

## **Junior High School Teachers' Difficulties in Implementing the PSP (*Program Sekolah Penggerak*) Curriculum**

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### **Abstract**

Currently, Indonesia is implementing a new paradigm curriculum, namely the PSP (*Program Sekolah Penggerak*) curriculum (PSP) in junior high schools, particularly among English teachers, amid Indonesia's ongoing curriculum reform efforts. Despite its implementation, the PSP curriculum has generated considerable concern, particularly regarding teachers' capacity to adapt to its demands. However, in implementing this curriculum, there is a lot of attention from various parties, especially teachers. The purpose of the study is to analyze the difficulties faced by English teachers in implementing the PSP (*Program Sekolah Penggerak*) curriculum. The research only focused on junior high school teachers' difficulties in implementing the PSP (*Program Sekolah Penggerak*) curriculum. The researcher limits the data of the study to teachers. This study employed the qualitative method as it was a more comprehensive account of the phenomenon under study would be presented. The research used a case study design. The participant consisted of two English teachers participants as the object of research. The instrument for collecting data was an interview. The type of interview used in this research is the semi-structured interview. To analyze the result of interviews this study used data reduction, data display, and conclusion. The first was the teacher's understanding of the PSP curriculum. The second was the difficulties faced by English teachers. First, the difficulties faced were in terms of providing materials and teaching methods. Second, the teacher had difficulty managing time. Third, the difficulties faced by English teachers were the teaching devices. Fourth, the PSP curriculum was not implemented effectively and teachers had to be ready. The third was the advantages and disadvantages. The fourth was the differences between the PSP curriculum and the 2013 curriculum. The result of this study indicated that the teachers faced difficulties in providing materials and teaching methods, and had difficulty managing time, the teaching devices, effectiveness, and readiness.

**Keywords:** PSP (*Program Sekolah Penggerak*); teachers' difficulties; implementation

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### **Introduction**

Education is an important asset that can change human life. Through education, humans can be educated, know what is wrong and right, and have noble character. According to Ki Hajar Dewantara, "Education is an effort to advance character, mind, and body so that they could advance the perfection of life by nature and society" Nurkholis (2013). Now, Indonesians need quality education (Aulia et al., 2021; Fairuz, 2021). The quality of education is always changing. It is highlighted Nasution (2008) stated that a changing education should be dynamic and not rigid in responding to the situation. The solution to this change is a change in the curriculum because the curriculum is the answer to human development and the times (Sucik, Dwi, Susanti, Nuriana, & Nuriani, 2021).

The curriculum is a planned and guided learning interaction by the school that can be carried out by the student in groups or individually through instructional materials, resources, and processes to evaluate the achievement of educational goals by Zhang et al. (2016). According to UU No. 20 of 2003, the definition of curriculum is a set of plans and knowledge to know the objectives, content, and materials for learning in schools which are prepared as guidelines for organizing teaching and learning activities to achieve certain educational goals. Prof. DR. S. Nasution, M. A. said "curriculum is a plan for the teaching and learning" (Nasution, 2008).

Curriculum changes to improve the quality of education. Indonesia has undergone several curriculum changes to Absharini (2015). This change is caused by several factors, such as the needs of a growing society, political circumstances, and the development of everyone's insight. Yulia (2016) stated that in 2019, the 2013 curriculum was implemented. This curriculum focuses on three aspects, namely behavior, knowledge, and skills Yulia (2016). Currently, Indonesia is implementing a new paradigm curriculum, namely the PSP (*Program Sekolah Penggerak*) curriculum. This curriculum is considered a complement to the previous curriculum (Aiman et al., 2022; L.J Moleong, 2022).

"*Program Sekolah Penggerak*" is formed in 2020 and has just been implemented in several regions in 2021. In the research center "*Badan Penelitian Pengembangan dan Perbukuan Pendidikan dan Kebudayaan Tahun 2020*" explained that education is the right of every person. This is following the 1945 Law in No.31. The mandate of this law is the basis for compulsory education in the context of providing opportunities for the community to obtain an education. Although the various policies have been made, the right to obtain a proper education is not evenly distributed, for example, disparities in the quality of education in some areas. In addition, the competence of teachers in some areas is not sufficient. The teacher's teaching model is believed to be limited to the successor of knowledge, not as a facilitator. Then, there are still many teachers who ignore the character development and critical thinking of students. This is because teacher recruitment is not carried out properly so it is not able to produce adequate quality teacher input.

To improve the quality of education, it is necessary to have a policy for developing teacher capacity. Therefore, the Ministry of Education and Culture Nadiem Makarim initiated the "*Program Sekolah Penggerak*". This program seeks to encourage schools to transform themselves to improve the quality of learning at the internal level. Besides that, this curriculum is an effort to realize the vision of Indonesian Education in realizing the progress of a sovereign, independent, and personable Indonesia through Creating *Pelajar Pancasila* by Anggarda et al. (2021).

However, in implementing this curriculum, there is a lot of attention from various parties, especially teachers. As stated by Sucik et al. (2021) teachers are forced to be able to adapt to the new curriculum. According to Hamid et al. (2018) teacher is the one who can design learning programs and can organize and manage classes so that the students can learn and in the end can reach a maturity level as the ultimate goal of the educational process. The teacher is prepared for actual teaching and the professional support they receive once they begin their professional lives as teachers by Akyeampong et al. (2013)

In relation to this, the following are previous studies related to the new paradigm of curriculum research. First, research conducted by Sucik et al. (2021) the title "*Hambatan Guru SD dalam Melaksanakan Kurikulum Sekolah Penggerak dari Sisi Manajemen Waktu dan Ruang di Era Covid-19*". The aims to their study describe several obstacles due to changing curricula, especially in the era of the Covid-19 pandemic. Their study conducted 20 teachers as participants in Elementary Schools in the Purwodadi Grobogan sub-district. The result of their research is that changing the curriculum is a positive thing that must be done to spread the mindset of humans to the ever-changing era. In the change always reap the pros and cons. In this case, the most affected are the teacher as the spearhead or conveyer of the curriculum intent to students (Luthfiah et al., 2024).. To answer this obstacle, it is the teacher himself who must

exert his independence in order to overcome the existing solutions because the teacher acts as an intermediary between what the curriculum makers want and the implications for students (Edi, 2016).

Second, research by Aulia et al. (2021) researched the implementation of the *penggerak* curriculum on the motivation of students. The result of their study is the *penggerak* curriculum as a whole, the differences between the *penggerak* curriculum and the 2013 curriculum, the teacher's role in the *penggerak* curriculum, the definition of student learning motivation, and the influence of the *penggerak* curriculum on student learning motivation. The method they use is library research or research carried out by reading, studying, and recording various literatures or reading materials that are in accordance with the subject matter, then filtered and poured into theoretical thinking relating to the implementation of the PSP curriculum on student motivation.

Third, there is Sugiyarta et al. (2020) focus on identifying teacher abilities as *penggerak* teachers in the Semarang Residency. Their research aims to how teachers should be the driving force in improving the quality of human resources. Their research was conducted in Karesidenan Semarang, Demak Regency, Purwodadi Grobogan Regency, and Kendal Regency, more precisely their research was carried out in schools ranging from elementary school to junior high school, and Islamic high school in these locations. The results of their research show that leading teachers can move the community, skilled teachers have fairly complete professional competence, and inspirational teachers have experience in various learning activities.

Based on previous research, most of them analyze curriculum changes from time to time which have an impact on several aspects, especially on teachers (Tamamiyah et al., 2023).. Teachers feel difficult in implementing the PSP curriculum. For this reason, according to Sucik et al. (2021), it is a lack of response to social changes, such as nervous education that cannot adapt to curriculum changes. In addition, when the curriculum changed, the teaching materials were changed by Eni, Nyoman, & Sumarmi (2016). This makes teachers work more extra in preparing to teach the materials and new teaching methods. Therefore, research is needed to find out the difficulties faced teachers in implementing the PSP curriculum. This study focuses on junior high school teachers in one of the Garut district schools, especially English teachers. The results of this study explain the PSP curriculum as a whole and found out some of the difficulties of teachers in implementing this curriculum.

## **Method**

### **1. Methodology of the Study**

This study employed qualitative method as it was a more comprehensive account of the phenomenon under study would be presented. Relating to the research question of this research that stated “What are the difficulties faced by English teachers in the implementation of the PSP (*Program Sekolah Penggerak*) curriculum in Junior High School?”

### **2. Research Design**

The research used case study design. The case study was a research method used to analyze or investigate a case or phenomenon that was happening in real life. According to Creswell (2012) case study focuses on a program, event or activity involving individuals rather than a group. Due to, the assumption is that English teachers faced some problems and obstacles in English teaching when they were taught as teachers (Arikunto, 2019).

### 3. Research Site and Participants

This study conducted in Junior high school in Garut areas, West Java. It was located around the Garut city. There were some reasons why that place was chosen as the research site for this study. First, this school was one of the school that has implemented the PSP curriculum. The second one was one of the school that was used as a pilot school in implementing the PSP curriculum. The third was English teachers who met the requirements to be the object of research.

The participant consisted of the two English teachers participants as the object of research. The writer was chosen by two junior high school English teachers.

### 4. Collection

The type of interview which used in this research is semi-structured interview. Semi-structured interview is the interviewer armed with a set of questions that can be developed in accordance with the development of the interview process. In this semi-structured interview, the interviewer will be able to freely follow up on relevant topics so that they can explore more data from the interview.

The interview was conducted and recorded for the two of English teachers in one of Junior High School in Garut. The interview was investigate in-depth about the difficulties faced English teachers in implementing the PSP curriculum.

### 5. Data Analysis

To analyze the result of interviews this study used data reduction, data display, and drawing conclusion. According Miles et al. (2020) the data analysis contains three linked they are data reduction, data display, and drawing conclusion/verification

## Results and Discussion

The results of interviews from the perceptions of two English teachers about “*what are the difficulties faced by English teachers in the implementation of the PSP (Program Sekolah Penggerak) curriculum in Junior High School?*” could result in several categories. There were four categories:

**Tabel 1. The Teacher’s Difficulties**

No	Categories
1.	The knowledge of the PSP curriculum.
2.	The teachers’ difficulties.
3.	The advantages and disadvantages of the PSP curriculum.
4.	The differences between the PSP curriculum and the 2013 curriculum.

### The knowledge of the PSP curriculum

Based on interviews in the field, Teacher 1 said:

*“Previously, the Program Sekolah Penggerak curriculum had not a name. So when the principal took the test, then our school becomes a penggerak school, so we call it the Program Sekolah Penggerak curriculum. So this curriculum is still being tested and now the name has been established as an Merdeka curriculum”.*

One of the Minister of Education, Culture, Research and Technology programs from Nadiem Makariem in this new curriculum was the existence of a *Program Sekolah Penggerak*. When the principal took the test and then the school became a *sekolah penggerak*, at that time it was called the *Program Sekolah Penggerak* curriculum. Initially, the *sekolah penggerak* curriculum did not have a name and was still being piloted. After being tested for a period of two years, the Ministry of Education and Culture decided on the name of the *sekolah penggerak* curriculum to become an independent curriculum or *kurikulum merdeka*. According to Teacher 2, She said:

*“The Penggerak curriculum is the curriculum issued by the Ministry of Education and Culture, Research and Technology for student learning in schools which aims to make students better. It is superior so that students have emm..... or are stronger in the character of Pancasila students”.*

The PSP curriculum was the curriculum that was recommended by the Ministry of Education and Culture, Research and Technology for students learning in the schools. The purpose of this curriculum was to want students to be stronger and superior. The meaning of strong and superior here was strong and superior in character according to the profile of Pancasila students.

### **The teachers' difficulties**

Based on the results of this study, the difficulties faced by English teachers in implementing the PSP curriculum could be grouped as follows: teaching materials and methods, time management, teaching devices, effectiveness, and readiness.

#### **a. Material and Methods**

In the teaching and learning process, respondents faced difficulties, such as in the provision of materials and teaching methods. Teacher 1 said:

*"The challenges that arise, on average, for seventh graders now are that most of them have not studied English in elementary school. I once asked them in class. What percentage of you have studied in elementary school? That's at least 40% of them haven't, so they only know usual English "how are you, what is your name, which is just like that or practical dialogues, so the difficulty is how to make them able to speak English by making them understand the basics first. Basically”.*

The difficulties faced by respondents were that most of the 7th-grade students had not learned English in their elementary school. It could be proven by the respondent ever asking students in the class. The result was that 40% of them had never studied. New students recognized English expressions which were still at the lowest level. It could be concluded that the respondents had difficulty when teaching material because students did not understand the basics of English.

The teachers' difficulty was not only measured by the provision of material to students but the teacher was also required to be able to create an attractive teaching model. Teacher 2 said:

*“The difficulties are that we have to update a lot, for example from the way of learning methods, because in this penggerak curriculum, we have to prepare a variety of learning methods, hmm, what is more attractive, so we have to... That is so that their learning is more joyful or more fun, so we in this penggerak curriculum, we prioritize focusing on students, yes, the teacher as a facilitator.”*

The difficulty faced was that many things were updated. Teachers were expected to be able to make teaching methods more varied or more attractive. In addition, in the learning process, the teacher had to be able to make the learning process more enjoyable. In the PSP curriculum, it focused more on students, and the teacher became a facilitator. Therefore, creating various models was not easy, because it required considerable intellectual effort and time, as elaborated in the subsequent section on time management.

#### **b. Time Management**

The next difficulty was the respondent's difficulty in time management. As Teacher 1 said:

*“So we have to find it ourselves, adjust it ourselves and it takes time, it takes energy for us to design and then look for materials, finally we look for materials from Google and other sources. Where we find the material”.*

The difficulty that respondents faced was that they had to be able to adjust themselves. In this case for the respondents, it was not easy because it took a lot of time. It was not only the time but the energy. They had to find teaching materials. In the end, the respondent looked for material from Google or other sources. Then, based on the results of the study in the field, respondents faced difficulties in classifying children in class because this took much time while the time for teaching was limited. Teacher 1 answered that her experiences:

*"For example, in the class, there are three groups, the upper, middle and lower groups means that we have to make 3 modules, what kind of module for the upper class, what kind of module for the middle class, a module for the lower class, means that this one must add enrichment. , and that group has to learn more, this one can still work with the usual one, well that takes a lot of time too. So, how we have to classify children first, then we make materials according to their abilities. That's the difficulty."*

Respondents faced difficulty classifying children in class. For example, in one class the teacher classified several groups, namely, students in the upper group, middle group, and lower group. After students were classified or grouped then the teacher made a teaching module. In making teaching modules, teachers had to be able to make more than one teaching module because of the different abilities of children. This meant to create different teaching modules for upper, middle, and lower classes. For example, the teacher had to make a teaching module for the lower group. Because the low ability group was lower than the upper class, it meant that the teacher had to make additional enrichment, additional learning hours. This requires a lot of time while the time given was limited.

Teacher 1 also explained from the time constraint, she said:

*"So we waste time, do we teach the basics first or just go ahead? So the difficulty is how do we teach in accordance with learning outcomes while we are still discussing the basics of English first, so sometimes we have trouble too because time is limited or not available".*

The difficulty faced was that the teacher was confused because the students' abilities were still low. Which one should take precedence, discuss the material or discuss the basics of the English language. While the teacher had to teach based on the learning achievement. This made difficult for teachers and took a lot of time.

### **c. Teaching device**

At the next point, the teacher faced difficulties with teaching devices. Teaching devices were one the important materials in the learning process. Teacher 1 said:

*"Well, the problem that happened yesterday was that between the learning achievements and what we reduced to the flow of learning objectives, they were not matching with the books given by the government".*

The problems in the field between Learning Outcomes and Learning Objectives were not in accordance with the books from the government. In addition to teaching devices, respondents faced difficulty adjusting the teaching module to the character of the students.

Teacher 1 explained:

*"How to adjust the teaching modules that we make according to the character of the students, so the key to success in educating and teaching children is to adapt their character to their learning style, so we cannot generalize students, said Ki Hajar Dewantara that students are seeds, The seeds they want will already be what they want, if the seeds are corn, they have to be corn, if the seeds are chilies, then they have to be chilies".*

The teacher had to be able to adjust the teaching module to the student's character. The key from the success of educating and teaching children was that the teachers were able to teach by adjusting the student's character and student learning style. Teachers could not generalize students' abilities because they were different. According to Ki Hajar Dewantara, students were seeds. That seed was sure to be what the student wants. For example, if the seeds were corn, the students would be corn and if the seeds were chili, the students had to be chilies.

After adjusting the teaching module to the student's character, the teacher had to be ready to make various modules. Teacher 1 said:

*"various modules, making more than one module in one class. not yet if we teach 6 classes, it means we make various modules in one material while we have to teach several materials, now that's the challenge".*

The difficulty faced by respondent 1 was that the teacher had to make various teaching modules or make more than one module in the class. If the teacher taught 6 classes, it meant that the teacher had to make various modules in one material while the teacher taught several materials.

The difficulties from teaching devices were also expressed by Teacher 2, namely:

*"The difficulty may be eu.. what about the administrative devices, yes, there are many new terms, what used to be KI and KD in the driving curriculum changed to CP, yes, that's how it is, what used to be RPP is now turned into a teaching module, ah we have to prepare carefully, maybe that's all, huh?"*

The difficulties faced by respondent 2 were administrative devices. There were many new terms. In the 2013 curriculum, the terms KI and KD while in PSP curriculum turn into Learning Outcomes or CP (*Capaian Pembelajaran*). Then, in 2013 curriculum the term RPP in the PSP curriculum changed to a Teaching Module. Therefore, the teacher had to be able to prepare carefully.

#### **d. Effectiveness and Readiness**

The next difficulty faced by teachers based on field studies was the effectiveness and readiness of teachers. Teacher 1 said:

*"So because it was forced yesterday. That's because it was used as a trial because it was related to the pandemic. This pandemic period does have an impact on how we can convey material, and the extent to which we can convey material to the maximum if in my opinion, it was less effective yesterday. That's why the government is still considering, this is an experiment first, tested, evaluated, the government continues to evaluate through expert trainers, we hold a meeting once a month with expert trainers, then we are asked what our difficulties are, then we are given a solution, try again from there. learn and improve, so we are not left behind."*

The PSP curriculum forced to be implemented in the school. Because the PSP curriculum was tested in relation to the Covid-19 period. Due to the impact of Covid-19, teachers were trying to be able to deliver the material optimally. According to the respondent, this PSP curriculum was not effectively implemented. Therefore, the government was still considering it to be used as an experiment in several schools, tested, evaluated. But the government continued to evaluate through expert trainers.

In addition, when the PSP curriculum was forced to be implemented, then as a professional teacher was ready or not ready, they had to be ready. This was supported by respondent 2. Teacher 2 said:

*"Ready or not, of course, we have to be ready. Eu is ready to implement the driving curriculum. Eu.. if it's for progress towards the better. His readiness is that he and I will participate in various pieces of training, IHT training, regarding the driving school program, so if we want to improve the quality of students, we must also improve our quality as teaching staff"*

Ready or not ready of course had to be ready. Ready to implement the PSP curriculum if it was for better progress. This readiness could be done by participating in training, IHT (In House Training) training, getting to know the driving school program. If the teacher wanted to improve the quality of students, the teacher had to also improve the quality of as a teacher.

### **The advantages and disadvantages of the PSP curriculum**

Curriculum changes certainly had advantages and disadvantages. Likewise with the independent curriculum as stated by Nir (2022) namely, the PSP curriculum has several advantages. Teacher 1 explained the advantages of the PSP curriculum or the independent curriculum, which was that it had comprehensive thinking towards students, Teacher 1 said:

*"The first advantage is that we have thought comprehensively about students and the implementation of this independent curriculum involves all levels of government".*

The first advantage of the PSP curriculum was that it had a comprehensive mind on students. Then the implementation of this curriculum involved all levels of government.

In addition, teacher 1 also explained the disadvantages of the PSP curriculum. Teacher 1 said:

*"Indeed they are in a hurry to implement this curriculum but on the other hand they dare to convey this curriculum".*

The Ministry of Education and Culture, Research and Technology was in a hurry to implement the PSP curriculum. But on the other hand they dared to convey the curriculum of the *Penggerak* School. In addition the government's haste to implement this curriculum, they were also forcing it to be tested and applied. Teacher 1 said:

*"Actually, this thinking paradigm has been used, but in limited environments such as elite schools, schools with good facilities and infrastructure, good human resources, for example, good pesantren have implemented this thinking paradigm, private schools that are already cool use this. They have used this theory, so maybe the government will adopt this good theory. Being admitted to a state school while in that country there are many students, so the drawback is that it's like imposing something ideal on a difficult situation, so it takes a lot of adjustment. That's what I think".*

Actually, the paradigm of thinking of the PSP curriculum had been implemented in certain environments such as elite schools, schools that had good facilities and infrastructure and good human resources, or boarding schools that were already good, and private schools. Maybe the government took this theory from there. Then the government took this theory and implemented it in public schools while in public schools there were many students. The drawback was like imposing something ideal on a difficult condition. Therefore it took a lot of adjustment.

Teacher 2 also explained the advantages and disadvantages of the driving school curriculum. Teacher 2 said:

*"The advantages and disadvantages of this Penggerak curriculum are considered to be freer, more relevant, and more interactive. If there is a lack of socialization, it may be less. Yes, because this is sudden, right?"*

The advantages and disadvantages of the PSP curriculum were that the advantages were considered to be more relevant and more interactive. While the drawback was lack of socialization. Because of that PSP curriculum was considered sudden.

### **The differences between the PSP curriculum and the 2013 curriculum**

The difference between the PSP curriculum and the 2013 curriculum was actually not much different, because the PSP curriculum was a complement to the 2013 curriculum. Many terms had been changed but the content remained the same. This could be explained by Teacher 1. Teacher 1 said:

*“Actually, the contents of the independent curriculum and the 2013 curriculum are not much different, only expressed in different sentences with different content if you see the core material is almost the same. What is more emphasized is the meaning of the material. How the material can be meaningful for children is conveyed to children in a way that makes them understand its meaning better”.*

Actually, the contents of the PSP curriculum with the 2013 curriculum were not much different or almost the same. But what was different here was that it was expressed in different sentences, with different contents. If you looked at the core of the material was almost the same. However, what needs to be considered in PSP curriculum was the meaning of the curriculum. How the material was meaningful to students and conveyed to students in a way that made them understood its meaning better.

Then the difference between the PSP curriculum and the 2013 curriculum was in terms of material. Teacher 1 said:

*“The difference between the independent curriculum and the 2013 curriculum, if in terms of the 2013 curriculum material, it is complete, there are KI and KD or Core Competencies and Basic Competencies, it is very clear. What semester 1, semester 2 what, even given a syllabus, given how to teach, then the books given by the government are also suitable, so the teacher just teaches. This makes it easier for teachers, we just need to make RPP. Well, if in the independent curriculum. We are only given CP (Competency Achievement) in the form of text or text descriptions and we have to describe it ourselves. So what's the plot, what's the material, then from our way of thinking, the most different thing is that we are told to change our way of thinking, if in the past we taught the material, whether children want to understand or not is not our business. Now we are required not only to teach but to educate”.*

The difference between the independent curriculum and the 2013 curriculum was seen in terms of the material. First, the 2013 curriculum had KI and KD, or Core Competencies and Basic Competencies. In the 2013 curriculum, teachers were facilitated. Teachers were given a syllabus, and books from the government were appropriate, so teachers only made lesson plans for teaching. Whereas in the PSP curriculum, teachers were only given CP (Learning Outcomes) in the form of text or descriptions which had to be explained themselves. Then the most different thing in the PSP curriculum was that the teacher was asked to change the way of thinking. In the past, in the 2013 curriculum, teachers taught material, whether students wanted to understand it or not, it was not a benchmark. So at this time teachers were required to be able to teach and educate.

## Discussion

The first finding was the teacher's understanding of the PSP curriculum or the knowledge of the PSP curriculum. The PSP curriculum was a curriculum recommended by the Ministry of Education and Culture, Nadiem Makarim, starting in 2020. At first, this curriculum did not have a name, therefore the term for this curriculum was different in various regions. In 2022 the Ministry of Education and Culture had just inaugurated the name of this curriculum, namely the *Merdeka* Curriculum. This could be proven in Nir's research (2022) on the curriculum recommended by the Ministry of Education and Culture, Nadiem Makarim, on Friday, February 11, 2022, through the Ministry of Education and Culture's Youtube channel, Nadiem Makarim announced and inaugurated the name of the new curriculum, namely "*Merdeka curriculum*."

According to Putri, Dwi, Susana, & Nuriana (2021) *Sekolah Penggerak* curriculum is an independent learning program that is used in the 2021/2022 school year in 2,500 schools spread across 34 provinces and 111 regencies/cities. The purpose of this curriculum was so that teachers and students can learn more independently based on the profile of Pancasila students. This was in line with what the Ministry of Education and Culture said that PSP curriculum is a curriculum that focuses on student learning outcomes in an all-encompassing manner by realizing the Pancasila Student Profile (Sarlin, 2021). This was in line with the research of Marliyani & Iskandar (2022) that explains the purpose of the PSP curriculum. In accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 1177/M/2020 concerning Guidelines for the Implementation of the *Program Sekolah Penggerak*, it stated that the purpose of the *Program Sekolah Penggerak* was for increasing competence and character in accordance with the Pancasila student profile (Ristian et al., 2023). Then, ensuring equitable distribution of quality education through a capacity building program for school principals who are able to lead education units in achieving quality learning, build a stronger education ecosystem that focuses on improving quality, and create a collaborative climate for stakeholders in the education sector at the school, local and central government levels.

The second finding was the difficulties faced by English teachers in implementing the PSP curriculum. Be a teacher was not easy, especially when changing the curriculum. As explained by Murningsih et al. (2016) have shown that teachers have a very important role in learning as professional teachers.

First, the difficulties faced were in terms of providing materials and teaching methods. Second, the teacher had difficulty managing time. Teachers were required to be able to adapt in the classroom, had to be able to classify children, and then made different teaching modules based on the child's ability level, and the teacher was confused because the child's ability level was low. Third, the difficulties faced by English teachers were the teaching devices. Fourth, the PSP curriculum was not implemented effectively. Because the PSP school curriculum was forced to be implemented in connection with the Covid-19 period. Due to the impact of Covid-19, teachers were trying to be able to deliver the material optimally. Therefore, the government was still considering, making it an experiment in several schools, and evaluating it. As reported from the *Republika.co.id* page on Friday, February 05, 2021, the Education and Teacher Association (P2G) stated that the *Program Sekolah Penggerak* (PSP) initiated by the Ministry of Education and Culture is potentially ineffective. The PSP curriculum was considered to only be able to reach schools that are already good (Indira, 2021).

The third finding was the advantages and disadvantages of the PSP curriculum. The PSP curriculum had advantages and disadvantages. The first advantage of the PSP curriculum was that it had comprehensive thinking for students. Then the implementation of this curriculum involved all levels of government. Second, learn to change the paradigm of thinking. All parties moved, not only teachers and students but all school residents involved must move. Third, in terms of socialization, it was more holistic, covering the whole, in terms of material or learning outcomes, but the textbook was still in the process of being perfected. Fourth, the advantages were considered more relevant and more interactive.

In addition, the disadvantages of the PSP curriculum were that the Ministry of Education and Culture was in a hurry to implement the PSP curriculum, in addition to the government's haste to implement this curriculum, they also forced it to be tested and applied. Lack of socialization, because the PSP curriculum was considered sudden to be implemented. This was in line with the research of Administrator (2022), the advantage of this new paradigm curriculum is that there are certain projects that must be carried out by students. This makes them more active in their efforts to export themselves. However, the disadvantage of the new paradigm curriculum is that the preparation of this curriculum is still considered immature. This is seen from the lack of human resource competence to implement this curriculum.

The fourth finding was the differences between the PSP curriculum and the 2013 curriculum. The difference between the PSP curriculum and the 2013 curriculum was actually not much different because the PSP curriculum was a complement to the 2013 curriculum. Many terms had been changed but the content remains the same.

First, the independent curriculum and the 2013 curriculum were almost the same, but what different here was that it was expressed in different sentences, with different content. If you looked at the core of the material was almost the same. The essence of the PSP curriculum was the meaning of the curriculum. How the material could be meaningful to students and conveyed to students in a way that made them understand its meaning better. Second, the 2013 curriculum had Core Competencies and Basic Competencies. In the 2013 curriculum, teachers were facilitated, given a syllabus, and books from the government are appropriate, so teachers only made lesson plans for teaching. Whereas in the independent curriculum, teachers were only given Learning Outcomes in text form, and had to elaborate these independently. Third, in the PSP curriculum, the teacher was asked to change the way of thinking, and how teachers could teach and educate. In the past, in the 2013 curriculum, teachers taught material, whether students wanted to understand it or not, it was not a benchmark. The lesson hours in the 2013 curriculum were arranged per week, while the PSP curriculum lesson hours are arranged per year. Fifth, the 2013 curriculum encompassed three aspects, namely knowledge, attitudes, and skills, while the PSP curriculum prioritized projects to strengthen Pancasila students. Sixth, the assessment in the 2013 curriculum included a final exam called PTS and PAS, while the assessment in the PSP curriculum treated every student's learning process as an ongoing assessment, culminating in a summative test (Budiyo, 2017).

According to Auliya, Farah, Riasita, & Zahid (2021), the difference between the 2013 curriculum and *Sekolah penggerak* curriculum is that the 2013 curriculum is an assessment of learning carried out based on a process and student learning outcomes which are called authentic. While the *Sekolah penggerak* curriculum, the assessment is known as holistic assessment and refers to the profile of *Pancasila* students. So from this difference, it was

actually almost the same where the 2013 curriculum had character formation, but it had not yet been implemented, only in theory. Now in the PSP curriculum this has been implemented.

## Conclusion

The result of the analysis that had been carried out by researchers looking for answers to questions from the problem formulation that has been stated in chapter 1, as follow: The result of this study indicated that the teachers faced difficulties in providing materials and teaching methods. Teachers were expected to be able to make teaching methods that were varied or more attractive. In addition, in the learning process, the teacher had to be able to make the learning process more enjoyable. The PSP curriculum focused more on students and the teachers became facilitators. Therefore, making a variety of models was not easy, because having to think hard also took much time.

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