Article

The Effect of Implementing Merdeka Curriculum on Teachers' Pedagogical Literacy Skills in Learning and Evaluation at Elementary Schools

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A B S T R A C T

The objectives of the study were (1) to find out the success of the implementation of the independent curriculum, (2) to find out how much influence it has in improving teachers' pedagogical literacy in learning and (3) how much influence it has in improving teachers' pedagogical literacy in evaluation in public elementary schools in Margasari sub-district. The approach in this study uses a quantitative approach whose data relate to numbers. The design in this study aims to describe the extent of the influence of the implementation of the Merdeka curriculum in improving teachers' pedagogical literacy in learning and evaluation in elementary schools in Margasari Subdistrict.The population in this study were all public elementary school teachers in Margasari Subdistrict, Tegal Regency, totaling 43 teachers. Based on the results of data analysis and the results of hypothesis testing that have been revealed in the previous section, the results of the study include: (1) The effect of the implementation of the Merdeka Curriculum of State Elementary Schools in Margasari District, on this variable obtained an average of 3.20 with a good category (2) The effect on teacher literacy skills on a) Learning obtained an average of 3.25 with a good category b) Evaluation obtained an average score of 3.23 with a good category. (3) supporting factors for the implementation of the Independent Curriculum (a) supportive government policies, (b) school readiness, and (c) stakeholder involvement. Meanwhile, the inhibiting factors for the implementation of the independent curriculum in public elementary schools in Margasari Subdistrict: (a) lack of teacher understanding, (b) limited facilities and infrastructure, (c) challenges in implementing learning.

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INTRODUCTION

Education is one of the most important aspects of human development. In the current era of globalization, the development of education in the world has undergone various significant changes. One of the main aspects of the development of education today is the integration of technology in the learning process. Technology has enabled wider access to education through online learning, interactive learning platforms and digital resources. This opens up access to education for individuals from different backgrounds and allows for more personalized learning. In the last 20 years, education curricula in various countries have undergone significant changes influenced by technological developments, social changes and the demands of the world of work. In Indonesia, the most significant curriculum change was the introduction of the Competency-Based Curriculum (KBK) in 2004, which aimed to focus more on developing students' skills and knowledge. This

curriculum later evolved into the 2013 Curriculum (K13) which was introduced in 2013 and began to be implemented gradually.

Curriculum 2013 promotes a student-centered approach that emphasizes competency-based learning and student character development. In addition, there are significant changes in evaluation, with more emphasis on authentic assessment, which includes assessment of students' skills, attitudes and knowledge. Over time, K13 has also undergone revisions to improve its implementation, including the strengthening of subject matter focusing on literacy and numeracy and the use of digital technology in the learning process. Along with the advancement of information technology, the education curriculum also adapts to the digital era. The use of digital technology in learning is increasing, with the introduction of various technology-based learning tools, such as online learning platforms, educational apps and other digital resources. STEAM (Science, Technology, Engineering, Arts, Mathematics) based teaching is becoming more popular, combining technology with creativity and practical skills. This innovation is highly relevant to the needs of the working world, which increasingly relies on technological skills and critical thinking. In addition, in many countries, education curricula are also beginning to integrate 21st century skills that include problem solving, collaboration, critical thinking and creativity.

In many countries, education curricula are starting to pay more attention to inclusivity, creating a more welcoming education system for students with special needs. Curricula are adjusted to ensure equal access to education for all, including those with physical or mental disabilities. This approach is reflected in the development of curricula that are more flexible and accessible to various groups, as well as the provision of support through assistive technology for students with special needs.

In the last two decades, many countries, including Indonesia, have begun to integrate character development as an important part of the education curriculum. In Indonesia, the implementation of character education is part of the 2013 Curriculum, which emphasizes values such as discipline, responsibility, cooperation and honesty. This approach aims to produce individuals who are not only academically intelligent, but also have good moral and ethical attitudes. It aims to prepare students to be responsible citizens and have good social skills.

In the face of the COVID-19 pandemic, many countries are transitioning to online learning which requires significant changes in curricula. This has led to the development of curricula that are more flexible and adaptable to different learning formats (face-to-face, online and blended). Education systems began to adapt curricula to ensure learning continues to be effective despite social and technological limitations. This adaptive curriculum emphasizes home-based learning and self-directed learning. In some countries, there is a trend to integrate project-based learning, which encourages students to learn through real-life experiences, not just theory. This approach allows students to develop practical skills in addressing real problems in society and the world of work. Contextualized learning is also increasingly being introduced, which links subject matter to issues relevant to everyday life and global challenges, such as climate change, social justice and sustainability. There is more attention to the development of entrepreneurship education and life skills in the education curriculum, with the aim of preparing students not only as workers, but also as job creators. Educational curricula in various countries have begun to integrate materials that emphasize entrepreneurial skills, such as managerial, marketing and financial management capabilities. In addition, life skills such as communication skills, time management and interpersonal skills are becoming an important part of formal education.

Educational curricula are also increasingly emphasizing the importance of global literacy and intercultural skills. In the era of globalization, it is important for students to understand global dynamics, learn to adapt to cultural diversity and prepare them to compete in an increasingly globally connected world. In the last 20 years, the education curriculum has undergone many changes influenced by technology, globalization, and the

increasingly complex needs of the labor market. A more flexible, competency-based approach that emphasizes character development and 21st century skills has become an important element in curriculum design in many countries.

Merdeka Curriculum is an Indonesian education initiative designed to provide freedom and flexibility to teachers and students in the learning process. This curriculum is part of the "Merdeka Belajar" program promoted by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia. The aim is to create learning that is more relevant, meaningful and in line with the needs of students in the modern era.

The main characteristics of the Merdeka Curriculum are 1) Project-Based Learning, which prioritizes project-based learning to develop soft skills, such as collaboration, creativity, and problem solving. Projects are designed to support the strengthening of the Pancasila learner profile, such as global diversity, independence, and mutual cooperation. 2)Focus on the Essential i.e. learning materials are more focused on essential concepts. This is so that students have a deeper understanding than just memorization. 3)Flexibility for Teachers i.e. Teachers are given the freedom to design learning according to the needs of students and the local context of the school. There is no pressure to complete the curriculum in a certain time, but rather to adjust to the abilities of students. 4)Holistic Assessment i.e. assessment focuses on the process and outcomes of student learning, including formative and summative assessments. Using portfolios, observations, and project assessments as a measuring tool for student learning success.Merdeka Curriculum is designed to support the strengthening of Pancasila values in students. The main components of the Pancasila learner profile include: Believing, fearing God Almighty, and having noble character. Global diversity. Mutual cooperation. Independent. Critical reasoning. Creative.

The Merdeka Curriculum comes in response to the need for a more contextual, relevant and inclusive approach to education. According to Athur, that learning strategy is a sequential pattern of learning activities that are applied from time to time and directed to achieve a desired learner learning outcome. In achieving the learning objectives that have been formulated (Trianto, 2011). By giving more flexibility to schools in designing the curriculum, it is hoped that education can be more targeted and able to reach the diverse needs of students. This is in line with the spirit of liberating the unique potentials of each child and preparing them to be part of a dynamic and diverse society.

Teacher literacy in pedagogics that must be mastered by teachers includes understanding teachers of students, namely teachers must be able to understand students by utilizing the principles of cognitive development, understanding students by utilizing personality principles, and identifying students' initial teaching supplies. Designing learning, namely, teachers must understand the educational foundation, apply learning and learning theories, determine learning strategies based on the characteristics of students, determine competencies to be achieved and teaching materials, and prepare learning designs based on the chosen strategy. Implementing learning, namely teachers must be able to organize the learning setting, and carry out conducive learning. Design and carry out evaluation of learning outcomes, namely, teachers must be able to design and carry out continuous evaluation of learning processes and outcomes with various methods, analyze the results of evaluating learning processes and outcomes to determine the level of learning completeness, and utilize the results of learning assessments to improve the quality of learning programs in general. Developing students to actualize their various potentials, namely, teachers facilitate students to develop various non-academic potentials (Muhammad Anwar, 2018: 47).

This effort to deepen understanding of students is based on the realization that their talents, interests, and ability levels are different, so individualized services also vary. Even though the teaching materials presented in class are the same, when it comes to understanding individually the teacher must know the level of individual differences in students in order to guide students whose learning acceleration is retarded, so that at the end

of learning they have equality. Basically, this learning process is how the educator's ability to help the potential of students who have different characters. In this case, the teacher's job is not only as a contributor of knowledge, but also as a means of shaping the character of students, and plays a role in developing the personality of students to be better as a basis for continuing to a higher level of education.

The main characteristics of primary school learners are individual differences in many aspects and areas, including: intellectual differences, individual abilities in cognitive and language aspects, personality development, and physical development of children. Teachers are required to be able to package planning and learning experiences that will be given to students well, convey things related to the surrounding environment in the daily lives of students, so that the subject matter studied is not abstract, more meaningful, and students more easily understand the lessons given by the teacher. Based on the understanding of pedagogical competence, there are several criteria that must be possessed by a teacher in order to be said to have good competence. however, in fact there are still several criteria that cannot be fulfilled by teachers.Problems that are often found regarding the pedagogical competence of teachers, including: (1) some teachers only use learning media available at school and do not develop them; (2) lack of teacher understanding of the conditions and characteristics of students, and (3) lack of parental attention makes it difficult for teachers to teach.

Research conducted by Victy Vidaya Viqraizin (2015) with the title "The Effect of Pedagogical Competence and Job Satisfaction on the Performance of Elementary School Teachers in Gondokusuman District Yogyakarta" shows that pedagogical competence has a significant effect on teacher performance. In this study, it can be shown through the results of the determinant correlation value between pedagogical competence ($X1$) and teacher performance (Y) of 0.176 and has an error chance value (p) of 0.000. Teachers must be actively involved in planning, implementing, and as one of the sources of information for monitoring and evaluating continuous professional development programs so that changes actually occur in themselves that contribute to improving the quality of education services in schools. In other words, in addition to being teachers and educators, teachers are also managers in their classrooms.

As a manager, teachers are required to be able to lead effective and efficient activities in learning and be able to manage everything related to student learning activities optimally so that it will be easy to implement and at the same time facilitate the achievement of learning goals. Despite its great potential, Karangdawa Village Elementary School faces a number of challenges in implementing the Merdeka Curriculum. One of them is the need for adequate support in terms of developing the capacity of teachers and schools to implement a more independent curriculum. In addition, there needs to be strict monitoring and evaluation to ensure that the freedom given can be used as well and effectively as possible.

There are still many teachers who apply conventional learning methods that are less relevant. This is due to the teachers' lack of understanding of the implementation of learning in the independent curriculum. The teacher's ability to master ICT is also one of the factors for the lack of implementation of the independent curriculum, even though the independent curriculum learning method cannot be separated from the use of ICT. With the factors mentioned above, the students' understanding of learning materials, as well as the development of students to actualize the various potentials of students in the implementation of the independent curriculum at elementary schools in Karangdawa village, is not optimal.

Based on empirical studies from various studies that have been conducted, it can be concluded that there is a significant influence between teacher pedagogical literacy on the quality of learning and evaluation of students. However, there is no research that discusses together the influence of pedagogical competence literacy on learning and evaluating students in elementary schools in Karangdawa village, Marasari sub-district, Tegal Regency.

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Literature Review

The implementation of the Merdeka Curriculum in elementary schools (SD) in Indonesia faces several challenges, leading to its less-than-optimal and unequal application. One of the key factors influencing this is the lack of adequate resources. Not all teachers have received sufficient, in-depth training on the Merdeka Curriculum, resulting in difficulties understanding and implementing the new approach. Additionally, schools, particularly those in remote areas, are often limited by a lack of essential facilities such as laboratories, libraries, and stable internet access, which are critical for effective project-based and inquiry-based learning. Furthermore, teaching materials aligned with the Merdeka Curriculum are not yet widely available or easily accessible to all teachers, making it difficult for them to implement the curriculum as intended. As a result, the resources gap remains a major obstacle to the full implementation of the curriculum (Kurniawati, 2023; Nuryanti, 2022).

Teacher factors also play a significant role in the challenges of Merdeka Curriculum implementation. Teachers often feel burdened with numerous administrative tasks and lesson preparations, which detracts from their ability to focus on developing innovative and student-centered learning approaches as prescribed by the curriculum. Some teachers are also more comfortable with traditional teaching methods and may be resistant to change, especially if they do not feel fully supported or incentivized by their schools or the government. This lack of motivation and professional encouragement further complicates the effective implementation of the Merdeka Curriculum in schools. Teachers' resistance to change can stem from fear of failure or a lack of confidence in their ability to execute new teaching methods (Nugroho & Rahmawati, 2023; Wijaya & Rahmawati, 2023).

The coordination between teachers, principals, and school committees is another critical factor affecting the success of the Merdeka Curriculum. In many cases, a lack of effective communication and collaboration leads to inconsistencies in curriculum implementation. Schools may not fully understand the core principles of the Merdeka Curriculum or how to adapt them to their context, leading to gaps in its execution. Moreover, insufficient support and understanding from parents regarding the Merdeka Curriculum also hinder its successful implementation. Parents may not fully grasp the curriculum's goals, making it difficult to garner their support, which is essential for fostering a conducive learning environment both at school and at home (Purnamasari & Astuti, 2022).

In addition to resource and school factors, the pedagogical literacy of teachers presents a significant challenge. Many teachers in Indonesia lack the necessary pedagogical literacy to apply effective and innovative teaching methods that align with the Merdeka Curriculum. Training opportunities for teachers are often insufficient, not comprehensive enough, or not tailored to the practical needs of educators in the field. As a result, teachers often lack the knowledge and skills to implement student-centered teaching practices effectively. Furthermore, teachers' workloads are often so high that they do not have the time to invest in their own professional development. This lack of pedagogical literacy and professional growth hinders the overall quality of education, as teachers default to traditional, less engaging teaching methods (Soerjo & Santoso, 2021; Fadli & Jatmiko, 2021).

Teachers' personal factors, such as motivation, job satisfaction, and confidence, also contribute to low pedagogical literacy. Teachers who feel undervalued or who are dissatisfied with their jobs are less likely to engage in self-improvement or adopt new teaching methods. A lack of confidence in using innovative teaching techniques or implementing new curricula can also make teachers hesitant to make changes in their classrooms. In many cases, the lack of support from school leadership or peers exacerbates this problem. Without encouragement and recognition, teachers may find it difficult to embrace professional development opportunities or adopt innovative teaching practices that align with the Merdeka Curriculum (Harsono, 2023; Fadli & Jatmiko, 2021).

Monotonous teaching methods, such as excessive reliance on lectures or repetitive tasks, are another challenge that affects the learning process. Monotony in teaching can lead to disengaged students who are bored and less motivated to learn. This lack of engagement often results in poor learning outcomes, as students are not actively involved in the learning process. Teachers who are unprepared or lack creativity in presenting the material can make lessons seem dull and uninteresting. As a consequence, students may become passive learners, contributing to a cycle of disinterest and low achievement (Anwar & Hadi, 2022).

Low student learning outcomes are often the result of a combination of factors, both internal and external. A lack of clear goals or interest in learning can make students unmotivated, leading to passive participation in class. Additionally, health issues such as illness, sleep disorders, or stress can significantly affect students' ability to concentrate and perform well academically. Learning disorders, such as dyslexia, dyscalculia, or ADHD, can also prevent students from fully engaging with the curriculum, further hindering their learning outcomes. Furthermore, a lack of teacher competence and the use of monotonous teaching methods can contribute to low student achievement (Suryani & Maulana, 2021; Subakti & Rahardjo, 2023).

Finally, declining student interest in school is a significant concern. When learning methods remain monotonous, students become less engaged, leading to a decreased interest in school. Teachers who fail to motivate students or create a dynamic, enjoyable learning environment contribute to this decline. Overloaded curricula, excessive assignments, and a lack of enjoyable learning experiences also burden students, causing them to feel stressed and less enthusiastic about school. Poor school facilities, such as uncomfortable classrooms, inadequate sports facilities, or a lack of amenities, further contribute to students' dissatisfaction and reduced interest in learning (Suryani, 2021; Hidayah, 2023).

METHOD

Types of Research

Methods are very important in research, because something will work well if you use the right method. The right method can determine the results to be achieved. So, research methods are ways that are scientific in nature for a study. Sugiyono (2009: 2) states that, research methods are basically scientific ways to get data with specific purposes and uses. The research method used in this research is quantitative research method. Sugiyono (2009: 8) states that, quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative data analysis, with the aim of testing predetermined hypotheses.

The approach in this study uses a quantitative approach whose data relate to numbers. Quantitative research can be defined as a research method based on the philosophy of posistivism, used to research on certain populations or sempel, sempel sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative with the aim of testing predetermined hypotheses (Sugiyono 2019). The design in this study aims to describe the extent to which the implementation of the Merdeka Curriculum affects teachers' pedagogical literacy skills in learning and evaluation in public elementary schools in Margasari District. The indicators are Implementation of the Merdeka Curriculum (variable X). Meanwhile, the teacher's pedagogical literacy skills (variable Y) consist of indicators: (1) Learning, (2) Evaluation. The research results are described in the form of numbers to determine the mean, median, mode and standard deviation and other calculations related to the research results.

Population and Sample

Sugiyono (2018: 61) provides an understanding that population is a generalization area consisting of objects or subjects that become certain quantities and characteristics set by

researchers to study and then draw conclusions. The population in this study were all public elementary school teachers in Margasari District, Tegal Regency, totaling 76 teachers. The sample is part of the number and characteristics of the population (Sugiyono, 2019). If the population is large, and it is not possible for researchers to study everything in the population for reasons of limited funds, energy, and time, then researchers can use samples taken from the population. The sample in this study will be for efficiency considerations and lead to centralization of problems by focusing on part of the population. In this study, the sample was taken using the formula from Slovin (Umar 2019).

Data Collection Technique

Data analysis in research involves various statistical techniques to interpret and summarize the data obtained from the study. The mean, median, mode, and standard deviation are fundamental measures used to understand the distribution and central tendency of the data. The mean provides an average value, while the median identifies the middle value, separating the data into two equal halves. The mode highlights the most frequently occurring value in the dataset. Standard deviation, on the other hand, measures how much the data values deviate from the mean, indicating the spread or variability of the data. Once the data is analyzed and presented, conclusions can be drawn to understand the implications of the study, as data reduction and presentation are essential steps before reaching final conclusions. This process is crucial in making sense of the research findings and ensuring a comprehensive understanding of the results.

FINDINGS AND DISCUSSION

Demographic Condition of Margasari Subdistrict

Margasari is the southernmost sub-district in Tegal Regency, Central Java, Indonesia. Geographically, Margasari has an altitude of 150 meters above sea level, making the air in this area relatively hot. This sub-district produces a lot of agriculture. In Margasari sub-district there is a spring called Curug Pitu which is used as a tourist attraction.

The border of Margasari sub-district is north of Pagerbarang sub-district and east of Balapulang sub-district, south of Brebes district while west of Brebes district. The administrative division of Margasari consists of 13 villages: Margasari, Danaraja, Jembayat, Kalisalak, Jatilaba, Margaayu, Karangdawa, Pakulaut, Wanasari, Dukuhtengah, Kaligayam, Prupuk Selatan and Prupuk Utara.

The demographics of the people's livelihoods include farming, civil servants, home industry, laborers, and others. The language of daily life in the Margasari community is no different from that of the people of the southern part of Tegal & the southern part of Brebes in general, namely using Javanese colored by the Tegal dialect. Overall, there are 43 public primary schools in the kecamatan. The detailed data on public primary schools in Kecamatan Margasari is summarized in the table below:

Table 1. Data on public primary schools in Kecamatan Margasari

No	School Name	Status	Address
1	SDN Danaraja 01	Negeri	Desa Danaraja
2	SDN Danaraja 02	Negeri	Desa Danaraja
3	SDN Dukuhtengah 01	Negeri	Desa Dukuhtengah
4	SDN Dukuhtengah 02	Negeri	Desa Dukuhtengah
5	SDN Dukuhtengah 03	Negeri	Desa Dukuhtengah
6	SDN Dukuhtengah 04	Negeri	Desa Dukuhtengah
7	SDN Jatilaba 01	Negeri	Desa Jatilaba
8	SDN Jatilaba 02	Negeri	Desa Jatilaba
9	SDN Jatilaba 03	Negeri	Desa Jatilaba

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10	SDN Jatilaba 04	Negeri	Desa Jatilaba
11	SDN Jembayat 01	Negeri	Desa Jembayat
12	SDN Jembayat 02	Negeri	Desa Jembayat
13	SDN Jembayat 03	Negeri	Desa Jembayat
14	SDN Jembayat 04	Negeri	Desa Jembayat
15	SDN Jembayat 05	Negeri	Desa Jembayat
16	SDN Jembayat 06	Negeri	Desa Jembayat
17	SDN Kaligayam 01	Negeri	Desa Kaligayam
18	SDN Kaligayam 02	Negeri	Desa Kaligayam
19	SDN Kalisalak 01	Negeri	Desa Kalisalak
20	SDN Kalisalak 02	Negeri	Desa Kalisalak
21	SDN Kalisalak 03	Negeri	Desa Kalisalak
22	SDN Marga Ayu	Negeri	Desa Margaayu
23	SDN Karangdawa 01	Negeri	Desa Karangdawa
24	SDN Karangdawa 02	Negeri	Desa Karangdawa
25	SDN Karangdawa 03	Negeri	Desa Karangdawa
26	SDN Karangdawa 04	Negeri	Desa Karangdawa
27	SDN Margasari 01	Negeri	Desa Margasari
28	SDN Margasari 01	Negeri	Desa Margasari
29	SDN Margasari 02	Negeri	Desa Margasari
30	SDN Margasari 04	Negeri	Desa Margasari
31	SDN Margasari 05	Negeri	Desa Margasari
32	SDN Margasari 06	Negeri	Desa Margasari
33	SDN Margasari 07	Negeri	Desa Margasari
34	SDN Pakulaut 01	Negeri	Desa Pakulaut
35	SDN Pakulaut 02	Negeri	Desa Pakulaut
36	SDN Pakulaut 03	Negeri	Desa Pakulaut
37	SDN Pakulaut 04	Negeri	Desa Pakulaut
38	SDN Prupuk Selatan 01	Negeri	Desa Prupuk Selatan
39	SDN Prupuk Selatan 02	Negeri	Desa Prupuk Selatan
40	SDN Prupuk Selatan 03	Negeri	Desa Prupuk Selatan
41	SDN Prupuk Selatan 04	Negeri	Desa Prupuk Selatan
42	SDN Prupuk Utara 01	Negeri	Desa Prupuk Utara
43	SDN Prupuk Utara 02	Negeri	Desa Prupuk Utara

Simple Linear Regression Test

Simple linear regression test is a statistical method used to test the effect of one independent variable (X) on one dependent variable (Y). Independent variables are also referred to as predictor variables or independent variables, while dependent variables are also referred to as predicted variables or dependent variables. In this study, 44 questionnaires were distributed to teachers in public elementary schools in Margasari District, Tegal Regency. The questionnaire contains the effect of implementing the Merdeka Curriculum on teachers' pedagogical competence in learning and evaluation. The Simple Linear Regression Test in this study used the IBM SPSS 25 series program. The SPSS output for the simple linear regression test will display several tables, as follows:

Variables Entered/Removeda Table

The Variables Entered/Removeda table in simple linear regression contains information about the variables included or removed from the regression model. This table is usually found at the end of the linear regression output.

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Tabel 2. Tabel Variabel yang Dimasukkan/Dihapus

Model	Variables Entered	Variables Removed	Method
1	Implementation of the Merdeka Curriculum		Enter

a. Dependent Variable: Teacher Pedagogical Competence
b. All requested variables entered.

The Variables Entered/Removed table in simple linear regression displays information about the independent variables included in the regression model. This table will display two columns, namely: Variables Entered; This column displays the independent variables included in the regression model. Method; This column displays the method used to include the independent variables in the regression model. The commonly used method is the backward elimination method. The backward elimination method is a method used to include independent variables in the regression model gradually, starting from all independent variables. At each stage, the independent variable with the highest p-value will be removed from the regression model. This process will be repeated until all independent variables have a p-value <0.05. The interpretation of the Variables Entered/Removed table can be done by referring to the Variables Entered column. If the independent variable is not listed in this table, then the variable is not included in the regression model.

Model Summary Table

The Model Summary table in simple linear regression displays general information about the regression model, such as the coefficient of determination, F value, and F significance level. This table consists of several columns, namely: R, R Square, Adjusted R Square, Std. Error of the Estimate, F and Sig.

Table 3. Model Summary Table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792[a]	0.627	0.608	1.057

a. Predictors: (Constant), Literasi pedagogi guru

The R column displays the correlation coefficient between the independent variable and the dependent variable. R values range from -1 to 1. An R value close to 1 indicates a strong relationship between the independent variable and the dependent variable. An R value close to -1 indicates a strong relationship between the independent variable and the dependent variable, but the relationship is in the opposite direction. From the table above, the R value of 0.792 is close to 1. This shows that Merdeka Curriculum Implementation (X) has an effect on improving teachers' pedagogical competence (Y) in learning implementation and evaluation.

The R Square column displays the coefficient of determination. The coefficient of determination shows how much influence the independent variable has on the dependent variable. The R Square value ranges from 0 to 1. An R Square value close to 1 indicates a strong influence of the independent variable on the dependent variable. An R Square value close to 0 indicates a weak influence of the independent variable on the dependent variable. From the table above, the R Square value of 0.627 is close to 1. This shows that the implementation of the Merdeka Curriculum (X) has an effect on increasing teachers' pedagogical literacy (Y) in implementing the Merdeka Curriculum.

Adjusted R Square; The Adjusted R Square column is an adjustment of R Square for sample size. The Adjusted R Square value is always smaller or equal to R Square. An Adjusted R Square value close to 1 indicates a strong influence of the independent variable

on the dependent variable. An Adjusted R Square value close to 0 indicates a weak influence of the independent variable on the dependent variable. From the table above, the Adjusted R Square value of 0.608 is close to 1. This shows that the implementation of the Merdeka Curriculum (X) has an effect on increasing teachers' pedagogical literacy (Y) in implementing the Merdeka Curriculum.

Std. Error of the Estimate; Column Std. Error of the Estimate column displays the standard error of the estimate. The standard error of the estimate shows how far the value of the dependent variable is from the value predicted by the regression model. A small Std. Error of the Estimate indicates a better estimate. From the table above, the Std. Error of the Estimate is 1.057. It shows a better estimate.

ANOVA Table

The ANOVA table in simple linear regression consists of several columns, namely: Source, SS, df, MS, F, and Sig.

Table 4. ANOVA Table

ANOVAᵃ					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	75.135	2	37.568	33.599	.001ᵇ
Residual	44.725	40	1.118		
Total	119.860	42			

a. Dependent Variable: Kompetensi Pedagogik Guru
b. Predictors: (Constant), Peran Kepala Sekolah

In simple linear regression analysis, the source column indicates the factors contributing to variance in the data, which are divided into two main components: the model and the residuals. The Sum of Squares column displays the total sum of squared differences between the observed values and the predicted values from the regression model. This total variance is broken down into the model's explained variance and the residual variance (the unexplained portion). The degrees of freedom (df) column indicates how many independent data points are used to calculate the variance for both the model and the residuals. The model's degree of freedom is equal to the number of independent variables, while the residual degrees of freedom is calculated by subtracting the number of independent variables from the total number of observations.

The Mean Square column represents the average variance for both the model and the residuals, calculated by dividing the sum of squares by their respective degrees of freedom. The F column shows the F-statistic, which is used to assess the significance of the independent variable's effect on the dependent variable. A higher F value indicates a stronger relationship between the variables. The significance (Sig) column indicates whether this relationship is statistically significant. If the p-value (Sig) is less than 0.05, it suggests that the independent variable significantly influences the dependent variable. In the example given, with an F value of 33.599 and a significance of 0.001, it is evident that the independent variable has a statistically significant effect on the dependent variable.

Coefficient Table

The Coefficient table in simple linear regression displays the regression coefficient values. This table consists of two columns, namely: Unstandardized Coefficients and Standardized Coefficients.

Tabel 5. Tabel Coefficients

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.871	1.296		2.216	.032
	Pedagogical literacy of teachers in learning	.525	.157	.584	3.346	.002
	Pedagogical literacy of teachers in learning	.243	.179	.236	1.355	.183

Dependent Variable: Implementation of the Merdeka Curriculum

The Coefficient table in regression analysis presents both unstandardized and standardized coefficients, each providing different insights into the relationship between the independent and dependent variables. The Unstandardized Coefficients show the magnitude of the effect of the independent variable on the dependent variable in its original units, reflecting how much the dependent variable is expected to change for each one-unit change in the independent variable. On the other hand, the Standardized Coefficients offer a comparison of the relative strength of the independent variables' effects by standardizing the coefficients, allowing for interpretation in terms of standard deviation units. Both types of coefficients help in understanding the influence of predictors, with unstandardized coefficients being useful for direct interpretation in the context of the original data, and standardized coefficients helping to compare the relative importance of different predictors.

A positive regression coefficient value indicates that the independent variable has a positive influence on the dependent variable. This means that the higher the value of the independent variable, the higher the value of the dependent variable. A negative regression coefficient value indicates that the independent variable has a negative influence on the dependent variable. This means that the higher the value of the independent variable, the lower the value of the dependent variable. The significance value of the regression coefficient indicates the significance level of the influence of the independent variable on the dependent variable. If the significance value of the regression coefficient is <0.05, then the effect of the independent variable on the dependent variable is statistically significant. The Coefficient table above shows that the regression coefficient value for variable X is 0.5 and the significance value of the regression coefficient is 0.000. Variable X has a positive influence on variable Y. The effect of variable X on variable Y is statistically significant.

Descriptive Statistical Analysis

This analysis aims to determine the answers of respondents to each variable of the influence of the implementation of the independent curriculum on the pedagogical competence of teachers in learning and evaluation in SD Negeri Se Kecamatan Margasari to determine the frequency of the intensity of the conditions of each variable can be known by multiplying the highest score in each variable by the number of question items in each variable which is then divided into 5 categories (Umar, 2005), as follows:

RS = (m-n) / k
RS = (4-1) / 4 = 0.75
Where:
RS = Scale range n = Minimum score
m = Maximum score k = Number of categories

The categories of respondents' answers are divided into four ranges to classify the conditions of the variable being measured. A score between 1.00 and 1.75 indicates a "Very low or very bad" condition, suggesting that the variable is at a minimal level. Scores between

1.76 and 2.50 fall under "Low or not good," indicating that the variable still requires improvement. A score between 2.51 and 3.25 represents a "High" condition, which shows that the variable is at a good level. Finally, a score from 3.26 to 4.00 falls under "Very high," indicating an excellent or optimal condition of the variable. These categories can then be used to determine how many respondents fall into each classification, providing insight into the overall distribution of responses.Description of the Independent Curriculum Implementation Variable

Based on the results of the questionnaire obtained from 43 teacher respondents in public elementary schools in Margasari Subdistrict, on the Independent Curriculum Implementation variable. obtained the scores as listed in the following table:

Table 6. Description of the Independent Curriculum Implementation Variable

Variabel	Implementation of the Merdeka Curriculum			
Item Statement	1	2	3	4
Total Score	139	138	141	134
Average Score	3,23	3,21	3,28	3,12
Average Number	12,8			
Variable Averages	3,20			
Category	Good			

Based on the table data above, it is known that the influence of the implementation of the independent curriculum is that the average number of scores from 4 statements is 12.8, while the variable average is 3.2. From these results, the Implementation of the Independent Curriculum is in the Good category according to the opinions of public elementary school teachers in Margasari District.

Variable Description of Teacher's Pedagogical Literacy Ability in Learning

The results of the questionnaire obtained from 43 teacher respondents in public elementary schools in Margasari Subdistrict, on the variable of teachers' pedagogical literacy skills in learning, obtained scores as listed in the following table:

Table 7. Variable Description of Teacher pedagogical literacy in learning

Variabel	Teacher pedagogical literacy in learning			
Item Statement	1	2	3	4
Total Score	146	137	140	136
Average Score	3,4	3,19	3,26	3,16
Average Number	13			
Variable Averages	3,25			
Category	Good			

Based on the data in the table above, it is known that the teacher's pedagogical literacy in learning can be explained that the average number of scores from 4 statements is 13. The variable average obtained is 3.25. From these results, the teacher's pedagogical literacy in learning is in the Good category.

Variable Description of Teacher's Pedagogical Literacy Ability in Evaluation

Based on the results of the questionnaire obtained from 43 respondents in public elementary schools in Margasari sub-district, the teacher's pedagogical literacy ability variable in evaluation obtained a score as shown in the following table:

Table 4.8. Variable Description of Teacher pedagogical literacy in evaluation

Variabel	Teacher pedagogical literacy in learning			
Item Statement	1	2	3	4
Total Score	146	137	140	136
Average Score	3,4	3,19	3,26	3,16
Average Number	13			
Variable Averages	3,25			
Category	Good			

Based on the data table above, it is known that the teacher's pedagogical literacy in evaluation can be explained that the average number of scores from the statement is 21.9, while the variable average is 3.23. From these results, the teacher's pedagogical literacy in evaluation is included in the Good category.

Discussion

Implementation of the Independent Curriculum

The implementation of the Merdeka Curriculum in education emphasizes flexibility and adaptability in teaching, allowing teachers to design learning experiences that align with the diverse needs and characteristics of students. To successfully implement this curriculum, teachers must possess a high level of pedagogical competence. Key indicators of this competence include the ability to understand the cognitive, affective, and psychomotor aspects of students, which helps teachers design tailored learning experiences that meet individual needs. Additionally, teachers must have a solid understanding of learning theories and principles to craft effective teaching methods and approaches. Mastery of curriculum development is equally important, as it enables teachers to create and adapt learning tools that align with the Merdeka Curriculum's objectives.

Teachers must also develop competencies in managing educational activities that foster a positive learning environment. This includes encouraging student engagement and facilitating activities that promote active learning. Teachers are expected to constantly evaluate the effectiveness of their teaching through continuous assessment of student learning outcomes. This evaluation process helps teachers understand students' progress, adjust their teaching strategies, and ensure that learning objectives are being met. Furthermore, understanding and utilizing various educational resources is crucial for enriching the learning process and making it more meaningful for students.

To enhance their pedagogical competence, teachers can engage in a variety of professional development activities. Reflecting on their teaching practices regularly allows teachers to identify areas of strength and opportunities for improvement. Collaboration with colleagues also plays a vital role in professional growth, as it enables teachers to share experiences and best practices. Additionally, attending training, seminars, and workshops specifically focused on the Merdeka Curriculum can provide teachers with new insights and strategies for implementation. Reading relevant literature further supports teachers' continuous learning, helping them stay updated on the latest developments in teaching practices and educational research. Through these efforts, teachers can improve their pedagogical skills, which ultimately leads to more effective teaching and better learning outcomes for students.

Understanding the Curriculum and Learning Objectives

Teachers who have good pedagogical literacy must be able to deeply understand the applicable curriculum and the learning objectives to be achieved. This includes adapting materials to the competency standards and basic competencies set out in the curriculum. Planning lessons by taking into account short-term and long-term goals. Develop lesson plans (RPP) in accordance with student characteristics and the learning context.

Mastery of Pedagogy (Learning Methods and Strategies)

Teachers' ability to use various learning methods and strategies that are appropriate to the material and students' needs is part of pedagogical literacy. Some aspects that include this include a variety of Learning Methods Using a variety of approaches, such as active learning, project-based, discussion, or technology-based learning Collaborative Learning: Encouraging cooperation among students through group discussions, joint projects or cooperative learning. Differentiated Learning: Tailoring learning to individual needs, for example by providing different tasks or a more in-depth approach for higher ability students, or a remedial approach for those who need more support.

Classroom Management Skills

Pedagogical literacy also includes teachers' skills in creating a classroom environment that is conducive to learning. This involves setting clear classroom structures and routines. Creating a positive learning climate, where students feel safe and motivated to learn. Managing student behavior in a firm but understanding manner. Maintaining student attention and focus throughout the learning process.

Use of Technology in Learning

In the digital era, pedagogical literacy also includes teachers' ability to utilize technology to improve the quality of learning. This includes. Using educational software, online learning applications and e-learning platforms to support learning. Integrating technology in classroom activities, such as the use of multimedia, videos or simulations to enrich students' learning experience. Utilizing technology for online or blended learning.

Self-Development and Lifelong Learning

Teachers who have high pedagogical literacy always strive to develop themselves. This includes. Improving teaching skills through training and educational seminars. Utilizing the latest educational literature and relevant research to improve teaching quality.Collaborating with fellow teachers to share experiences and effective teaching strategies. Regularly self-reflecting on teaching practices and seeking ways to improve them. Teachers' pedagogical literacy in learning is a combination of a deep understanding of learning concepts, the ability to implement a variety of appropriate teaching methods and strategies, and skills in assessing, giving feedback and supporting students' development holistically. With these skills, teachers can create learning experiences that are effective, fun and relevant to students' needs and the demands of the times.

Teachers' Pedagogical Competence in Evaluation

Teachers' pedagogical literacy in evaluation is their ability to understand, use and develop appropriate evaluation strategies in learning. Pedagogical literacy in this context refers to the understanding and skills required by teachers to manage and implement evaluations that not only measure the achievement of student learning outcomes but also promote continuous improvement in the learning process.Here are some important aspects of teachers' pedagogical literacy in evaluation. Understanding the Purpose of Evaluation Teachers must understand the purpose of learning evaluation, which is not only limited to measuring student learning outcomes, but also as a tool to improve and enhance the learning process. The purpose of evaluation may include:

Assessing the extent to which students have mastered the learning material.

Analyze the effectiveness of the learning methods used, and know the strengths and weaknesses of students, both individually and in groups.

Provide constructive feedback for future student development.

Teachers must be able to use a variety of evaluation techniques and instruments to comprehensively assess students' competencies. This involves proficiency in assessments conducted during the learning process, such as quizzes, daily assignments, discussions, or direct observations, to provide immediate feedback and support the learning process. Assessments conducted at the end of the learning period (for example, end-of-semester exams) to measure students' final achievement.

Diagnostic Assessment is used to diagnose learning problems or difficulties experienced by students since the beginning of learning. Authentic Assessment is an assessment that focuses on the application of students' skills and knowledge in real situations or the context of everyday life. In addition, teachers must also be able to create evaluation instruments such as test questions, assessment rubrics, and observation lists that are valid and reliable.The teacher's ability to analyze evaluation results is very important to improve the quality of learning. This includes Teachers need to analyze evaluation results objectively, identify patterns or trends in student performance, as well as evaluate whether learning objectives have been achieved.

Based on evaluation results, teachers can identify areas that require improvement or reinforcement, both for individuals and groups of students. By analyzing evaluation results, teachers can make changes or adjustments in teaching methods, approaches or learning strategies that are more effective in meeting students' needs. The ability to provide constructive and constructive feedback is essential in evaluation. Teachers should be able to provide feedback that is clear and specific, pointing to what has been good and what needs to be improved. Positive, which can motivate students to continue to develop and learn. Facilitate students' self-reflection, encouraging them to understand their strengths and weaknesses in learning. Teachers must also continue to develop themselves in terms of learning evaluation. This includes Knowledge and Skills Enhancement by attending training or workshops related to the latest evaluation techniques.

Overall, teachers' pedagogical literacy in evaluation plays a very important role in supporting the quality of learning. Effective evaluation not only helps teachers know the extent to which students have mastered the material, but also allows them to adapt better learning strategies and provide constructive feedback for student development.

CONCLUSIONS

The implementation of the Merdeka Curriculum in public primary schools in Margasari Subdistrict has been generally successful, with an average score of 3.20, indicating that it is in the "good" category. Teachers' literacy skills in learning and evaluation also showed positive results, with averages of 3.25 and 3.23, respectively, both categorized as good. Key supporting factors for this successful implementation include supportive government policies, school readiness, and active stakeholder involvement. However, some challenges remain, such as a lack of teacher understanding of the curriculum, limited facilities and infrastructure, and difficulties in effectively implementing the learning methods required by the curriculum.

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