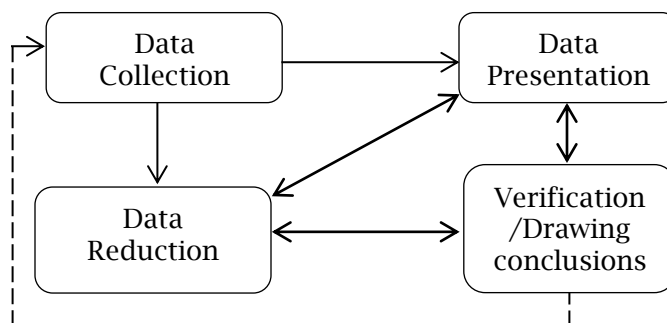


Chart 1. Interactive Data Analysis Model (Dwiyanti, Supriatna, and Marini 2021)

3. Results and Discussion

3.1 Science Teachers' Difficulties In Implementing The Freedom Curriculum

The autonomous educational programs is still a generally modern learning approach, and there are still different inadequacies from science subject instructors in its usage. (Desrianti and Yuliana Nelisma 2022)

Based on the comes about of interviews, perceptions, and notes, a few issues confronted by science instructors at SMPN 1 Susoh Aceh Barat Daya, SMPN 3 Susoh Aceh Barat Daya, and MTsN 1 Aceh Barat Daya. Among others:

Table 1. Difficulties of science teachers in implementing the freedom curriculum

No	Aspects	Statement
1	Teachers' Problems in Learning Planning	1) We must develop the Learning Outcomes (CP) that have been provided by the Government. Then there are Learning Objectives (TP), then there is

		<p>the Learning Objectives Flow (ATP) and Teaching Modules. (NE, 2024)</p> <p>2) Yes, the name is a new curriculum, the difficulties must be there. It is difficult for mothers to determine the right learning strategies and methods for students to be active. And to create a teaching module, we must also determine the Flow of Learning Objectives and Learning Outcomes. So before creating the Flow of Seven, you have to understand and analyze the Learning Outcomes first, then create the Learning Objectives and then detail them again in the ATP, then compile the Teaching Module, that's what makes me a little difficult, I also share it with my fellow teachers with the aim of improving understanding. (DM, 2024)</p> <p>3) The difficulties must be there, especially since I have two curricula, especially in the creation of teaching modules and other learning tools. (A, 2024)</p> <p>4) For difficulties, there must be even though it is almost the same as the 2013 Curriculum and the name has changed, for the difficulty it is more about making Teaching Modules. (DM, 2024)</p>
2	Teachers' Problems in Implementation	<p>1) The Independent Curriculum has a Pancasila Student Profile that must be applied in learning. In the Pancasila Student Profile, there are 6 characters that students must have. In this Independent Curriculum, teachers must understand the character of students, backgrounds, habits and environment. Teachers must follow according to the character of the students and must not impose the teacher's wishes. In following the character of students who are certainly different, of course it is not an easy thing to do and apply such habits so we still need to learn a lot to improve it (NE, 2024)</p> <p>2) The methods I usually use are lectures, questions and answers, and discussions. To determine the method in my study is a bit difficult because if I don't use the lecture method later, there will be students who are confused. So I usually deliver the material and then give questions either orally or in writing, or sometimes I ask students to discuss, look for information both in the classroom and outside the classroom after I deliver the material. Students discuss and then present in front of the. (DM, 2024)</p> <p>3) As a medium, I usually use images or have also used videos. Learning resources are teacher books and student books with LKS. For facilities and infrastructure, yes, if it is said that it has not been fulfilled, it has not been fulfilled, yes, it has been fulfilled, so yes, we adjust to the situation of the</p>

		<p>parents of students and the state of the school. (A, 2024)</p> <p>4) In my opinion, the teaching materials are too broad so that it is difficult for students to understand and student books are still limited and should not be taken home. Then during project-based learning, there is a little confusion in determining which project to undertake. When implementing Project-Based Learning, the time required exceeded the lesson hours and the availability of tools and materials was also limited, which became an obstacle for me. (NE, 2024)</p> <p>5) The difficulty is that in the achievement of children must be in accordance with the abilities of each child, the important thing is that children are willing to do because the standards are different, and also in determining the project, also in this independent curriculum there is project-based learning, so you have to determine what the project itself should be like. (A, 2024)</p>
3	Teacher Problems in Assessment	<p>1) In the Independent Curriculum, there are 2 forms of assessment, namely formative assessment, summative assessment. Formative assessments during learning, for example projects that students must make, while summative assessments are carried out at the end of learning such as competency tests, UAS, etc. (DM, 2024)</p> <p>2) The form of assessment of the assignment I give can be done in writing or orally. If written, it can work on oral questions from presentations, discussions and others. (A, 2024)</p> <p>3) For assessment, the assessment is almost the same, in this IKM (Independent Curriculum Implementation) there is no Mid-Semester Assessment. (NE, 2024)</p> <p>4) There are no heavy difficulties, thank God there is no because it is almost the same as the 2013 curriculum, maybe in a different project assessment. (DM, 2024)</p> <p>5) If you do an assessment, it is not so difficult because you have also done many assessments before. The most obstacle is in determining assessments that are appropriate or in accordance with the material and determining assessments on project-based learning. (A, 2024)</p> <p>6) If I have difficulties, there are still no difficulties, because this is the same as supervision in the 2013 Curriculum. (NE, 2024)</p>

3.2 Efforts of science teachers to overcome the implementation of the freedom curriculum

Within the usage of the Autonomous Learning Educational modules, each instructor encounters different issues in arranging, implementing and assessing learning within the Autonomous Learning Educational programs. (SISKA, Putri, and Irsal 2024)

Endeavors made to overcome issues related to arranging, usage, and evaluation of learning are as takes after:

Table 2. Efforts of science teachers to overcome the implementation of the independent curriculum

No	Aspects	Statement
1	Meeting with the Teacher Working Group	<ol style="list-style-type: none"> 1) Find information to those who know better, we will have a supervisor and later it will be brought to the forum, later there will be a Teacher Working Group also for obstacles to be discussed together in the forum. (A, 2024) 2) We held regular meetings with the Teacher Working Group, at which we discussed problems related to learning. The existence of this Teacher Working Group is very helpful in overcoming problems, especially in compiling and compiling learning plans. (DM, 2024) 3) The solution is that we create teaching modules in collaboration with Physics maple teachers as well as in Teacher Working Groups in the District. (NE, 2024)
2	Coordinating with Fellow Teachers	<ol style="list-style-type: none"> 1) I also coordinate or share with other teachers to determine strategies, methods and learning media so that students are interested and not bored. (A, 2024) 2) For this project, I asked my fellow teachers for ideas for class projects, yes, more tailored to the teachers in the classroom. (DM, 2024)
3	Writing Materials on the Whiteboard and Providing Student Worksheets	<ol style="list-style-type: none"> 1) So I write on the whiteboard a summary of the material that I have made, making Student Worksheets, it is also one of my ways to make it easier in the learning process. (NE, 2024)
4	Students Take Notes	<ol style="list-style-type: none"> 1) The solution is that I teach students to always take notes of the material, the material that their mother has written on the board. Students can study and repeat at home. (A, 2024)
5	Teachers do not demand students	<ol style="list-style-type: none"> 1) I do not demand students to be capable, the approach is not individual together, does not force children to memorize important things to understand. (NE, 2024)
6	Creating Projects at Home	<ol style="list-style-type: none"> 1) Continue for project-based learning if time is not enough, students are discouraged to continue at home. Although we don't know later students will make it themselves or succeed. (DM, 2024)
7	Participating in the Independent Learning Curriculum Implementation Training	<ol style="list-style-type: none"> 1) The solution is to take part in the Independent Curriculum implementation training on the Independent Teaching Platform, I am also looking for further references about this assessment so that it is not misapplied. (A, 2024)

Based on the comes about of interviews conducted by the analysts, the arrangement carried out by instructors is to require portion in preparing on the execution of the Freedom Educational modules and seek for references about assessment.

In overcoming challenges within the autonomous learning educational modules, there's a Educator Working Gather to overcome different issues in learning arranging, usage and appraisal within the autonomous educational modules. Teachers share with instructors from other schools to discover out the issues of executing the free educational modules and what arrangements can be drained. expansion, instructor working bunches can progress teachers' capacity to apply inventive and inventive learning procedures and methodologies that will offer assistance in making a more conducive and strong learning environment for understudies. Arrangements carried out by instructors related to the execution of learning.

- a. Principals of SMPN and MTsN Southwest Aceh and science instructors of SMPN and MTsN Southwest Aceh taken part within the autonomous learning educational modules preparing.
- b. To overcome the deficiency of understudy books so that they are utilized for two individuals, the endeavors made by the educator are to type in a outline of the fabric and give a Understudy Worksheet.
- c. To overcome the issue of broad educating materials, instructors make notes of the fabric and students are inquired to require notes of what is on the board or conveyed by the educator so that understudies can learn or rehash at domestic.
- d. For overwhelming fabric that requires thinking, the educator does not require understudies to be able to memorize but understudies must get it the fabric displayed..
- e. Need of time assignment and restricted instruments and materials, the teacher's exertion is to proceed the venture at domestic and it is anticipated that understudies will make the venture itself open to others.

The arrangement carried out by instructors related to evaluation in learning, based on interviews conducted by analysts, arrangements carried out by instructors related to evaluations is to look for coordination data with individual instructing callings or seek for references almost appraisals and take part in preparing on the implementation of the Autonomous Learning Educational programs. Within the execution of the Free Learning Educational modules, the School includes a administrator who conducts supervision and help exercises within the usage of the Autonomous Learning Educational programs that's right now in drive.

Science subject instructors at SMPN and MTsN Southwest Aceh continuously routinely take part in preparing and to encourage reinforce teachers' understanding of the concept of the Free Educational programs, each month science subject instructors of SMPN and MTsN Southwest Aceh hold a assembly with the Instructor Working Group to overcome different issues related to the Autonomous Learning Educational modules both in arranging, usage and evaluation in learning and for Making strides Educator Competence within the Handle of Educating and Learning Exercises.

4. Conclusion

Based on the results of research and discussion on the difficulties of science teachers in implementing the freedom curriculum in junior high schools in Southwest Aceh Regency, the following conclusions were obtained:

- 1) The trouble of science instructors in executing the free educational programs happened within the application of Material science subjects at SMPN 1 Susoh Aceh Barat Daya, SMPN 3 Susoh Aceh Barat Daya, and MTsN 1 Aceh Barat Daya, to be specific in arranging, usage of defense and evaluation. The troubles confronted run from compiling learning instruments such as learning results, learning goals, learning destinations and educating modules, as well as troubles in deciding learning techniques and methods. In expansion, within the execution of constrained understudy book learning, the instructing materials are as well wide, and require thinking and challenges for teachers in deciding learning techniques and strategies and within the execution of project-based learning, instructors still involvement challenges in deciding lesson ventures that are in understanding with the learning materials.

Instructors feel befuddled in deciding their appraisals that are in agreement with the fabric and deciding evaluations on project-based learning.

- 2) The endeavors of science instructors that must be overcome within the execution of the free educational programs, science subject instructors at SMPN 1 Susoh Aceh Daya, SMPN 3 Susoh Aceh Daya, and MTsN 1 Aceh Daya gone to a assembly with the Educator Working Gather (KKG), Partaking in autonomous educational modules preparing, Planning with fellow instructors, instructors don't require understudies to be able to memorize but understudies must get it the fabric displayed, instructors compose materials on the writing board and make understudy worksheets, understudies take notes, proceed course ventures at domestic, search for data or references almost evaluations and take part in preparing on the usage of the Autonomous Learning Educational modules.

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