Implementation of the Merdeka Curriculum in Improve Education at Gondangrejo 3 Private Vocational School

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Abstract. The purpose of The curriculum is the "spirit" of education which must be innovative, dynamic, and periodic in accordance with the times and science and technology and the competencies needed by the community and graduate users. This research uses qualitative research to collect data. In this study, there are 3 aspects in implementing the curriculum merdeka, namely planning the implementation of the Merdeka curriculum, implementing the independent curriculum and evaluating the learning of the independent curriculum. Planning for the independent curriculum at SMP N 3 Godangrejo is carried out by analyzing learning outcomes (CP) to formulate learning goals and objectives, planning diagnostic assessments, and developing learning modules that adapt learning to the stages of achievement and student characteristics.

Keywords: Independent curriculum · education quality

1 Introduction

The curriculum is the "spirit" of education which must be evaluated productively, running and periodically according to the time series and science and technology, the capacity needed by the community and the application of graduates. Curriculum change is a necessity. Moreover, the rapid development of science and technology no longer requires the world of education to linger with the prevailing "comfort zone" curriculum. Curriculum is seen as goals, situations and styles in learning with programs to improve learning materials, social interactions and learning techniques systematically in educational institutions [1].

According to, curriculum is a method of accelerating teaching and learning under the direction and responsibility of schools or educational institutions and their teachers [2]. In addition, Nasution explained that many curriculum theorists argue that the curriculum includes not only all planned activities but also events that occur. Education is one of the most important factors affecting the quality of human resources and the progress of a nation. In the dynamics of time, the educational process can generate creative and innovative ideas. Curriculum development is one tool to improve the quality of education. Adequate educational policies are realized through the implementation of the

implemented curriculum, because "curriculum is the heart of education" which determines the continuity of education (Munandar, 2017). According to Law no. 20 (2003), "the curriculum is a set of learning plans according to objectives, content, materials and teaching methods, which are used as guidelines for implementing learning and are used to achieve national education goals".

In Indonesia the implementation of the program has undergone many modifications and improvements, including 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised curriculum 1994), 2004 (competence-based curriculum) and the 2006 program (Education). Unit Level Curriculum (KTSP), and in 2013 the government through the Ministry of National Education returned it to become the 2013 Curriculum (Kurtilas) and in 2018 there was a revision to become the Revision Kurtilas" [3]. At that time a new program was born which was an independent program. Where the independent program is understood as a learning design that provides duration for students to study in a calm, comfortable, fun, stress-free and pressure-free way to show their natural talents. Merdeka learning focuses on freedom and creative thinking. One of the programs launched by the Ministry of Education and Culture to start independent learning is the launch of the driving school program. This curriculum is designed to help each school create generations of lifelong learners who have the personality of Pancasila students. To succeed all of this requires the role of a teacher. This is in accordance with the view (Ainia, 2020) that "Teachers as the main actors must be experts at being the driving force to carry out actions that bring positive things to students". The existence of an independent curriculum is a redesign of the national education system in Indonesia which [4] "stated that this statement was made in order to welcome change and progress of the nation so that it is able to adapt to the changes that are occurring. Time". In line with that, the Minister of Education Nadiem Makarim argues that "educational reform cannot be achieved through an administrative approach but must bring cultural transformation" [5]. Consistent with the view that "the concept of independent learning can then be accepted taking into account the vision and mission of Indonesian education in the future is to produce quality human beings who are able to compete in various fields of study" [6]. With the independent program it is hoped that students can develop their potential and abilities to the fullest, because with the independent program they will gain knowledge critical, quality, interpretive, achievable, applicable, diversified and advanced "In addition to the changes made to this new program, strong, sincere, committed, and real implementation cooperation is required from all parties so that the profile of Pancasila students integrates with mainstream students" [7].

This, the role of the program is very important so that students can achieve their educational goals methodically and continuously. In this sense, curriculum management can be understood as management in the curriculum field so that the learning process runs well and effectively, as well as feedback and linkages [8] Since Indonesia's independence on August 17, 1945, many changes have occurred, including changes to curriculum policies. Currently, changes have been made to the curriculum from the 2006 Education Unit Level Curriculum (KTSP) to the 2013 curriculum (Wildan, 2017).

The 2013 syllabus used before the pandemic is the only one used by academic institutions. During the 2020–2021 pandemic, the Ministry of Education and Culture

implemented a policy to use the 2013 Curriculum and the Emergency Program (simplified Kur-2013) as curriculum references for teacher applications. During the 2021–2022 pandemic, the Ministry of Education and Culture issued a policy on using the 2013 curriculum, an emergency curriculum and an independent curriculum for attractions (SP) and SMK for Centers of Excellence (PK). Easier learning management with 2024 essential material will determine national program policies based on curriculum assessment during the learning recovery period.

The independent curriculum was developed as a more flexible framework, as well as focusing on essential material and developing the character and competence of students. The main characteristics of this curriculum are that it supports the recovery of learning with project-based learning for the development of soft skills and characters according to the learning profile and focuses on essential material so that there is sufficient time for in-depth study of basic competencies. Flexible for teachers to carry out differentiated learning according to the abilities of students and make adjustments to the local content context.

2   Method

This research method uses qualitative research. Data collection is carried out by interview and observation techniques. The collected data were then analyzed using interactive data analysis techniques which included three interactive activities, namely data reduction, data presentation, and drawing conclusions or verification [9]. Therefore, qualitative research is carried out in natural conditions that are discovery so that research is a key instrument. The research analyzes and constructs the object under study in relation to the implementation of the independent curriculum to increase student achievement [10].

3   Result and Discussion

3.1   Independent Curriculum Learning Planning

Learning planning embodies the development of learning in the form of an integrated system and consists of several elements that interact with each other [11]. In the interview results revealed learning in the independent curriculum (Table 1).

SMP N 3 Godangrejo has shown that it has developed an independent program learning plan as a suitable learning tool with a combination of creating program independent learning tools, namely analysis of learning outcomes to develop learning objectives and learning objectives flow, development of learning modules that adapt learning according to the stages of achievement and student characteristics and planning assessment and summary processes, both of which serve to reflect on the learning strategies used and provide feedback to academic staff.

3.2   Curriculum Implementation

Curriculum implementation is an action or curriculum implementation of a plan that has been prepared in a mature and detailed manner [12]. Implementation of the independent curriculum at SMP 3 Godangrejo (Table 2).

Table 1. Learning in the Independent Curriculum

No	Learning in The Independent Curriculum
1	In the previous learning tools, KI (basic skills) and KD (basic skills) changed to CP (learning outcomes). In CP planning, the organization of learning objectives and the flow of learning objectives were analyzed.
2	from Syllabus to ATP (Learning Goal Flow), ATP is created and designed by the teacher
3	The lesson plans were changed to Teaching Modules and developed by the teacher
4	The difference between RPP and teaching modules is that later on RPP is made 1 sheet in 13 textbooks, now there are even more teaching modules, 1 module can be done in 1 week and includes the test format, check the test summary. Summative tests and formats planned and designed by the teacher
5	In the teaching module, at the beginning of learning there must be a diagnostic test (divided into two cognitive tests to determine the student's level and a non-cognitive test to determine the student's level), and a test to determine the student's level. Personality of the child (happy/dissatisfied) at the end of the apprenticeship. Assessment teacher planning diagnostics
6	Submission of material can be thematic and subject, returned to the unit each other's education.

Table 2. The Implementation of The Independent Curriculum

No	the implementation of the independent curriculum
1	In 2023, there are still plans to run program 13, an emergency or independent pathway program but in 2024 must create an independent pathway
2	Learners become the center of learning
3	More learning is carried out in groups
4	The implementation of the independent curriculum begins with the implementation of a diagnostic assessment
5	Project based learning. Products are not always effective, but more biased and changes in attitude/character (cooperation, critical thinking, independent, creative)

Before school, the day before the children are stimulated by giving videos or exercises with books. When the learning videos are played, students don't open them or open them but don't understand. When asked what they will study the next day, the students fall silent in confusion. When asked, students were silent, but when asked to explore, they wanted to speak to express what was asked of them. Thus, the learning center is the student, the teacher only acts as a mediator of "anger" between the student and the learning material. Own knowledge of the material. [13] Program Structure, Pancasila Student Profile (PPP) is a benchmark for developing content standards, process standards and assessment standards or program structure, learning outcomes (CP), learning principles and learning assessment. In general, the new sample learning structure includes internal curriculum

activities in the form of face-to-face teaching and project activities with teachers [14]. In addition, each school has the opportunity to develop additional work programs that develop student skills and can be adapted to the school's vision, mission and resources. Projects are divided into two, there are short-term projects and long-term projects Short-term projects lasting one month or until documents or chapters Long-term projects Long-term projects are not in the form of products but to improve and refine students' Pancasila records [15]. Preference will be given to assess improvements/changes in student attitudes, the timeframe can be two months or three months. Long-term projects, for example growing medicinal plants, starting from the initial cultivation process to the production of ready-to-use drugs. Implementation of the project can take up to two months, but every two weeks the homeroom teacher is told how the medicinal plants grow in the garden. Once the tree is grown and can be harvested, students will make products from the tree and sell it on school days [16]. Long term projects focus more on Life Skills. In long-term projects, students collaborate with other students or with their parents, so that the Pancasila student profile appears in the form of collaboration.

3.3 Assesment of Learning on the Implementation of the Independent Curriculum

Assessment of learning is the process of collecting the necessary data and information and determining the extent to which and how lessons have been completed so that necessary assessments and improvements can be made to maximize results [17]. Disclose the evaluation of implementation (Table 3).

SMP N 3 Godangrejo has shown that it has paid attention to the learning assessment of the implementation of the independent curriculum, including carrying out diagnostic assessments to identify student competencies or weaknesses, implementing and managing formative and summative assessments and reporting learning outcomes [19]. Cognitive tests are called maximum performance tests, which means that they will respond with the maximum ability they have in the process must be limited by time, in contrast to non-cognitive texts, which never have a time limit. Schools also have the opportunity to adopt cross-disciplinary collaborative learning and conduct interdisciplinary assessments, such as summative or project-based assessments. Assessment of each subject

Table 3. Assesment of Independent Curriculum Implementation

NO	Assessment of independent curriculum implementation
1	In the Teaching Module, at the beginning of learning there must be a diagnostic test (divided into 2, namely a cognitive test to determine the student's level and a non-cognitive test to determine the student's level), and a test to determine the child's behavior (happy/unhappy students) at the end of learning [18].
2	There are two reports in the learning evaluation of the implementation of the Merdeka curriculum, an academic evaluation report and a project evaluation report.
3	Learning outcomes in the form of report cards will be reported and approved by the school principal as well reported to parents/guardians of students.

includes knowledge competence, skills competence and attitude competence. Knowledge and skills competencies use a scale of 1 to 4 (multiples of 0.33) which can be converted into A to D predicates, while attitude competencies use a scale of Very Good (SB), Good (B), Enough (C) and Less (K) [20] (Table 3).

4 Conclusion

Based on the results of this research analysis, Godangrejo N 3 Middle School has made an independent curriculum learning plan in the form of learning tools in accordance with the independent curriculum fabric, namely analyzing learning outcomes (CP) to develop learning objectives and the flow of learning objectives, developing teaching modules that adapt learning to the stages of student achievement. Implement an independent curriculum that begins with carrying out diagnostic assessments, carrying out learning according to teaching modules that are based on short-term projects and long-term projects, learning in class according to the characteristics of students, and implementing formative and summative assessments. Carrying out learning assessment or evaluation of the implementation of the independent curriculum including carrying out diagnostic assessments, processing formative and summative assessments and reporting learning outcomes.

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