



**ANALYSIS OF 4TH GRADE TEACHER UNDERSTANDING AT
SDN SUKARESMI 06 IN IMPLEMENTING THE MERDEKA
MENGAJAR CURRICULUM AND ITS IMPACT ON 4TH
GRADE STUDENT LEARNING OUTCOMES**

UNDERGRADUATE THESIS / FINAL PROJECT

Submitted as one of the requirements to obtain

Sarjana Pendidikan (S.Pd.)

By:

Muhammad Kurnia Akbar

019201900001

FACULTY OF HUMANITIES

ELEMENTARY TEACHER STUDY PROGRAM

CIKARANG, FEBRUARY 2025

14% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text

Match Groups

- 
447 Not Cited or Quoted 12 %
 Matches with neither in-text citation nor quotation marks
- 
82 Missing Quotations 3 %
 Matches that are still very similar to source material
- 
0 Missing Citation 0 %
 Matches that have quotation marks, but no in-text citation
- 
0 Cited and Quoted 0 %
 Matches with in-text citation present, but no quotation marks

Top Sources

- 10 %  Internet sources
- 10 %  Publications
- 10 %  Submitted works (Student Papers)

0% detected as AI

The percentage indicates the combined amount of likely as well as likely AI-generated text that was also likely AI-

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Detection Groups

0 AI-generated only 0 %

Likely AI-generated text from a large-language model.

0 AI-generated text that was AI-paraphrased 0 %

Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written



*% detected as AI

AI detection includes the possibility of false positives. A submission is likely AI generated, scores below the surfaced because they have a higher likelihood of false

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.



What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.

Abstract

In a teaching and learning process, a teacher must understand the rules, principles, and objectives of the curriculum. This process includes the procedures for planning, implementing, and assessing learning activities as a manifestation of their understanding of the curriculum. This study aims to determine the understanding of teachers at SDN Sukaresmi 06 in implementing learning activities using the Merdeka Mengajar Curriculum and to discuss student learning outcomes as an indicator of teacher understanding. In this study, teacher understanding of the Merdeka Mengajar Curriculum and teacher empowerment are key to the learning outcomes, which are reflected in students' final grades.

This study was conducted with teachers and fourth-grade students at SDN Sukaresmi 06 to determine the level of teacher understanding and its impact on fourth-grade student learning outcomes. The study used a mixed-methods study, combining qualitative descriptive analysis and a sequential mixed-methods strategy with cluster random sampling. The teachers involved in this study were four homeroom teachers and four subject teachers. The total number of analyzed student learning outcomes was 226. Quantitative data analysis was conducted using IBM SPSS 26 software to determine validity and reliability coefficients.

The findings of this study indicate that most teachers feel comfortable teaching using the Merdeka Mengajar Curriculum, although some teachers found the curriculum cumbersome and confusing. Meanwhile, the learning outcomes of fourth-grade students demonstrate that teachers' presentation methods play a significant role in producing positive learning outcomes. Another factor that helps support teacher understanding and student learning outcomes is the school's comprehensive facilities and infrastructure.

Based on these findings, a recommendation that can be implemented is for the local education office to increase and improve the quality of teacher empowerment programs to provide inspiration, enhance creativity, and boost the effectiveness of classroom learning so that teaching activities can produce satisfactory results for student.

ACKNOWLEDGEMENTS

First of all, let us say Alhamdulillah, all praise and gratitude the author prays to the presence of Allah SWT, because thanks to His grace and guidance the compilation of the thesis entitled "ANALYSIS OF 4TH GRADE TEACHER UNDERSTANDING AT SDN SUKARESMI 06 IN IMPLEMENTING THE MERDEKA MENGAJAR CURRICULUM AND ITS IMPACT ON 4TH GRADE STUDENT LEARNING OUTCOMES" can be completed to fulfill one of the requirements in completing education in the Elementary School Teacher Education Study Program, Faculty of Humanities, President University Cikarang

There are many stories, obstacles, and challenges faced by the author in completing the writing of this thesis. However, thanks to the will of Allah SWT, the author can complete the writing of this thesis. Therefore, with great humility, on this occasion, the author would like to express his gratitude to:

- Mr. Handa S. Abidin, S.H., LL.M., Ph.D. As the Chancellor of President University Cikarang.
- Mrs. Ani Pujiastuti, Ph.D. as Head of Elementary School Teacher Education Study Program, Faculty of Humanities, President University Cikarang.
- Mr. Donald Samuel Slamet Santosa, S.Pd., M.M., M.Pd., D.Th. as Thesis Advisor who has guided the author in compiling this thesis until completion.

And all parties who have helped a lot in compiling this thesis that the author cannot mention all of them.

Finally, the author hopes that this thesis can provide benefits and knowledge for the author and for readers in general.

Cikarang, January 25, 2025

Muhammad Kurnia Akbar

TABLE OF CONTENT

CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Questions.....	3
1.3 Research Objectives.....	3
1.4 Research Significance.....	3
CHAPTER II.....	5
LITERATURE REVIEW.....	5
2.1 Curriculum.....	5
2.2 Teacher Understanding.....	31
2.3 Student Learning Outcomes.....	39
2.4 Previous Studies.....	48
CHAPTER III.....	57
METHODOLOGY.....	57
3.1 Research Approach.....	57
3.2 Research Context.....	61
3.3 Data Collection Techniques.....	63
3.4 Data Analysis Techniques.....	83
CHAPTER IV.....	86
RESULTS AND DISCUSSION.....	86
4.1 Results.....	86
4.2 Discussion and Analysis.....	112
CHAPTER V.....	120
CONCLUSION AND SUGGESTIONS.....	120
REFERENCES.....	121

LIST OF TABLES

Table 1. Summary of Literature Retrieval.....	53
Table 2. Operational Definition.....	63
Table 3. Classroom Observation Guidelines.....	71
Table 4. Interview Guidelines.....	73
Table 5. Questionnaire Table of Specification.....	76
Table 6. Questionnaire Specification Table for Questions 37, 37a, and 37b.....	78
Table 7. Questionnaire Specification Table for Questions 37, 37a, and 37b.....	79
Table 8. Class 4A Student Grade Recap.....	92
Table 9. Class 4C Student Grade Recap.....	93
Table 10. Class 4D Student Grade Recap.....	94
Table 10. Class 4E Student Grade Recap.....	95