

Teacher Competence: Development of Pancasila Education Teaching Materials Based on the Merdeka Curriculum in the Society 5.0 Era

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ABSTRACT

The Merdeka Curriculum mandates teachers to possess specific competencies, particularly in developing teaching materials. However, many teachers struggle to master these competencies, hindering effective curriculum implementation. This study investigates: 1) the competencies MGMP Pancasila Education teachers require in the Society 5.0 era, 2) their proficiency in developing teaching materials aligned with the Merdeka Curriculum at the junior high school level, and 3) the challenges they face in achieving these competencies. This qualitative study employs a descriptive research method, using in-depth interviews, structured observations, and documentation for data collection. Grounded theory analysis is applied to identify patterns and insights regarding teacher competencies and challenges. Findings indicate that competencies needed by MGMP Pancasila Education teachers in the Society 5.0 era include mastering digital technology. However, their ability to develop teaching materials based on the Merdeka Curriculum remains suboptimal, primarily due to difficulties in integrating digital technology into their instructional content. Key obstacles include limited mastery of digital technology competencies and insufficient understanding of the Merdeka Curriculum's conceptual framework and implementation strategies. These challenges highlight the need for targeted professional development programs to enhance teacher preparedness. This study underscores the critical need for professional training to bridge competency gaps and support teachers in leveraging digital tools to align teaching materials with the Merdeka Curriculum. Addressing these issues is essential for empowering educators to meet the demands of Society 5.0 and achieve curriculum goals effectively.

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1. INTRODUCTION

Teachers play a crucial role in achieving the national objectives outlined in the preamble to the 1945 Constitution, particularly in fostering the intellectual development of the nation (Nuryadi & Widiatmaka, 2024). Their contributions are essential for enhancing the quality of human resources in Indonesia, which is pivotal for improving the overall welfare of its citizens (Widiatmaka et al., 2023). However, the quality of education in Indonesia continues to lag behind that of neighboring countries such as Singapore and Malaysia, largely due to challenges in teacher quality (Widiatmaka, 2022). A significant factor contributing to this issue is the relatively low level of teacher welfare in Indonesia compared to these neighboring nations, which adversely affects teacher competence (Rosser & Fahmi, 2018). According to the World Bank (2020), low teacher competence stems partly from ineffective learning processes, both online and offline (Supriyati & Muqorobin, 2021). Furthermore, the 2022 Teacher Competency Exam (UKG) revealed an average score of only 50.64, falling short of the required standard score of 55, underscoring the urgent need to address this gap in teacher competency (Kasmawati, 2023).

The low competence of teachers is a problem in several regions in Indonesia and must be anticipated immediately before it hurts students who are the next generation of the nation (Jhon et al., 2021). The phenomenon of low quality of teacher competence, apart from being related to teacher welfare, is also due to frequent changes in policies in the field of education, especially changes in the educational curriculum so that teachers feel anxious and confused in implementing the curriculum that is always changing (Suryaningsih et al., 2023).

Frequent curriculum changes in Indonesia significantly impact teachers, who must adapt their competencies to align with government standards—a process that often requires considerable time (Nuryadi & Widiatmaka, 2022). During this adjustment period, the new curriculum is typically implemented in the learning process, causing challenges for teachers and leading to suboptimal learning outcomes. As a result, students' quality of education suffers, failing to meet expectations. The Merdeka Curriculum, for instance, mandates that teachers integrate its principles into their teaching, particularly by developing teaching materials tailored to this curriculum (Fransiska et al., 2023). To achieve this, teachers must demonstrate professional, pedagogical, and social competencies while also mastering digital technology. However, implementing the Merdeka Curriculum presents considerable challenges, including teacher preparedness, limited digital proficiency, and inadequate facilities and infrastructure (Wahidmurni et al., 2024).

The current competence of teachers in developing teaching materials is still relatively low. This can happen due to the low level of teacher creativity and mastery of technology, especially digital literacy. Every teacher in developing teaching materials is determined by teacher competence, and currently, teachers are constrained in their professional competence and lack mastery in operating technology. Even though material references are currently very easy to find through internet technology, this is an obstacle for teachers in developing teaching materials due to the weak mastery of technology teachers (DeCoito & Estaiteyeh, 2022). In the era of the Merdeka Curriculum, every subject teacher must be able to develop teaching materials that are adapted to the development of the times and science and adjusted to the needs of students. However, currently, there are still many teachers who have not developed teaching materials and are still using old teaching materials, so they are not in accordance with the development of science and the needs of students (Novia et al., 2023).

The Merdeka Curriculum provides freedom to every teacher in developing teaching materials, so that every teacher can innovate and create an effective and conducive learning atmosphere so that learning goals can be achieved. However, the problem is that there are still many teachers who do not understand the techniques for developing teaching materials, especially materials in Pancasila education subjects so the material delivered to students is not systematic and less interesting (Aliyyah et al., 2023). This has an impact on students' motivation to learn, especially for Pancasila education subjects, and in the end, the goals of the Merdeka Curriculum are not achieved properly.

Research has been conducted by Aryzona et al. (2023) on teacher competency analysis and learning design to carry out the learning process based on the Merdeka Curriculum at SD Negeri 1 Jantuk. The results of the study show that the professional competence of teachers at SD Negeri 1 Jantuk is still relatively low and not by the criteria in the Merdeka learning curriculum, even though the learning implementation plan developed is by the format of the Merdeka Curriculum. This requires special attention from school principals and the government to enhance the competence of teachers, especially professional competencies, so that they can implement the Merdeka Curriculum in the learning process can run well and optimally. The next research was conducted by Arsana et al. (2023) on the preparation of learning implementation plans and teaching materials based on the Merdeka Curriculum. The results of the study show that the preparation of learning implementation plans and teaching materials based on the Merdeka Curriculum requires new knowledge and skills for MGMP PPKn teachers at SMA Surabaya so in the preparation process teachers experience obstacles so that they need special guidance in the preparation of learning implementation plans and teaching materials based on the Merdeka Curriculum.

This research has novelties or differences from previous research, research conducted by Aryzona et al., emphasizing the aspect of teacher competence in designing effective learning in the Merdeka Curriculum, by utilizing digital technology, every teacher can innovate in the learning process so that learning goals can be achieved. Meanwhile, this study emphasizes teacher competence in the development of teaching materials based on the Merdeka Curriculum to build students to become Pancasila students. Then the research conducted by Arsana et al, emphasized the aspect of learning implementation by utilizing the development of teaching materials, through this development, it turned out to be able to improve the competence of students, especially the knowledge and skills of students. This study emphasizes teacher competence in the development of teaching materials based on the Merdeka Curriculum to build students to become Pancasila students.

Based on the problems that exist in the background, the formulation of the problem in this study is as follows: 1) What is the competence of MGMP Pancasila Education teachers based on the Merdeka Curriculum needed in the era of society 5.0? 2) what is the competence of MGMP Pancasila Education teachers in developing teaching materials based on the Merdeka Curriculum at the junior high school level? and 3) what are the obstacles for MGMP Pancasila Education teachers in developing teaching materials based on the Merdeka Curriculum at the junior high school level?

2. METHODS

This study uses a type of qualitative research with a descriptive research method because it seeks to describe the competence of teachers in the development of Pancasila Education learning materials based on the Merdeka Curriculum and the obstacles of teachers in developing Pancasila Education teaching materials based on the Merdeka Curriculum. The subject of this study is MGMP (Subject Teacher Conference) of Pancasila Education at the junior high school level (First Secondary School) in Grobogan district, while the object of this research is the competence of teachers based on the Merdeka Curriculum needed in the era of society 5.0, the competence of teachers in the development of teaching materials based on the Merdeka Curriculum and its obstacles. This research was conducted from June 2024 to July 2024. The data collection techniques in this study are *in-depth interviews*, structured observations, and documentation.

The informants in this study amounted to 10 (ten) MGMP teachers of Pancasila education at the junior high school level in Grobogan Regency. The ten informants are members of the Pancasila education MGMP teacher at the Grobogan Regency Junior High School level out of the total number of members, namely 93 teachers. The sample selection technique in this study is simple random sampling so that informants are selected randomly, especially those who are actively involved in Pancasila Education MGMP activities at the Grobogan Regency Junior High School level. The data of the informants in this study can be seen in the following table:

Table 1. Informant Data

No	Name	School Origin
1.	WESL	SMP N 2 Kradenan
2.	Sr	SMP N 2 Toroh
3.	Sp	SMP N 1 Tanggungharjo
4.	SU	SMP N 1 Grobogan
5.	Pr	SMP N 1 Ngarangan
6.	APR	SMP N 1 Godong
7.	SY	SMP N 3 Satu Atap Kedungsari
8.	Ty	SMP N 5 Satu Atap Geyer
9.	AF	SMP N 5 Gubug
10.	PH	SMP N 2 Wirosari

The data witness test in this study uses the triangulation method so that the data collected through in-depth interviews with the number of informants of 10 teachers, will be compared with the data obtained from observation and documentation. This is done to ensure consistency between the data obtained through in-depth interviews, structured observations and documentation so that the data obtained from the field can be accounted for.

The data analysis in this study uses a grounded theory analysis so that the theories determined in this study will be juxtaposed with data obtained from the field so that new theories can be built or constructed through this research. This research uses grounded theoretical analysis because it seeks to construct the theory of teacher competence needed to implement the Merdeka Curriculum and also to face the challenges of the society 5.0 era. The theory built in this study is effective teacher competence in the era of society 5.0, especially in developing Pancasila education teaching materials, so through this research new theories related to teacher competence can be found. The procedures in this study are:

1. Preparation

At the preparation stage, the researcher determines indicators to make guidelines for interviews and observations so that when collecting data in the data field, the data needed is clear and definite,

2. Data Collection

In the process of collecting data, researchers go directly to the field and when collecting data, researchers use in-depth interview techniques, structured observations, and documentation related to the competence of Pancasila education MGMP teachers needed in the development of teaching materials in the era of society 5.0

3. Data Sorting/Data Condensation

In this process, the researcher sorts the data that has been collected from the field through interviews, observations and documentation, then centralizes the data to answer the formulation of the problem or achieve the research objectives, namely to determine the competence of MGMP Pancasila Education teachers based on the Merdeka Curriculum needed in the society 5.0 era, the competence of MGMP Pancasila Education teachers in developing teaching materials based on the Merdeka Curriculum at the junior high school level, and the obstacles of MGMP Pancasila Education teachers in developing teaching materials based on the Merdeka Curriculum at the junior high school level

4. Data Analysis

In this process, the researcher conducts data analysis after the data has been sorted or centralized to answer the formulation of the problem or achieve the research objectives. The data analysis used is a grounded theory analysis so that the data collected from the field through interviews, observations, and documentation related to the competence of MGMP teachers in Pancasila education is associated with the theory of teacher competence as an educator (pedagogic, professional, social, and personality), then the theory of digital technology in the era of society 5.0

is added in the learning process. Through this process, new theories related to teacher competence in the society 5.0 era will be found.

5. Drawing conclusions

Researchers at this stage conclude data analysis if the conclusions are still considered not optimal, then the researcher tries to reprocess the data obtained from the field

The conclusion in this study is used as the main basis to make a recommendation or suggestion that will be given to several related parties such as the government, schools, and teachers, especially related to teacher competence in developing Pancasila education teaching materials in the era of society 5.0.

3. FINDINGS AND DISCUSSION

3.1 Merdeka Curriculum-Based Teacher Competencies in Facing the Challenges of the Society 5.0 Era

Teacher competence must be continually enhanced and developed to meet the evolving challenges of the modern era, enabling them to guide students effectively into becoming Pancasila learners. Competence encompasses the essential skills a teacher must possess to fulfill their responsibilities in educating students effectively and appropriately (Skantz-Åberg et al., 2022). According to Law No. 14 of 2005 on Teachers and Lecturers, these skills include pedagogical, professional, personal, and social competencies. However, in the context of Society 5.0—characterized by a focus on digital technology—and the implementation of the Merdeka Curriculum, these competencies alone are insufficient to address emerging challenges (Nuryadi & Widiatmaka, 2023). Teachers must also integrate digital technology into their teaching practices, especially given that today's classrooms are filled with Generation Z students, who are deeply embedded in the digital world (Rupia, 2022).

The Merdeka Curriculum is a curriculum that responds to the development of the times, especially during the Covid-19 pandemic, so the educational process must be carried out by utilizing digital technology to respond to the era called Society 5.0 (Rusman et al., 2023). Based on the results of an interview with WESL show that MGMP teachers of Pancasila education in Grobogan district in implementing the Merdeka Curriculum are mostly constrained in integrating digital technology in the learning process, including in the development of teaching materials based on the Merdeka Curriculum. This can happen because the facilities and infrastructure of schools are not supportive so MGMP teachers of Pancasila education in Grobogan Regency who want to innovate are not channeled (interview, June 22, 2024). The Merdeka Curriculum requires every teacher to innovate and improve teacher competence, especially in the use of digital technology and integrating it into the learning process (Hunaepi & Suharta, 2024). The integration of digital technology in the learning process is very important, especially in increasing students' literacy and creativity so that they not only build good and intelligent Indonesian citizens but also build global citizens.

Teacher competence based on the Merdeka Curriculum is very important in the development of teaching materials and strengthening the profile of Pancasila students, considering that teacher competence is the main key to building students to become Pancasila students. If a teacher does not have competencies based on the Merdeka Curriculum, then in the process of strengthening Pancasila students will have various obstacles. The competence of teachers based on the Merdeka Curriculum in this case, in addition to pedagogic, professional, social, and personality competencies, is the skill in using digital technology, and being able to apply differentiated learning and contextual learning (Efendi, 2023). This is in line with the results of an interview with SU explained that current teachers in developing Pancasila education teaching materials and shaping Pancasila students must be able to master teacher competencies based on the Merdeka Curriculum. These competencies are not only competencies listed in the mandate of Law Number 5 of 2005 concerning teachers and lecturers (pedagogic, professional, personal, and social) but also must be able to master skills in utilizing digital technology and be able to integrate into the learning process (interview, June 22, 2024).

Based on an interview with AF, it was explained that the condition of MGMP teachers in Pancasila education has obstacles in using learning tools, especially integrating technology in developing teaching materials, learning media, and so on (Interview, June 30, 2024). Even though the current learning tools must be by the provisions in the Merdeka Curriculum, this needs to be done so that learning in schools can face technological developments, especially in the era of society which emphasizes all activities using digital technology (Hofifi et al., 2023). Teacher competencies based on the Merdeka Curriculum that are effectively able to build students to become Pancasila students in the era of society 5.0 are not only pedagogic, professional, social, and personality competencies, but also digital technology competencies

3.2 Teacher Competence in the Development of Merdeka Curriculum-Based Teaching Materials

The process of developing Pancasila Education teaching materials aligned with the Merdeka Curriculum involves several key steps aimed at nurturing students into becoming Pancasila learners. The most critical aspect of this development is ensuring that the teaching materials are tailored to meet the needs of students while being adapted to contemporary advancements in science and technology (Januarita et al., 2023). The steps for creating teaching materials integrated with digital technology are outlined in the following diagram:

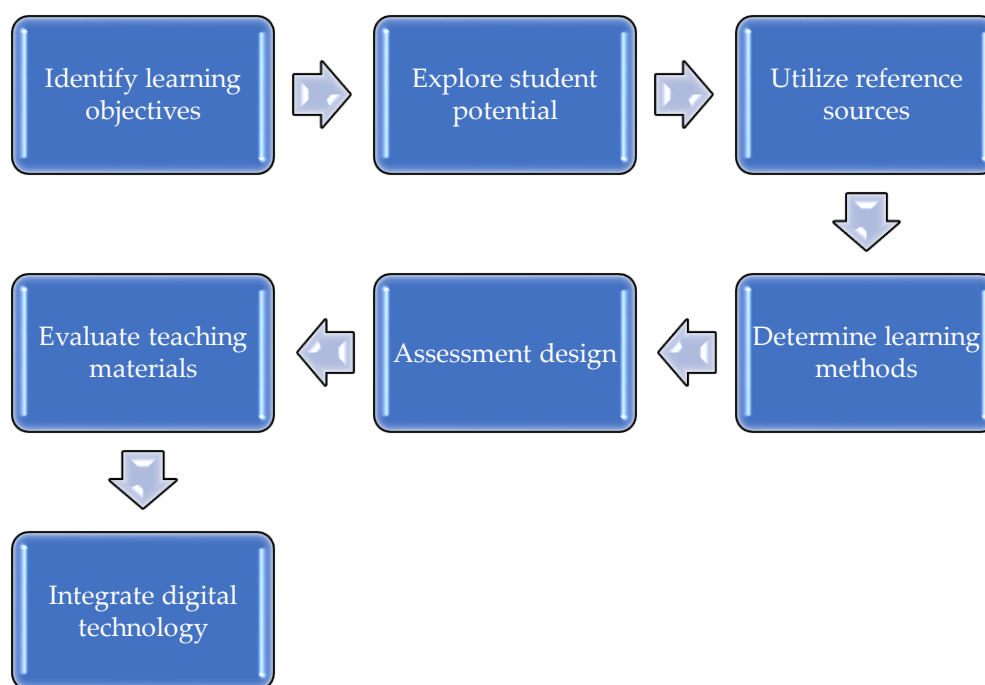


Figure 1. Steps to Develop Digital Technology-Based Teaching Materials
Source: Nengsih et al. (2024).

The steps for developing teaching materials based on the Merdeka Curriculum have not yet been implemented by MGMP teachers of Pancasila Education in Grobogan Regency, resulting in ongoing challenges and delays in their creation. According to an interview with Pr on June 21, 2024, the MGMP of Pancasila Education in Grobogan Regency has not initiated the development of such materials because several schools in the region have yet to adopt the Merdeka Curriculum. Furthermore, teachers' understanding of how to develop teaching materials aligned with the Merdeka Curriculum remains limited, further hindering progress.

While the Ministry of Education and Culture has provided foundational teaching materials for the Merdeka Curriculum, which can be tailored to meet students' needs and align with advancements in science and technology (Halil et al., 2024), junior high school MGMP teachers in Grobogan Regency have yet to utilize these resources effectively. To create meaningful teaching materials, teachers must thoroughly understand the principles of the Merdeka Curriculum, ensuring the learning process enhances student competencies (Rizal et al., 2024).

Based on observations in the field on July 11, 2024, when training on the development of teaching materials based on the Merdeka Curriculum was held for MGMP teachers, Pancasila education at the junior high school level showed that there are still many teachers who do not understand the concept of developing teaching materials based on the Merdeka Curriculum because they have never previously received training related to the development of teaching materials based on the Merdeka Curriculum and have been using the old teaching materials. A teacher in developing teaching materials must identify learning material problems with peers (other teachers), either in one school or in the MGMP forum, because problem identification has the purpose of equalizing the perception of each teacher, especially related to difficulties in interpreting teaching materials and to find out problems or alternatives related to other teaching materials in the classroom (Masrura & Suryani, 2023).

The development of Pancasila Education teaching materials at the junior high school education level is a form of strengthening the Pancasila profile or an effort to make students become Pancasila students. This can be seen from the results of an interview with WESL, who explained that the development of Pancasila Education teaching materials aims to shape students into becoming Pancasila students, which is one of the goals of the Merdeka Curriculum. Every Pancasila education teacher who is a member of MGMP always strives to develop Pancasila education teaching materials. This MGMP meeting is used as a deliberation to equalize perceptions related to the development of teaching materials (interview, June 22, 2024).

The Pancasila student profile is a character framework that is compiled to build students in Indonesia who are not only superior in academics but also have skills and attitudes based on Pancasila (Ardhani & Mustofa, 2023). The Pancasila student profile is a form of Indonesian students who have several components, namely faith and devotion to God Almighty, cooperation, noble character, global diversity, independence, creativity, and critical reasoning (Octavia & Tirtoni, 2024). This can be described through the following image:

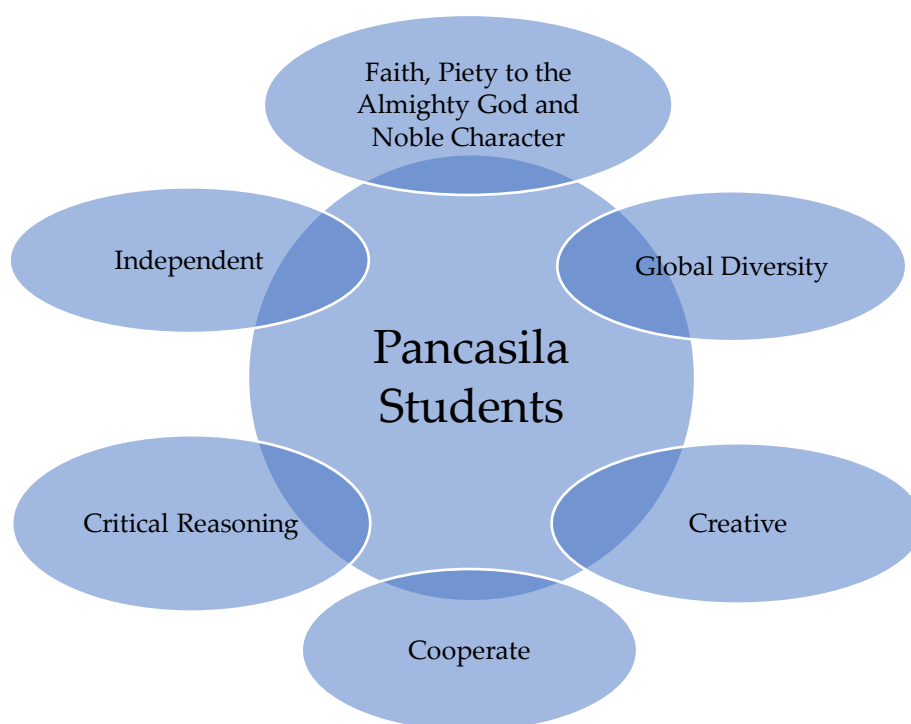


Figure 2. Components of Pancasila Student Profile
Source: Sufiyadi et al. (2021)

According to Sp, in the era of the Merdeka Curriculum, it is no longer sufficient for teachers to possess only pedagogical, professional, social, and personal competencies. They must also be adept at operating and integrating digital technology into the learning process. This skill set is crucial because junior high school students belong to the millennial and digital-native generations, who are deeply immersed in digital technology, particularly smartphones (Interview, June 23, 2024). Developing teaching materials aligned with the Merdeka Curriculum is essential for every teacher to enhance students' knowledge, skills, and character, ultimately fostering the growth of Pancasila students.

3.3 Teachers' Obstacles in the Development of Merdeka Curriculum-Based Teaching Materials

The development of teaching materials based on the Merdeka Curriculum basically cannot be separated from digital technology (Hadi et al., 2023). This is evident from the results of an interview with Setiyo Utomo, a teacher of Pancasila education MGMP in Grobogan district who explained that the integration of digital technology in the development of Pancasila education teaching materials is an obstacle for every teacher, especially MGMP teachers at the junior high school level in Grobogan Regency so that the material used in learning the material is old so that it is less relevant to the development of the times (interview, June 22, 2024). Based on an interview with Sp, shows that the obstacles for teachers in developing Pancasila education teaching materials based on the Merdeka Curriculum are a lack of understanding related to the independent learning program, the difficulty of cooperation or coordination with Pancasila education teachers across schools, because Pancasila education MGMP teacher meetings are very rare (interview, June 23, 2024). The concept of the Merdeka Curriculum basically states that every teacher must be able to multiply the potential of students so that they can develop teaching materials based on the needs of students (Arum & Fathoni, 2023).

Teachers' understanding of the implementation of the Merdeka Curriculum, especially in the development of teaching materials and the learning process, does not only occur in MGMP teachers of

Pancasila education in Grobogan Regency, but also in several schools in Indonesia (Sutinah et al., 2024). Based on interviews with Sr, it shows that the Merdeka Curriculum has been implemented, but there are still many teachers who do not understand the Merdeka Curriculum so they do not understand the development of teaching materials based on the Merdeka Curriculum and there are still some teachers who do not have the skills to use digital technology so that the learning process does not utilize digital-based learning media, internet networks, and projectors (Interview, June 23, 2024). In addition, Sri Yulianti also explained that MGMP teachers of Pancasila education in Grobogan Regency in developing Pancasila Education teaching materials based on the Merdeka Curriculum have several obstacles, namely not understanding the concept and implementation of the Merdeka Curriculum as a whole, not having digital technology competencies, and inadequate facilities and infrastructure in schools (Interview, June 26, 2024).

An overview of the obstacles of MGMP teachers of Pancasila Education at the junior high school level in Grobogan Regency in developing teaching materials based on the Merdeka Curriculum are as follows:

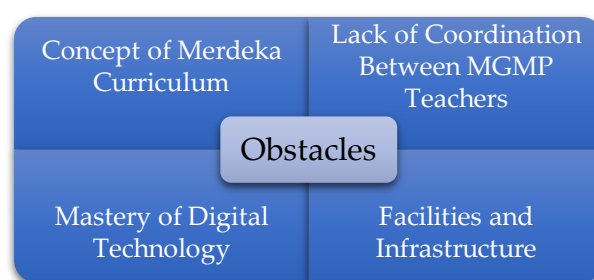


Figure 3. Teachers' Obstacles in Developing Teaching Materials Based on the Merdeka Curriculum
Source: Processed Products by Researchers

Many teachers across various regions still lack a comprehensive understanding of the concept and implementation of the Merdeka Curriculum and struggle to integrate digital technology into their teaching. Additionally, inadequate facilities and infrastructure further hinder the effective implementation of the curriculum (Syahrir et al., 2024). These challenges, particularly in developing teaching materials aligned with the Merdeka Curriculum, have resulted in its suboptimal application (Pratikno et al., 2022). MGMP teachers of Pancasila Education at the junior high school level in Grobogan Regency face similar issues, including limited competence in understanding and applying the Merdeka Curriculum, incorporating digital technology into learning, and addressing infrastructural shortcomings. Immediate action is required to ensure teachers can effectively develop and implement teaching practices based on the Merdeka Curriculum.

4. CONCLUSION

Developing students into Pancasila learners is a crucial goal, requiring teachers to possess competencies aligned with the Merdeka Curriculum and the ability to create teaching materials that reflect its principles. To address the challenges of the Society 5.0 era, teachers must not only master pedagogical, professional, social, and personal competencies but also develop digital technology skills. However, the competencies of MGMP Pancasila Education teachers at the junior high school level in Grobogan Regency remain suboptimal, particularly in integrating digital technology into teaching materials and learning processes, which has hindered the effective implementation of the Merdeka Curriculum. Key obstacles include limited digital technology proficiency, inadequate understanding of the Merdeka Curriculum, insufficient coordination among MGMP groups, and inadequate facilities and infrastructure. Recommendations to address these challenges include government-led training

programs, such as technical guidance and workshops, to enhance teachers' digital technology skills, including the use of AI in teaching material development. Additionally, teachers are encouraged to actively pursue professional development opportunities to improve their competencies in digital technology. Future research should further explore teacher competencies in developing teaching materials based on the Merdeka Curriculum.

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