



## Indonesian Redesigned Curriculum: Teachers' Recognition Profiles and Perception of Its Implementation and Impacts

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### **Abstract**

This research described the teachers' recognition profiles, perception of the implementation of the Freedom to Learn policy before the launch of the new curriculum, and perception of the impacts of the Indonesian newest curriculum. The data were obtained from the responses of 309 teachers in Malang, Indonesia. The teachers' recognition profile was derived from the Scopus, ORCID, and Sinta ID. The teachers were assigned to respond to an online survey adopted from the Directorate General of Higher Education. The survey contained 12 questions related to the implementation of freedom to learn before the launch of the newest curriculum, teachers' involvement and the impacts of the newest curriculum. The data of recognition and perceptions were analysed descriptively, while the influence was analysed statistically using multiple regression. The results of the analysis demonstrate that most of the teachers have an ORCID ID. The vast majority of the teachers perceive that the Freedom to Learn policy is fair in the implementation. Additionally, they think that the newest curriculum provides sufficient to very significant improvement for students' learning and teacher's involvement. Only ORCID ID was found to significantly influence teachers' perception of the Freedom to Learn policy, but it does not provide a significant influence on perceptions of the impacts of the newest curriculum. This research affirms the strong need to socialize the new curriculum to the education stakeholders more comprehensively and intensively. It is also critical to encourage teachers to engage in article writing activities as a form of continuous professional development.

**Keywords:** *Curriculum; Professional Development; Teachers' Recognition*

### **Introduction**

Curriculum transformation, particularly in higher education, has been a prominent issue to discuss continuously. The curriculum is dynamic, and thus curriculum transformation is indeed critical to keep up with future real-life needs. One of the core factors to make a curriculum change is the need from the labour market (Barnett et al., 2001). To respond to this need, the Indonesian government launched the newest curriculum, namely Merdeka Belajar Kampus Merdeka (MBKM) or Independent Campus, Freedom to Learn in 2020. This current curriculum was initially implemented in 2021. This curriculum is an effort to accelerate the quality of education which meets one of the Sustainable Development Goals (SDGs) i.e. "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2018). Specifically, in terms of cognitive well-being, one of the

targets of SDGs is to consider people's knowledge, experiences and aspirations (Gupta & Vegelin, 2016). Thus, critical thinking skills need to be highlighted in a curriculum (Ayçiçek, 2021). To align with the SDGs, the newest curriculum comes up to accelerate students' soft and hard skills relevant to the current global situation so that they can be excellent graduates with a good attitude (Kementerian Pendidikan dan Kebudayaan, 2021) to be ready for future work.

The Indonesian newest curriculum stresses four key programs: university accreditation, the introduction of new study programs, ease for universities of the establishment of higher education institutions as legal entities, students' rights to study outside the study program for three semesters (Kementerian Pendidikan dan Kebudayaan, 2019). Regarding the students' rights to study outside the study program, the Indonesian government encourages the students to have the freedom not only to learn in their study program but also to have extensive experience outside their study program. Students are given the right two semesters or equal to 40 credits for fieldwork. It is in line with the main purpose of sustainability-oriented teaching of higher education that is to prepare university students to be ready for the sustainable future work in industry, business and society (Boron et al., 2017). Therefore, students are required to spend time in the workplace attempting to practice what they have learned from their class lectures and tutorials/practicals (Gowing, 1994). Creating links with industry-based partners greatly emphasizes students' professional development and exposure to industries (Chadha et al., 2022). Additionally, students have the right to take one semester to learn in a different study program on campus. It is to provide students with more opportunities to extend knowledge beyond their major so that they can be more critical thinkers. Moreover, according to teachers, critical thinking skills enable students to gain more insight into the subjects they have learned and to apply their understanding in real life (Ayçiçek, 2021). The programs of the Indonesian newest curriculum include student exchange, internship/fieldwork practice, teaching in educational institutions, village projects, research, entrepreneurial activities, independent studies, and humanitarian projects. Those programs are expected to solve the students' serious problems with work-life balance and social interaction (Chadha et al., 2022).

To date, extensive research on the Indonesian newest curriculum has been carried out with different foci. Zunaidi et al. (2021), for example, conducted a community service to strengthen teachers' understanding of the current curriculum in the form of focus group discussion. They reported that this activity successfully strengthens the university teachers' understanding of the curriculum particularly to prepare and to make the basic formulation of the curriculum to prepare administrative regulations for students. From the students' point of view, the vast majority of the students have been well informed about the programs of the newest curriculum from social media (e.g. WhatsApp groups, YouTube and Instagram), friends, banners and lecturers. Overall, the students support the programs of the Indonesian newest curriculum (Nyoto, 2021).

Meanwhile, private universities have implemented some programs such as student exchange programs within and outside universities, teaching programs in educational institutions, and internships. Similarly, the implementation of the newest curriculum was conducted through five main activities: student exchange, introduction to, introduction to the school environment through the program of teachers as a driving force for remote areas, fieldworks, thematic community service "Educating Digital Literacy", and social work (Baharuddin, 2021). Nyoto (2021) confirmed that the programs mostly taken by the students are student exchange with different study programs on and outside the campus as well as community service programs (Nyoto, 2021). In terms of student exchange, it is unveiled that the management of student exchange covers four steps: planning, organizing, implementing, and evaluating. The activities are planning, socialization, recruitment, student orientation, student placement, student development, and recording and reporting (Andari et al., 2021). On a whole, Anwar (2021) reported that the implementation of the newest curriculum has been in line with the purposes and expectations of this policy i.e. giving students more extensive experience and empowerment.

Some challenges in the implementation of the newest curriculum are the adaptation process with the newest curriculum program, limited university partners, difficult collaboration with external parties

(e.g. public and private companies), problems with fund management, quality and productivity of human resources involving both university teachers and students (Fuadi & Aswita, 2021). Among those challenges, the most challenging is dealing with administrative issues in building partnerships between study programs and external parties (Krishnapatria, 2021) as well as regulation and human resources readiness (Yudhawasthi & Christiani, 2021). It affirms a report that a major issue in collaborative processes deals with some limitations such as involvement of prominent stakeholders such as educators and students, communication amongst stakeholders, accountability, funding opportunities, and the capacity of stakeholders to implement higher education for sustainable development (HEfSD) successfully (Franco et al., 2019).

Concerning the impacts of the newest curriculum, a previous review found that the policy of the Indonesian newest curriculum has made various fundamental improvements. It especially promotes students' skills, characters, experience, and knowledge to produce more competitive graduates (Lhutfi & Mardiani, 2020). The implementation of the newest curriculum through teaching programs at elementary schools offers positive impacts for elementary students (e.g. improvement of learning interest, integrated literacy skills and numeration) and university students to get teaching experience (Widiyono & Irfana, 2021). However, students perceive that the new program of introduction to teaching internship is lack effectiveness due to the overload teaching schedule (Tuasikal et al., 2021). They also complain about living costs rising, the lack of precise criteria for each activity, inconsistent program organization in formulating and issuing policies, leading to a detrimental impact on students (Safrida, 2021). Siregar et al. (2020) conclude that the concept of the newest curriculum is well established and relevant to the Indonesian context (Rohiyatussakinah, 2021) although it requires hard effort in terms of implementation.

The Indonesian newest curriculum is addressed not only for the students but the teachers are also required to improve their professional development to be able to guide the students. The shapes and forms of professional development might be different and are generally influenced by institutional and national academic cultures (Huet & Casanova, 2021). One of the forms of teacher professional development is to obtain academic recognition. Teacher recognition refers to the moral and ethical responsibility that a teacher possesses, and it is necessary to shape teacher identity (Jenlink, 2014). Teacher recognition can be obtained by getting involved in massive research activities. Research activities, both consuming and producing research, are a means to develop teachers' competence professionally (Maaranen et al., 2020). In producing research, teachers are demanded to write scientific articles to be published in national or international journals. In the Indonesian context, one of the indicators of teacher recognition in terms of article publication is that teachers get researcher identity from Scopus (Elsevier's abstract and citation database), ORCID (Open Researcher and Contributor ID), and Sinta (Indonesian Science and Technology Index) after publishing their articles to journals indexed by those three indexers.

Research on the issue of the newly launched curriculum has been carried out massively with different foci covering the description of the implementation of this newest curriculum, challenges in the implementation, the impacts on learning, and students and teachers' perceptions of the newest curriculum. Regarding the teachers' perception, the previous studies examined the perception in general and have not specifically explored it based on the teachers' recognition profile. Different recognition profiles might influence the teachers' perception of the implementation of the newest Curriculum. Teachers' perception of the curriculum is plausibly influenced by their positive experienced characteristics (Jonker et al., 2019) including their experience in scientific publications. Based on the aforementioned review, this current research shed light on the description of teachers' recognition profiles, perception of the implementation of the *Freedom to Learn* policy before the launch of the Indonesian newest curriculum, and perception of the impacts of the Indonesian current redesigned curriculum. More specifically, it also examined the influence of teachers' recognition profiles on their perceptions.

## Method

This current research applied mixed qualitative-quantitative research. The qualitative research was applied to describe teachers' recognition profiles, perception of the implementation of *Freedom to Learn* policy, and perception of the impacts of the Indonesian newest curriculum, while the quantitative was to measure the extent to which teachers' recognition profiles influence teachers' perceptions of the implementation of *Freedom to Learn* policy before the launch of the newest curriculum and the impacts of the newest curriculum on students' learning and teachers' involvement. The research involved 309 teachers in Malang, Indonesia who were grouped based on their recognition profiles as indicated by their ownership of Scopus, ORCID, dan Sinta ID. The research data were gained from an online survey divided into two parts: background information and the main survey. The background information was to obtain teachers' background information (e.g. name, academic position, teaching experience, and recognition from Scopus, ORCID, or Sinta ID). Meanwhile, the main survey contained 12 questions: three questions related to the implementation of the *Freedom to Learn* policy, seven questions related to teachers' involvement in the newest curriculum, and two questions related to the impacts of the newest curriculum. Since the survey was derived from Dikti (Indonesian Directorate General of Higher Education), it is assumed that this instrument is valid and reliable.

The teachers' responses were obtained from Google Forms distributed online through the link of Spada Dikti (Indonesian Online Learning System). The participants were given a day to respond to the questionnaire. The data of recognition profiles and the perceptions were firstly analysed based on the percentage and then described qualitatively. Meanwhile, to examine the extent to which recognition profiles influence the teachers' perception of the implementation of the *Freedom to Learn* policy before the launch of the newest curriculum and the impacts of the newest curriculum, an analysis of multiple regression was performed.

## Results

The results of this current research cover the description of teachers' recognition profiles, the perception of the implementation of the *Freedom to Learn* policy, perception of the impacts of the newest curriculum, and the influence of teachers' recognition profiles on their perceptions of *Freedom to Learn* policy before the launch of the newest curriculum and the impacts of the newest curriculum.

### Teachers' Recognition Profiles

The teachers' recognition profile is grouped into three major categories. The recognition was obtained from Scopus, ORCID, and Sinta ID. The profile distribution presented in Table 1 shows that 56 teachers with Scopus ID, 94 teachers with an ORCID ID, dan 75 teachers with SINTA ID.

**Table 1 Teachers' Recognition Profiles**

	ID Ownership	Frequency	Percentage (%)
Scopus	Yes	56	18.1
	No	253	81.9
ORCID	Yes	194	62.8
	No	115	37.2
Sinta	Yes	75	24.3
	No	234	75.7

As indicated in Table 1, ORCID ID with 37.22 % ranks the highest as the source of teachers' recognition followed by SINTA ID 24.27% and Scopus ID 18.12% respectively. It means that less than 50 % of them are identified in the three databases. This finding indicates that teachers have not been massively involved in a scientific article publication.

### The Implementation of *Freedom to Learn*

The second description is related to how teachers perceive the implementation of the *Freedom to Learn* policy before the launch of the newest curriculum and the teachers' involvement in the newest curriculum. The detailed analysis of teachers' perception of the *Freedom to Learn* policy is demonstrated in Table 2.

**Table 2 Perception of the Implementation of *Freedom to Learn***

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Poor	99	32.0	32.0	32.0
	Fair	205	66.3	66.3	98.4
	Good	5	1.6	1.6	100.0
	Total	309	100.0	100.0	

Table 2 demonstrates that the vast majority of the teachers (66.3%) perceive the implementation of the *Freedom to Learn* policy as fair, while 32% consider the *Freedom to Learn* policy is poor at the implementation. Meanwhile, only 1.6% of them perceive the good implementation of this policy.

Dealing with the teachers' involvement in the newest curriculum, in general, they have got involved in this redesigned curriculum as can be seen in Table 3.

**Table 3 Teachers' Involvement in the Newest Curriculum**

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Fair	45	14.6	14.6	14.6
	Good	264	85.4	85.4	100.0
	Total	309	100.0	100.0	

Table 3 indicates that the vast majority of the teachers (85.4%) have been involved in the newest curriculum with a good predicate, while 14.6% of them are fairly involved in this new curriculum.

### The Perception of the Impacts of the Newest Curriculum

Dealing with the teachers' perception of the impacts of the newest curriculum, the analysis is divided into two: the impacts on learning and teachers' capacity improvement. In terms of learning, it can be claimed that most of the teachers perceive that this redesigned curriculum offers sufficient improvement on the students' learning. The detailed description is presented in Table 4.

**Table 4 The Perception of the Impacts of the Newest Curriculum on Learning**

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	No improvement at all	1	.3	.3	.3
	Insignificant improvement	14	4.5	4.5	4.9
	Sufficient improvement	124	40.1	40.1	45.0
	Significant improvement	113	36.6	36.6	81.6
	Very significant improvement	57	18.4	18.4	100.0
	Total	309	100.0	100.0	

Table 4 indicates that the highest percentage (40.1%) belongs to those who think that the newest curriculum provides sufficient improvement for students' learning. The second rank (36.6%) goes to

those who perceive that this new curriculum gives significant improvement. Meanwhile, 18.4% of the teachers consider the very significant improvement, 4.5 % think of insignificant improvement, and only .03% perceive no improvement at all.

Concerning the impacts of the newest curriculum on teachers' capacity improvement, the analysis shows various results as described in Table 5.

**Table 5 The Perception of the Impacts of the Newest Curriculum on Teachers' Capacity Improvement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No improvement at all	3	1.0	1.0	1.0
	Insignificant improvement	10	3.2	3.2	4.2
	Sufficient improvement	113	36.6	36.6	40.8
	Significant improvement	118	38.2	38.2	79.0
	Very significant improvement	65	21.0	21.0	100.0
Total		309	100.0	100.0	

Table 5 demonstrates that 38.2% of the teachers perceive a significant improvement followed by 36.6% stating sufficient improvement, 21% mentioning very significant improvement, 3.2 % saying insignificant, and 1% considering no improvement at all.

### The Influence of Teachers' Recognition Profiles on the Implementation of Freedom to Learn Policy

To measure the influence of teachers' recognition profiles on their perception of the implementation of the *Freedom to Learn* policy, an analysis of multiple regression was performed. Overall, the result indicates the adjusted R square value is .038, indicating that 3.8% of the variance in teachers' recognition profiles was explained by the model.

**Table 6 Model Summary**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.196 <sup>a</sup>	.038	.029	.48760

**Table 7 Multiple Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	2.014	.117		17.275	.000
	Scopus ID	.034	.085	.027	.400	.689
	SINTA ID	-.066	.063	-.064	-1.051	.294
	ORCID ID	-.203	.078	-.176	-2.587	.010

As can be seen in Table 7, the influence of teachers' recognition profiles on their perception of the *Freedom to Learn* policy is different among the three databases. It is only ORCID ID found to have a significant influence on the teachers' perception of the *Freedom to Learn* policy (Sig.=.010 < .05), while the other two databases, Scopus and SINTA ID do not significantly influence their perceptions (Sig.=.689 and .294 > .05).

### The Influence of Teachers' Recognition Profiles on the Impacts of the Newest Curriculum

To examine the influence of teachers' recognition profiles on their perceptions of the impacts of the newest curriculum, an analysis of multiple regression was performed. Overall, the result indicates the

adjusted R square value is .026, indicating that 2.6% of the variance in teachers' recognition profiles was explained by the model.

**Table 8 Model Summary**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.162 <sup>a</sup>	.026	.017	1.59614

**Table 9 Multiple Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.963	.382		18.240	.000
	ScopusID	-.533	.279	-.128	-1.915	.056
	SintaID	.372	.205	.112	1.816	.070
	OrchidID	.399	.256	.107	1.557	.121

As can be seen in Table 9, overall the influence of teachers' recognition profiles on their perceptions of the impacts of the newest curriculum is not significant. It can be seen from the analysis which shows that all of the significant values are more than .05 (Sig.=.056, .070, and .121 > .05).

## Discussions

This research sought to describe teachers' recognition profiles, perception of the implementation of the *Freedom to Learn* policy before the launch of the Indonesian newest curriculum (Independent Campus-Freedom to Learn Curriculum), and perception of the impacts of the newest curriculum. In addition, it measured the influence of teachers' recognition profiles on their perceptions. Regarding the first issue, compared to SINTA and Scopus ID, more teachers have ORCID ID. It is reasonable since to have an ORCID ID, teachers are not required to have article publications in indexed journals. It is different from the other two databases, SINTA and Scopus ID, which demand its members to publish their articles to journals indexed by the two sources. Moreover, most of the teachers participating in this research are categorized as young teachers (33%) who have less than 5 years of teaching experience. This implicitly indicates that the vast majority of the teachers have not engaged in scientific article writing activities, whereas this activity is a form of professional development (Murray, 2010; Wilkins et al., 2021). This finding is in line with previous research reporting that public school teachers are engaged in very few professional development activities (Sadeghi & Richards, 2021) since research and high-quality scientific contribution is not considered a big part of teacher educators' work (Maaranen et al., 2020). Whereas teachers' professional development is essential for curriculum reform (Yudhawasthi & Christiani, 2021).

The second result of this current research is that most of the teachers perceive the implementation of the *Freedom to Learn* policy before the launch of the newest curriculum as fair. It means that this policy has not been successfully implemented. It is not surprising since teachers perceive that they still find some challenges dealing with administrative issues related to partnerships between study programs and external parties (Krishnapatria, 2021) as well as regulation and human resources readiness (Yudhawasthi & Christiani, 2021). From the students' perception, they consider this policy is not effective (Tuasikal et al., 2021) and requires extra cost (Safrida, 2021). although it requires hard effort in terms of implementation.

Regarding the perception of the newest curriculum, most of the teachers perceive that the newest curriculum offers sufficient improvement for students' learning. Interestingly, one teacher considers no



improvement at all. This perception indicates that the teachers have not recognized the promising benefits of this new curriculum. It might be due to a lack of socialization. Thus, socialization needs to be done more comprehensively by a focus group discussion to strengthen teachers' understanding of the newest curriculum (Zunaidi et al., 2021). The other way to inform the concept and programs of the newest curriculum is through social media (e.g. WhatsApp groups, YouTube and Instagram), friends, banners and lecturers as it is well informed to students (Nyoto, 2021). Siregar et al. (2020) conclude that the concept of the newest curriculum is well established and relevant to the Indonesian context (Rohiyatussakinah, 2021).

The further result deals with the influence of teachers' recognition profiles on the teachers' perception of the *Freedom to Learn* policy. It is found that only ORCID ID to have a significant influence. It is sensible since teachers do not need to meet specific requirements to get an ORCID ID; teachers only need to register themselves. It is different from SINTA and Scopus ID, which require article publications to certain journals indexed by them. This finding indicates teachers' lack of involvement in professional development activities especially dealing with scientific article publications. This finding confirms a report that teachers are engaged in very few professional development activities (Sadeghi & Richards, 2021); even research and scientific contribution with high quality is not regarded as a big part of teacher educators' work (Maaranen et al., 2020). In this research context, the majority of the teachers are young teachers having less than 5 years of teaching experience. Gradually, the young teachers will be involved in these activities as a form of continuous professional development (Murray, 2010; Wilkins et al., 2021); moreover, university teachers are insisted to publish articles in both reputable national and international journals (Sandjaya & Muliawan, 2019).

Teachers' recognition profiles and their perceptions of the impacts of the newest curriculum show an insignificant influence. It implies recognition profiles do not determine teachers' perception of the impacts of the newest curriculum. This also explains teachers have recognized the potential benefits of implementing the newest curriculum. It is explained by 40% of them perceive this new curriculum provides sufficient improvement. Moreover, some studies highlight its promising benefits. Anwar (2021), for example, unveiled that the implementation of the newest curriculum is essential to give students more extensive experience and empowerment through teaching, technology adaptation, and administration activities. Additionally, this curriculum enhances students' skills, characters, experience, and knowledge which are critical to produce more competitive graduates (Lhutfi & Mardiani, 2020). Overall, the concept of the newest curriculum is well established and relevant to the Indonesian context (Rohiyatussakinah, 2021) although it requires hard effort in terms of implementation.

### ***Conclusion and Recommendation***

Curriculum transformation has become a critical need to keep up with the global dynamics and challenges. This research sheds light on the strong need to socialize the new curriculum to the education stakeholders more comprehensively and intensively. It is to ensure that all of them share the same understanding of the curriculum so that the curriculum can be applied optimally. Driven by this research result regarding the teachers' recognition profiles, it is also paramount of importance to encourage teachers to get involved in article writing activities and publish their articles in reputable journals so that they get more recognition as a form of continuous professional development. This research involved only teachers' points of view; it is recommended that future research compare both teachers and students' insights to get clearer pictures of the redesigned curriculum. This research is in the Indonesian context; thus, the applied curriculum might be different from other countries. Research on the newest curriculum from various countries is still worth conducting to share best practices for the improvement of quality global education.



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