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Reflective Learning in the Merdeka Curriculum: A Case Study of Mathematics Teachers in Population Alert Schools

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Abstract

Reflection on learning in the independent curriculum is highly recommended as one of the resources for teacher performance assessment. Of course, this also applies to subject teachers at the Population Standby School (SSK). The process of learning statistics by mathematics teachers based on regular learning reflection will help in the professional development of teachers in teaching mathematics to students. With this development process, it is hoped that the quality of material mastery and teacher performance in teaching will be maintained so that the quality of learning outcomes will increase. The purpose of this study is to describe the reflection process of statistical learning based on didactical design research as an effort to develop the professional development of mathematics teachers at SSK. This type of research is qualitative research with phenomenological design. The participant selected by purposive sampling in this study is one mathematics teacher in Phase E in SSK. Data collection combines data from observations, interviews and focus group discussions. The data analysis technique used is Interpretative Phenomenological Analysis (IPA). The results of the study show that the learning obstacles faced by students based on the results of the teacher's analysis lead to epistemological obstacles. Teachers interpret the concept of statistics as a form of understanding of statistics that are collected, processed, analyzed, and communicated for decision-making. Teachers make hypothetical learning Trajectory based on the results of the analysis, namely learning obstacles and concept images.

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