The Influence of Merdeka Curriculum Policies and Work Motivation on Teacher Performance

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Abstract. Improving the madrasah learning process is influenced by several factors, including schools being able to face change Curriculum policy is currently becoming a crucial topic in education. Motivation as a driving force in facing changes that plays a role in the implementation of learning in madrasas. Teacher performance is a very important component in implementing the curriculum in the learning process, because it is the teacher who is in direct contact with students. The aim of this research is to determine the effect of implementing the Merdeka curriculum policy and work motivation on teacher performance. The research method used in this research is quantitative. The data collection technique uses a questionnaire with a Likert scale model. The data analysis technique in this research uses the SmartPLS data processing application Version 3.2.9. The results of analysis and testing of research data show that the influence of implementing the Merdeka curriculum and work motivation on teacher performance together have a significant effect on teacher performance. This is proven by the R-Square value of the teacher performance variable obtained at 0.587 which can be stated in the medium category. In addition, 36.4% of teacher performance in the Madrasah Aliyah Negeri 1 Bandung District and Madrasah Aliyah Negeri 2 Bandung District was influenced by the Merdeka curriculum policy and teacher work motivation. For comparison, the remaining 41.3% was contributed by other factors outside this research.

Keywords: Merdeka Curriculum Policy, Work Motivation, Teacher performance

1   Introduction

The curriculum is an important plan in achieving the educational goals of a school. The most important person who has a role in the learning process and curriculum achievement in school is the teacher. The implementation of the curriculum depends on the teacher's skills and abilities in their field.

The teacher's ability will have an impact on the quality of graduates to compete in this era of development, in line with Priyono Tri Febrianto's opinion, according to him, developments occurring in the world of education have a role in improving graduates who of course must be able to compete in the 21st century [1].

However, as is known, in the last two years ago, in 2020, education in Indonesia has experienced drastic changes and decline due to the impact of the Covid-19 pandemic. The impact of education does not only occur in Indonesia, several researchers, one of whom is Mandy Yan Dang from Northern Arizona University, USA, explained the results of her research in a journal article, she stated that during the Covid-19 pandemic it was still happening. has an impact on learning satisfaction and influences students' intentions by using distance learning methods, teachers must have creative learning ideas to make students interested and not bored with distance learning methods [2].

Seeing various challenges in the world of education, the Minister of Education and Culture, Research and Technology (Mendikbud Ristek) Nadiem Makarim officially launched the Merdeka Curriculum. Previously known as Driving School Curriculum Prototype. According to Nadiem Makarim, the core of the Merdeka Curriculum is Merdeka learning, which is a concept created so that students can explore their own interests and talents [3].

Curriculum change is one of the systemic changes that can improve and restore learning, it will also change the operationalization of the curriculum, both the people involved in education and the factors supporting the implementation of the curriculum [4].

The basis for implementing the Merdeka Curriculum refers to the Decree of the Minister of Research and Technology of the Republic of Indonesia No. 262/M/2022 concerning changes to the Decree of the Minister of Education, Culture, Research and Technology No. 56 of 2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery [5]. Education units need to develop a curriculum with the principle of diversification in accordance with the conditions of the education unit, regional potential and students.

Not only in state schools, madrasas are also involved in implementing the Merdeka Curriculum by referring to the Decree of the Minister of Religion of the Republic of Indonesia Number 347 of 2022 concerning Guidelines for Implementing the Merdeka Curriculum in Madrasas, that to implement the Merdeka Curriculum the Merdeka Curriculum in madrasas needs to be adapted according to its particularities and characteristics. learning needs in madrasas [6].

In its implementation, there were several obstacles in the implementation of the Merdeka Curriculum, especially those that occurred at the Bandung District Madrasah Aliyah. According to the results of an interview with the Deputy Principal for Curriculum, it was stated that the socialization of the Merdeka curriculum to Madrasahs was not as comprehensive and final as the training at the Driving School, however, with the Minister's decision Religion of the Republic of Indonesia regarding the implementation of the Merdeka Curriculum, the school is trying to make adjustments by participating in various training. and literacy sources to understand the implementation of the Merdeka curriculum. Therefore, apart from that, there is not much research related to the policy of implementing the Merdeka Curriculum policy which has been approved as a curriculum in Madrasas in the Decree of the Minister of Religion of the Republic of Indonesia Number 347 of 2022 concerning guidelines for implementing the Merdeka Curriculum policy in Madrasas. Researchers are interested in studying

how the implementation of the policy affects Merdeka curriculum and work motivation on teacher performance in Madrasah Aliyah Bandung District.

1.1   Implementation of the Merdeka Curriculum Policy in Madrasas

The implementation of the merdeka curriculum in Madrasa basically follows the policies set in schools by the Ministry of Education and Culture, but under certain conditions Madrasa makes adaptations according to the learning needs of Madrasa and strengthening Islamic religious education and Arabic which is the speciality of Madrasa. The merdeka curriculum is one of the options for education units to be used for learning recovery at period from 2022 to 2024. During the learning recovery period, Madrasa can choose to use the 2013 curriculum and or use the merdeka curriculum. Any choice must be oriented towards the effectiveness of education management in Madrasa [7].

The Ministry of Religious, which oversees Madrasas, has determined Madrasa implementing the Merdeka Curriculum for the 2022/2023 academic year through Decree of the Director General of Islamic Education Number 3811 of 2022. Madrasas that implement the Merdeka Curriculum in stages starting in the 2022/2023 academic year are Raudhatul Athfal (RA), Madrasa Ibtidaiyah (MI) grade 1 and 4, Madrasa Tsanawiyah (MTs) grade 7, and Madrasa Aliyah grade 10. Meanwhile, Madrasas that have registered in the Madrasa Exam Database application, but have not been designated as implementing the Merdeka Curriculum, as well as madrasas that have not registered, can Merdekaly prepare for the implementation of the merdeka curriculum [8].

Madrasas must dare to make innovations, creations and breakthroughs in managing education to create a conducive learning environment so that teachers and students are passionate about learning. Teachers and stundetns get the widest possible opportunity to be creative and innovate so that the quality of learning increases.

The Merdeka Curriculum enhances the cultivation of student character education with the Pancasila learner profile, which consists of 6 dimensions, each dimension of which is explained in detail into each element. consisting of faith in God Almighty, global diversity, mutual cooperation, self-reliance, critical reasoning, creativity [9]. The learning carried out is allocated around 30% of the total JP per year. The implementation of the project to strengthen the profile of Pancasila students is carried out flexibly in terms of content and implementation time [10].

1.2   Work Motivation

Motivation is a fundamental psychological process; motivation is a very important process in satisfying various needs and keeping the various interests of the members of the organisation. Motivation as an inner state is a kind of feeling or will that greatly affects the will of the individual, so that the individual is encouraged to behave and act in accordance with the goals [11].

Hasibuan in defines motivation as providing a driving force that creates a person's work enthusiasm so that they want to work together to work effectively, and are integrated with all efforts to achieve satisfaction [11].

Maslow's theory of motivation states that there are five basic needs, which an individual always experiences. Maslow argues that a person's desired needs are tiered, meaning that if the first need has been met, the next need will become a priority in carrying out the work itself [11].

The various needs include: 1) Physiological Needs, 2) Safety Needs, 3) Need for Love and Belongingnees, 4) Nees for Self-Estem, dan 5) Need for Self-Actualization [11].

1.3   Teacher Performance

Teacher performance is the achievement or result of a teacher's work related to the tasks assigned to him, namely educating, teaching, training, guiding, assessing, and evaluating students. Furthermore, participants or students will receive modern teaching if students are seen as individuals and receive optimal service from the teacher Performance or work achievement is defined as an expression of ability based on knowledge, attitudes, skills and motivation in producing something. Performance is an activity related to three main aspects, namely behavior, results and organizational effectiveness [12].

The teaching profession needs to be developed continuously and proportionally according to the teacher's functional position. Apart from that, so that the functions and duties attached to the functional position of a teacher can be carried out in accordance with applicable regulations, it is necessary to have a teacher assessment (PK Guru) which guarantees a quality learning process at all levels of education. The teacher PK assessment refers to Law Number 14 of 2005 concerning Teachers and Lecturers which states four competencies that teachers must have, namely: Social Competence, Pedagogical Competency, Personality Competency and Professional Competency [13].

2   Methods

2.1   Research Approach and Methods

The approach used in this research is a quantitative approach, while the research method uses a survey method. Survey Method is research that takes samples from a population using a questionnaire as the main data collection tool to study the observed symptoms or phenomena [14].

2.2   Types and Sources of Research

The quantitative data required is: Number of Teachers and questionnaire results. Meanwhile, other data needed such as organizational structure, general description of the school, conditions of implementation of the Merdeka curriculum policy, work motivation and teacher performance, especially those that are relevant to the problems in the research, will be described.

The population in this research are teachers who have implemented the Merdeka Curriculum at Madrasa Aliyah Negeri in Bandung District. Based on the data obtained from the preliminary study, the following is the school data that will be the population in this study, namely:

Table 1. Research Population Data

No.	School Name	Number of IKMB Teachers
1.	Madrasa Aliyah Negeri 1 Kabupaten Bandung	44
2.	Madrash Aliyah Negeri 2 Kabupaten Bandung	30
	Quality	74

In this research, the sampling technique used is the Probability Sampling Technique, which is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a sample member. The sample was taken using a simple random sampling technique at random without paying attention to the strata in the population, this was done because of homogeneous mutations, namely State Madrasah Aliyah teachers who had implemented the Merdeka learning curriculum in Bandung District. The following is a determination of the minimum sample size that can be used in research, namely:

$$n = \frac{N}{N.e^2 + 1}$$
$$n = \frac{74}{74.(0,05)^2 + 1}$$
$$n = \frac{74}{74.0,0025 + 1}$$
$$n = \frac{74}{0,185 + 1}$$
$$n = \frac{74}{1,185}$$
$$n = 62,744 \approx 63$$

So, the minimum number of samples used in this research was 63 people.

2.3   Data Collection Techniques

This research uses data collection techniques in the form of questionnaires and documentation. The type of instrument used in this research is a collection of statement items regarding the assessment of the implementation of the Merdeka Curriculum Policy, work motivation and teacher performance. Instrument measurements are in the form of scores obtained from a set of questionnaires using a Likert scale [14].

2.4   Data Analysis Techniques

Partial Least Square (PLS) Method.

Partial Least Squares is a type of multivariate statistical analysis whose use is the same as SEM in covariance analysis. In this research, data analysis uses Smart PLS software version 3.2.9. Smart PLS is a statistical analysis data processing software to make it easier for us to manage data. There are several steps that must be taken, namely: 1) Creating a model concept, 2) Algorithmic analysis method which is determined. 3) Defined resampling method, 4) Draw path diagram, 5) Evaluate modes [15].

Smart PLS has three stages of analysis in PLS, namely: outer model analysis, inner model assessment analysis and bootstrapping.

3   Results and Discussion

3.1   Evaluation of the Measurement Model (Outer Model)

In this research, a validity test was carried out to determine whether the construct met the requirements to be continued as research or not. The following are the results of the outer model test which shows the outer loading value using the SmartPLS 3 analysis tool.

After going through the repetition testing process, the following are the results of testing the third convergent loading factor algorithm:
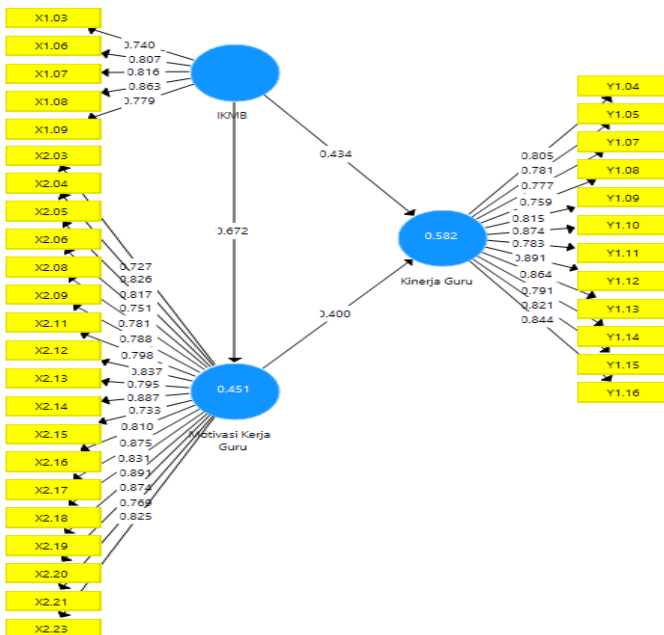

Fig. 1. Third Outer Model Test Result

Based on the results of the third outer model test in Fig. 1. obtain the loading factor value for each research variable in the table below.

Table 2. Factor loading value based on the third outer model test

	Variable				
X_1		X_2		Y	
X1.03	0.740	X2.03	0.727	Y.04	0.805
X1.06	0.807	X2.04	0.826	Y.05	0.781
X1.07	0.816	X2.05	0.817	Y.07	0.777
X1.08	0.863	X2.06	0.751	Y.08	0.759
X1.09	0.779	X2.08	0.781	Y.09	0.815
		X2.09	0.788	Y.10	0.874
		X2.11	0.798	Y.11	0.783
		X2.12	0.837	Y.12	0.891
		X2.13	0.795	Y.13	0.864
		X2.14	0.887	Y.14	0.791
		X2.15	0.733	Y.15	0.821
		X2.16	0.810	Y.16	0.844
		X2.17	0.875		
		X2.18	0.831		
		X2.19	0.891		
		X2.20	0.874		
		X2.21	0.769		
		X2.23	0.825		

Based on Table 2 and Fig. 1. above, it can be seen that all statement items on the three research variables have a loading factor value > 0.700, so they are declared valid.

Discriminant Validity Test.

The AVE value of each latent variable must be greater than the highest r^2 value with the value of the other latent variables. Then the results of the Fornell - Larcker criterion values can be seen in Table 3, as follows:

Table 3. Fornell-Lacker Values

	IKMB	Teacher Performance	Work Motivation
IKMB	0.802		
Teacher Performance	0.703	0.818	
Work Motivation	0.672	0.692	0.813

Based on Table 3 above, it can be seen that the discriminant validity using the Fornell-Larcker criteria shows the AVE root value of each construct or variable, the result of the AVE square root of each variable is greater than the correlation between the two variables in the model. Therefore, the variables in this study can be declared to meet the criteria for discriminant validity.

Reliability Test.
Based on the results of research dataprocessing, realibity results were obtained using Cronbach's Alpha and Composite Reliability which can be seen in Table 4, as follows:

Table 4. Reliability Test

Variable	Cronbach's Alpha	Composite Reliability
The Impementation of Merdeka Curriculum Policies (X_1)	0.861	0.900
Work Motivation (X_2)	0.955	0.960
Teacher Performance (Y)	0.970	0.972

Based on Table 4 above, the results of the reliability test can be seen, showing that all variables in this study have Cronbach's Alpha and Composite Reliability values > 0.7. Thus, all of these variables are declared to have met the reliability test criteria.

3.2 Evaluation of The Model Structure (Inner) Model

R-Square ($R2$).
Based on the results of the researcher's data processing, the R-Square results in Table 5 are obtained as follows:

Table 5. R- Square Value (R^2)

Dependent Variable	R-Square	R-Square Adjusted
Teacher Performance (Y)	0.582	0.568

Based on Table 5 above, the R-Square value for the Teacher Performance variable (Y) is 0.582 which can be stated to be in the medium category. This value shows that the The Implementation of Merdeka Curriculum Policies (X1) and Teacher Work Motivation (X2) together influence Teacher Performance (Y) in the Madrasa Aliyah Negeri (MAN) 1 Bandung District and Madrasa Aliyah Negeri (MAN) 2 Bandung District.

Path Coefficient Estimation.
Below are the results of the path coefficient test in this research:

Table 6. Path Coefficient Test Results

Dependent Variable	Path Coefficient value
Implementation of the Merdeka Curriculum (X1) on Teacher Performance (Y)	0,434
Teacher Work Motivation (X2) on Teacher Performance (Y)	0,400
Implementation of the Merdeka Curriculum (X1) on Teacher Work Motivation (X2)	0.672

Based on Table 6 above, it is known that the two paths in this research model, the first path, namely the Implementation of the Merdeka Curriculum (X1) on Teacher Performance (Y) is acceptable because it has a path coefficient value above 0.1. The two paths of Work Motivation (X2) on Teacher Performance (Y) are also acceptable because the path coefficient value is above 0.1. Then the path for implementing Merdeka Curriculum (X1) towards Work Motivation (X2) is also acceptable because the path coefficient value is above 0.1.

Predictive Relevance (Q-Square).

The results of calculating the Q- Q-Square (Q^2) value can be seen in Table 7, as follows:

Table 7. Q--Square Value (R^2)

Dependent Variable	*Q-Square* (Q^2)
Teacher Performance (Y)	0.361
Work Motivation (X2)	0.253

Base on the table above, the Q-Square (Q2) value of 0.361 shows evidence that the relevance of the prediction is good because the value obtained is more than 0 (zero). So it can be concluded that 36.1% of Teacher Performance (Y) in the Madrasah Aliyah Negeri (MAN) 1 Bandung District and State Madrasah Aliyah (MAN) 2 Bandung District education units is influenced by the Implementation of the Merdeka Curriculum (X1) and Teacher Work Motivation. (X2), while the remaining 63.9% is the contribution of other factors to Teacher Performance (Y) outside this research.

In addition, 25.3% of Teacher Work Motivation (X2) in the Madrasa Aliyah Negeri (MAN) 1 Bandung District and Madrasa Aliyah Negeri (MAN) 2 Bandung District education units is influenced by the Implementation of the Merdeka Curriculum (X1), while the rest amounting to 74.7% is the contribution of other factors to Teacher Work Motivation (X2) outside this research.

3.3   Hypothesis Testing (Bootstrapping)

The results of hypothesis testing (Bootstrapping) in this research can be seen in Fig. 2. as follows:
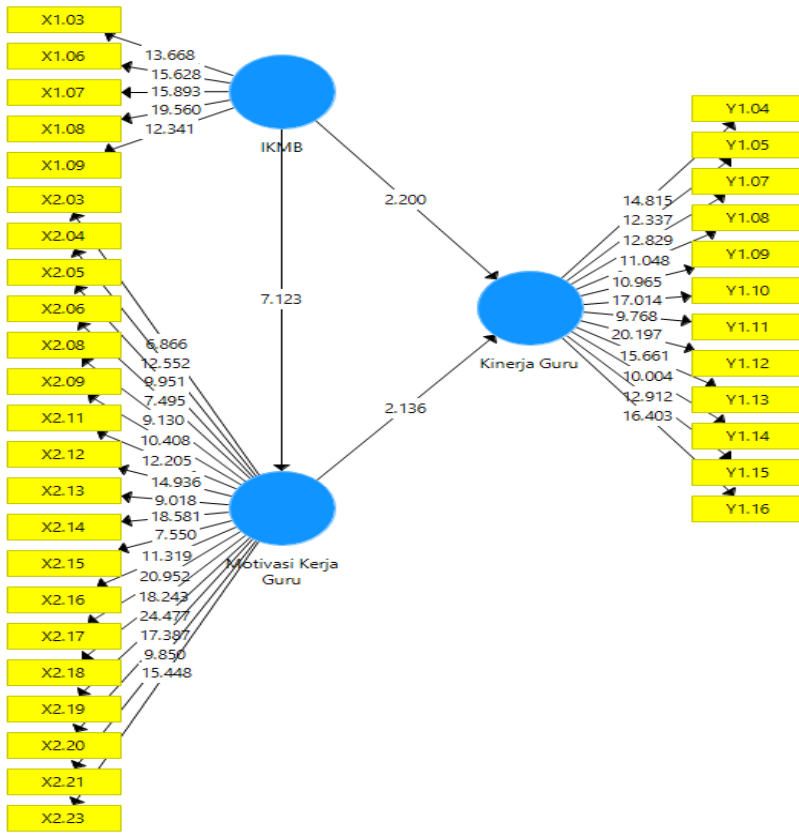
Fig. 2. Hypothesis Testing Results (Bootstrapping)

Base on the results of hypothesis testing (Bootstrapping) in Fig. 2. above, it can be seen the influence of each Merdeka variable, namely the Implementation of the Merdeka Curriculum (X1) and Teacher Work Motivation (X2) on the dependent variable, namely Teacher Performance (Y), as in the following table:

Table 8. Hypothesis Test Results (Bootstrapping)

The Influence of Merdekas on Dependents	T Statistics	P-Values	Results
Implementation of the Merdeka Curriculum (X1) on Teacher Performance (Y)	2,200	0,028	accepted
Teacher Work Motivation (X2) on Teacher Performance (Y) Intention	2,136	0,026	accepted
Implementation of the Merdeka Curriculum (X1) on Teacher Work Motivation (X2)	7,123	0,000	accepted

Base on Table 8, a conclusion is obtained from the results of hypothesis testing, by comparing the results of the t-statistics with the t-table (2,000) and a significance level of 0.05, the conclusion results are as follows:

— Implementation of the Merdeka curriculum has a positive and significant influence on teacher performance in the Madrasa Aliyah Negeri (MAN) 1 Bandung District and State Madrasa Aliyah (MAN) 2 Bandung District.
— Teacher work motivation has a positive and significant influence on teacher performance in the Madrasa Aliyah Negeri (MAN) 1 Bandung District and Madrasa Aliyah Negeri (MAN) 2 Bandung District.
— Implementation of the Merdeka curriculum has a positive and significant influence on teacher work motivation in the Madrasa Aliyah Negeri (MAN) 1 Bandung District and Madrasa Aliyah Negeri (MAN) 2 Bandung District.

4   Conclusion

Base on the results of the study it can be conclude:

1. The influence of the implementation of the Merdeka learning curriculum on teacher performance was obtained by a positive path coefficient value of 0.434, which means that the implementation of the Merdeka learning curriculum had a positive influence on teacher performance in the Madrasah Aliyah Negeri (MAN) 1 Bandung District and Madrasah Aliyah Negeri education units. (MAN) 2 Bandung District. This shows that the better the implementation of the Merdeka learning curriculum in the Madrasah Aliyah Negeri (MAN) 1 Bandung District and Madrasah Aliyah Negeri (MAN) 2 Bandung District education units, the better the teacher performance at those madrasas will be. Then, the results of hypothesis testing show that the implementation of the Merdeka learning curriculum has a significant effect on teacher performance in the Madrasah Aliyah Negeri (MAN) 1 Bandung District and State Madrasah Aliyah (MAN) 2 Bandung District education units. This was proven by obtaining a t-count > t-table value (2,200 > 2,000) and a significance value smaller than 0.05 (0.028 < 0.050).
2. The influence of teacher work motivation on teacher performance obtained a positive path coefficient value of 0.400, which means teacher work motivation has a positive influence on teacher performance in the educational units of State Madrasah Aliyah (MAN) 1 Bandung District and State Madrasah Aliyah (MAN) 2 Bandung District. This shows that the better the work motivation of teachers in the Madrasah Aliyah Negeri (MAN) 1 Bandung District and Madrasah Aliyah Negeri (MAN) 2 Bandung District education units, the better the teacher performance at those madrasas will be. Then, the results of hypothesis testing show that teacher work motivation has a significant effect on teacher performance in the educational units of State Madrasah Aliyah (MAN) 1 Bandung District and State Madrasah Aliyah (MAN) 2 Bandung District. This was proven by obtaining a t-count > t-table value (2.136 > 2.000) and a significance value smaller than 0.05 (0.033 < 0.050).

3. The influence of the implementation of the merde learning curriculum and work motivation on teacher performance together have a significant effect on teacher performance in the educational units of State Madrasah Aliyah (MAN) 1 Bandung District and State Madrasah Aliyah (MAN) 2 Bandung District. This is proven by the results of the R-Square value for the teacher performance variable which was obtained at 0.587 which can be stated to be in the medium category. This value shows that the implementation of the Merdeka learning curriculum and teacher work motivation jointly influence teacher performance in the Madrasah Aliyah Negeri (MAN) 1 Bandung District and State Madrasah Aliyah (MAN) 2 Bandung District education units. In addition, 36.4% of teacher performance in the Madrasah Aliyah Negeri 1 Bandung District and Madrasah Aliyah Negeri 2 Bandung District education units was influenced by the implementation of the Merdeka learning curriculum and teacher work motivation, while the remaining 41.3% was contributed by other factors on teacher performance outside this research.

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