

Implementation Of The *Kurikulum Merdeka* At The Senior High School

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Abstract

The teachers who will carry out an kurikulum merdeka in their respective schools certainly prepare the learning process starting from the design of learning tools, implementation to learning evaluation. In the design process, teachers are still hesitant because they have to make considerable changes outside the norm and must adjust to the characteristics of the school and students, besides that there are quite crucial obstacles such as the ability of teachers to master IT where the kurikulum merdeka is full of IT, and there are also obstacles related to the understanding of the kurikulum merdeka, it is found that teachers do not really understand the independent curriculum itself, more precisely in the development of an kurikulum merdeka such as teachers are only equipped with learning outcomes and for the elaboration of the Learning Objectives Flow (ATP), Teaching Module (MA), Pancasila Student Profile, Learning Objectives Achievement Criteria (KKTP), Teaching at the Right Level (TaRL), Operational Curriculum in the Education Unit (KOSP) teachers are required to be able to develop until learning is carried out. The purpose of this study is to identify and obtain information about teacher readiness in designing learning tools. The method used in this study is a descriptive method, namely by describing the subject about the situation and the data obtained during the observation and interview so that it becomes information to overcome the problems found. The results of this study show that teachers experience obstacles in preparing for the implementation of an kurikulum merdeka. Teachers have tried to prepare learning both intracurricular learning and projects to strengthen the profile of pancasila students. However, teachers feel that the results of the learning design they have developed are not yet mature to be implemented in the classroom.

Keywords: *kurikulum merdeka, Teacher Readiness, Learning Tools*

INTRODUCTION

Curriculum is the most important part of education. In line with the progress of education which continues to increase at all types and levels of education in Indonesia. Officially, the curriculum since the Dutch era has been implemented in schools, meaning that the curriculum has been implemented since the Dutch colonial (Nurtanto et al., 2021). The curriculum shows the basis or view of life of a nation. The form of life that will be used by the nation will be determined by the curriculum used in that country Duludu (Keskin & Yurdugül, 2019). There are always changes and improvements to the curriculum due to many factors that influence it. The purpose of education can change as a whole if the country is undergoing a change from a colonized country to an independent country (Scales et al., 2018). Public opinion about "replacing ministers changing curricula" is not entirely correct, because in reality curriculum changes are the influence of changes in laws concerning the national education system, for example the 1950 Lesson Plan is a consequence of the birth of Law Number 4 of 1950, and the 1994 curriculum is a consequence of the birth Law Number 2 of 1989 (Niemi & Kousa, 2020).

In Indonesia, from 2006-2020 the curriculum that applies in schools is the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum. At this time it is still found that the use of the 2013 curriculum has been predominantly implemented at all levels of education. But precisely in 2020, with the Covid 19 pandemic and the enactment of Large-Scale Social Restrictions (PSBB), all educational activities will be held online. The process of face-to-face learning which has been replaced by online learning has been reported by Sikteubun & Tambunan (Lo et al., 2018), where with Covid 19, face-to-face learning was replaced with online learning. Fauzi & Sastra Khusuma (Sahin & Yilmaz, 2020) stated that online learning is learning that is carried out

online at a distance or learning that is carried out by students wherever and whenever needed. This is to avoid crowds which is considered as a way to implement social distancing.

In order for the online learning process to be carried out properly, in addition to implementing the 2013 curriculum, In 2020 the government issued an emergency curriculum, from 2022 to 2024 the government has designed a prototype curriculum which is then called the independent curriculum. Suryadien (Sinaga & Pustika, 2021), conveyed that the Ministry of Education and Culture prepared several options to encourage the recovery of learning during the co-19 pandemic. Starting in 2022, the national curriculum has three curriculum options that can be chosen by educational units for the recovery of learning during the Covid-19 pandemic, namely the 2013 curriculum, the emergency curriculum (the 2013 simplified curriculum, focusing on strengthening character and basic competencies), and the prototype curriculum. Competency-based curriculum to support learning recovery by implementing project-based learning to support character according to the Pancasila Student Profile). Solehudin, Priatna and Zaqiyah (Udayani et al., 2021) conveyed that the national curriculum policy would be reviewed in 2024 based on evaluations during the learning recovery period.

The existence of curriculum changes in such a short time will certainly affect the quality of education. The readiness of teachers and schools in realizing curriculum goals, as well as the availability of educational facilities and infrastructure should also be taken into account, and the most important thing is how learning activities will be obtained by students. As stated by Wulandari, Susanto and Dafik (Abd. Syakur et al., 2020) that the good and bad quality of education is influenced by the quality of teaching and learning activities. Teaching and learning activities should be designed according to the abilities and characteristics of students. However, Sadewa also states that curriculum changes cannot be avoided and are skipped, but must be lived through and need to always be adapted to existing needs and principles (Din, 2020).

At this time, teachers are generally "confused" with the implementation of the Free Curriculum at all levels of education, where teachers are a category of profession that requires special expertise. As professional educators, the teacher's main task is to educate, train, direct, guide, assess and evaluate students to prepare the next generation who will face new challenges in the 21st (Sjöström & Eilks, 2018). Teachers realize that they do not have enough experience in designing and using learning tools in the teaching and learning process, this is actually a form of preparing and increasing the professionalism of a teacher in gaining new experiences in order to update his competence and professional skills (Rahayu, et al, 2022). The 21st century is a period where information technology is used and exploited. Independent education seeks to find out how technology-based education is now a mainstay in schools, which requires teachers and students to be prepared, one of which is preparing learning tools designed by each school called the Education Unit Operational Curriculum (KOSP) (Drew & Thomas, 2018). Relevant research conducted by Lince (2022) revealed that there was an increase in student motivation by ten percent after implementing the Independent Curriculum. Apart from that, the quality of teachers has also increased because it has been transformed into an *Kurikulum Merdeka* guideline where teachers not only act as educators, but also as facilitators, mediators and motivators for their students. Study conducted by Angga et.al (2022) in several elementary schools in Kabupaten Garut, Jawa Barat. The result showed that the project-based learning could boost the Students' motivation in learning. In addition, project-based learning contains value of Pancasila or it is known as Penguatan Profil Pelajar Pancasila

The most important tool in the learning process is the curriculum. The things in it are arranged according to the needs in the field (Hand et al., 2018). Although the implementation of this curriculum is focused on technological advances, all aspects and levels of education will be evaluated, especially teachers who will implement the independent curriculum in their respective schools, of course, prepare the learning process starting from designing learning tools,

implementing them to evaluating learning (Haqiyah, 2021). In the design process, teachers are still unsure because they have to make quite large changes out of the ordinary and have to adapt to the characteristics of the school and students, besides that there are quite crucial obstacles such as the teacher's ability to master IT where the independent curriculum is full of IT, and there are also obstacles related to understanding the independent curriculum, it was found that the teacher did not really understand the independent curriculum itself, more precisely in the development of an independent curriculum as teachers were only provided with learning outcomes and for the elaboration of Learning Objectives Flow (ATP), Teaching Modules (MA), Pancasila Student Profiles, Learning Objectives Achievement Criteria (KKTP), Teaching at the Right Level (TaRL), Operational Curriculum in the Education Unit (KOSP) teachers are required to be able to develop until learning is carried out (Sari, 2019). Therefore, this article will discuss the implementation of the curriculum at the junior high school level as seen from the readiness of teachers in preparing learning tools that are in accordance with the characteristics of students and school conditions (Zhu et al., 2019).

RESEARCH METHODS

The method used in this research is descriptive method Utami (Alyaarubi et al., 2021). This descriptive method is a research method that describes, describes, and analyzes objects from a particular situation from all data obtained during field activities by collecting data through observation, interviews and documentation techniques.

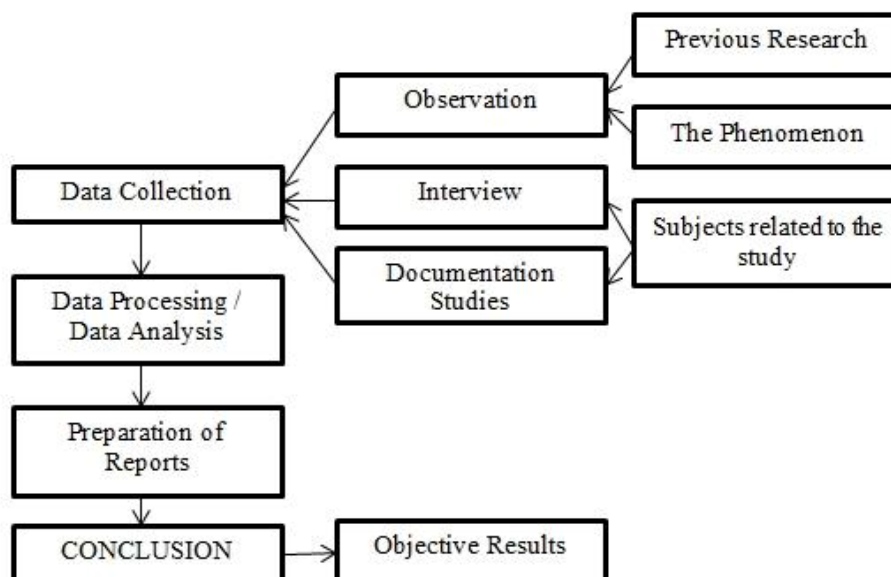


Figure 1. Design descriptive method

Researchers also used various sources, journals, articles and books related to educational practices in the Free Learning Curriculum. In this study, it is explained how the teacher's readiness in designing independent curriculum learning tools and also discusses the problems or constraints that are felt during the making of learning devices. Places, actors, and activities are

research subjects using observation and interview techniques Sapitri et al., (Clark et al., 2021). One of the high school (SMA) levels in the city of Padang was used as a research location. Principals and teachers are the target audience for this research.

RESULT AND DISCUSSION

The Education Unit Operational Curriculum (KOSP) is a curriculum compiled by schools that use or implement the Independent Curriculum, where the preparation of this curriculum must be based on the characteristics of the educational unit. This can have an impact on increasing the efficiency and effectiveness of school performance, especially in improving the quality of learning. Considering that students come from various ethnic backgrounds and social levels, one of the schools' attention must be directed to the principle of equity, both in the social, economic, political and so on. On the other hand, schools must also increase efficiency, participation and quality, and be accountable to the community and government.



Figure 1. Unit Operational Curriculum Design

From the results of the interviews obtained at one of the senior high school levels in the city of Padang. Where this high school has just started implementing the independent learning curriculum in the odd semester of the 2022/2023 academic year. The new implementation was carried out in class X, before compiling the school's KOSP, the process of environmental analysis was carried out both internally and externally, to determine the characteristics and potential of the education unit. From the information obtained, one of the factors that greatly determines the success of implementing the independent curriculum is the school principal who has a high will

to advance the school and the human resources in it. inside. A school principal acts as a role model for teachers, students and all available resources the school. The principal is not only able to lead, guide, direct but also must innovate in order to advance the school better direction. In addition, those who play an important role in the successful implementation of the independent learning curriculum are teachers who have the will and ability to carry out various innovations both in preparing for learning and in carrying out learning . In accordance with the opinion of Rahayu, et al (Yamaç et al., 2020)stating that good school principal leadership, even though the school is small with limited facilities and infrastructure and does not have large land, even a library does not exist, but it will be advanced and able to become an agent of change, which of course will spur parents to send them to school. their children to the school. In research (Kadarsih et al., 2020) explains that the school's progress factor lies in the leadership style of the school principal to make a major contribution to the school.

From the learning preparation documentation data, it was found that teachers had attempted to prepare tools that would be used as guidelines in the implementation of learning activities both intra-curricular and co- curricular learning (Project of Strengthening Pancasila Student Profiles) . Learning tools developed by the teacher with reference to Learning Outcomes (CP) that have been prepared nationally, then the teacher arranges learning activities based on the Learning Objectives Flow (ATP), and concretes them in the learning process by developing teaching modules, project modules, assessments and other learning tools . Likewise, the set of projects for strengthening the Pancasila student profile teachers have attempted to compile starting from the design which consists of: the project planning team, elements of the Pancasila student profile, stages of activity steps, and the role of the teacher in the project, activity steps consisting of: day, date, title, lesson objectives, time allocation, materials, preparation, observation presentation assessment and assessment rubric, which consists of project assessment rubric, presentation assessment rubric, posttest assessment, and work assessment rubric. This is in line with the opinion of Sherly et al, (Margunayasa et al., 2019) that the independent curriculum develops its own teaching tools and in developing materials focuses on important material and develops the competencies of students in their classes and teaching teachers according to the abilities and developmental levels of students. To develop curriculum and learning according to its characteristics, schools have strengths. The existing learning preparation documentation data was acknowledged by the teacher as having not been formulated and not yet determined by the school principal. However, this immature device has already been applied to students (Jamaludin, Awiria, Sudrajat, & Prawira, 2021). Impressed that the implementation of the independent curriculum in this school was rushed and could not be postponed (Margunayasa et al., 2019).

Some of the problems that are still found can be a concern, namely: the lack of socialization of government, where teacher representatives only get one workshop on the independent curriculum and then the teacher learns everything independently (Maba & Mantra, 2018). Teachers admit that there is a special website for the independent curriculum (containing materials and videos) that facilitates teachers learning and preparing for the implementation of the independent curriculum in their schools. However, from the confessions of the teachers, not all of them open the web. Only teachers involved in teaching in class X (which are implementing the independent curriculum) have studied the material on the web, and even then they have only seen a small part of the material (Rostini et al., 2022). This certainly has an impact on the preparation and implementation of the independent curriculum in these schools. How can teachers who have not finished studying the independent curriculum be able to plan and implement it properly? There are several findings in the document of learning tools used by teachers that are not properly formulated. Problems occur starting from the formulation of learning objectives to the evaluation of learning. Teachers also stated that they found it difficult

to develop learning tools that met the demands of this independent curriculum (Maskur et al., 2020).

In addition, teachers also experience problems in developing a set of local content subjects, where the teacher has not been able to make a decision to form separate subjects with local content. It is not uncommon for teachers to have different understandings, especially in determining the project to be produced in the project to strengthen the profile of homeless students. This can be caused because the teacher has not studied or has not fully understood the independent curriculum. Another cause recognized by teachers is due to inadequate experience and ability to plan and implement projects. The next problem is the lack of availability of school facilities that support the implementation of the independent curriculum. Noviani, (Daga et al., 2022) states that the existence of facilities and infrastructure is very supportive of the successful implementation of the independent curriculum, especially in the availability of IT tools. The books in the independent curriculum have been prepared by the Ministry of Education and Culture, and teachers only need to develop them. It should be understood that in an independent curriculum, teachers are given the freedom to organize and formulate their own material to be studied by students. Of course this will result in the need for new teaching materials/books. This problem is also visible when the teachers have difficulty in determining the project to be generated (Yusnita et al., 2018). It is difficult for teachers to determine and facilitate students to carry out projects within limited facilities at school (Oktaweri et al., 2019).

The description above shows that actually the school is not ready to implement an independent curriculum. The government also does not oblige schools to implement it directly, but depends on school readiness. However, the school felt confident that it was ready and impressed without careful consideration to implement it. In conditions like this, more serious efforts are needed so that students are served properly (Kurniaman & Zufriady, 2019). To improve the ability of teachers, the school should build partnership with institutions which competent for can provide guidance in the form of workshops, provide training IT regularly and form pilot project teacher groups to equalize IT skills among teachers. For the problems of ordinary and unfamiliar teachers with the development of an independent curriculum, empowerment of the Merdeka Teaching Platform (PMM) can be carried out, as well as directions and technical guidance held by the school principal intensely so that the development of an independent curriculum becomes a routine and ordinary matter for teachers in the intended education unit. The implementation of this is the role of the principal as the highest leader in the school. According to Erlangga (Alhamuddin et al., 2020) the principal's leadership style contributes to determining school performance.

CONCLUSION

From the discussion it can be concluded that in high schools that have just implemented the independent curriculum, it has had a positive impact on changing the learning structure starting from determining the time allocation to the assessments that have been designed by the teacher in the form of teaching modules as a basis for implementing the independent curriculum. Considering that the independent curriculum is still new and the results have not yet been seen, the problems in particular have not been seen but in general it is starting to look like a lack of government outreach, a lack of school facilities and the weak ability of teachers in terms of IT, this can be overcome by providing regular IT training and forming groups pilot project teachers for equalization of IT skills among teachers. For the problems of ordinary and unfamiliar teachers with the development of an independent curriculum, empowerment of the Merdeka Teaching Platform (PMM) can be carried out, as well as directions and technical guidance held by the

school principal intensely so that the development of an independent curriculum becomes a routine and ordinary matter for teachers in the intended education unit.

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