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## IMPLEMENTATION AND OPTIMIZATION OF THE INDEPENDENT LEARNING CURRICULUM AT SMA NEGERI 11 PANGKEP

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### **Abstract**

This study aims to analyze the Implementation and Optimization of the Independent Learning Curriculum at SMA Negeri 11 Pangkep. The variables in this study use the implementation and optimization of the independent curriculum. The population in this study were all teaching staff at SMA Negeri 11 Pangkep. The sampling technique used Purposive sampling. The data collection techniques used were documentation and interviews. The analysis technique used data triangulation. The results of this study are that the implementation of USBN as a school assessment has been implemented based on established regulations and continues to develop following the development of learning. In addition, the AKM and Character Survey methods have been implemented as a replacement for the UN method to be able to determine the academic abilities of students who will continue their education to a higher level. In addition, the use of RPP has been carried out effectively and efficiently and is arranged more concisely based on the development and characteristics of students. Implementation of the four main policies of Merdeka Belajar in the Implementation and Optimization of the Merdeka Curriculum at SMA Negeri 11 Pangkep through the results of observations of the school environment and interviews with the head of the UPT, vice principal of curriculum and class teachers, the implementation and optimization of the Merdeka Curriculum based on the implementation of the four main policies of Merdeka Belajar have been implemented well.

**Keywords:** Implementation, Optimization, Independent Curriculum.

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis Implementasi dan Optimalisasi Kurikulum Merdeka Belajar Pada SMA Negeri 11 Pangkep. Variabel dalam Penelitian ini menggunakan implementasi dan optimalisasi kurikulum merdeka. Populasi dalam penelitian ini adalah seluruh tenaga pengajar SMA Negeri 11 Pangkep. Teknik pengambilan sampel menggunakan *Purposive sampling*. Teknik pengumpulan data yang digunakan adalah dokumentasi dan wawancara. Teknik analisis menggunakan triangulasi data. Hasil penelitian ini adalah bahwa pelaksanaan USBN sebagai asesmen sekolah telah diterapkan berdasarkan peraturan yang telah ditetapkan serta terus berkembang mengikuti perkembangan pembelajaran. Selain itu, metode AKM dan Survey Karakter telah diberlakukan sebagai pengganti metode UN untuk dapat menentukan kemampuan akademik siswa yang akan melanjutkan pendidikannya ke jenjang yang lebih tinggi. Selain itu, penggunaan RPP telah dilakukan secara efektif dan efisien serta disusun dengan lebih ringkas berdasarkan perkembangan dan karakteristik peserta didik. Penerapan empat pokok kebijakan Merdeka belajar dalam Implementasi dan Optimalisasi



Kurikulum Merdeka di SMA Negeri 11 Pangkep melalui hasil observasi lingkungan sekolah dan wawancara dengan pihak kepala UPT, wakasek kurikulum dan guru kelas, implementasi dan optimalisasi Kurikulum Merdeka berdasarkan penerapan empat pokok kebijakan Merdeka Belajar telah diterapkan dengan baik

**Kata Kunci:** Implementasi, Optimilasi, Kurikulum Merdeka.

## INTRODUCTION

Education is one of the main factors in improving the quality of human resources and the progress of a nation. The education process also plays an important role in building the dynamics of the development of the era through the birth of creative and innovative ideas from the education process itself. As an effort to develop education, the implementation of the curriculum in Indonesia has undergone various changes and improvements since 1957. Some of these changes occurred in 1964, 1968, 1973, 1975, 1984, 1994, 1997 (1994 curriculum revision), 2004 (Competency-Based Curriculum), 2006 (Education Unit Level Curriculum), 2013 (Kurtilas), and the revision of Kurtilas in 2018 (Ulinniam et al., 2021). Currently, there is a new curriculum known as the independent curriculum.

Based on research conducted by the Ministry of Education, Culture, Research, and Technology (2021), the Covid-19 pandemic in Indonesia has caused significant changes in various sectors, including education. This pandemic situation has resulted in different learning gaps in achieving student competencies, known as learning loss. In addition, these findings also reveal a large educational gap between regions and social groups in Indonesia, known as the learning gap. The Covid-19 pandemic and the learning crisis experienced by Indonesia provide a relevant context for the implementation of the Independent Curriculum. The characteristics of the independent curriculum itself are expected to be able to bring recovery to the learning process of students. This is in line with the independent curriculum, which is actually not positioned to replace the existing curriculum, but to perfect and improve it (Achmad et al., 2022).

The Merdeka Curriculum is designed as a learning approach that provides students with the opportunity to learn in a calm, relaxed, enjoyable, pressure-free, and stress-free environment. The goal of this curriculum is to enhance the development of students' natural talents. This curriculum is flexible and not rigid compared to the previous curriculum.

According to the provisions of the Ministry of Education and Culture (Kemendikbud), Minister of Education and Culture Nadiem Anwar Makarim has set four main programs in the "Merdeka Belajar" education policy. These programs include the National Standard School Examination (USBN), National Examination (UN), Learning Implementation Plan (RPP), and New Student Admission Regulations (PPDB) based on Zoning. This policy is a progressive step that aims to update the approach to education, provide more flexibility to schools in managing the teaching and learning process, and improve the quality of the education system in Indonesia.

The implementation of the independent curriculum at SMA Negeri 11 Pangkep which has just been implemented requires an evaluation to provide an overview of the optimization that must be carried out to support future implementation by evaluating its implementation through the use of the concept of analyzing the implementation of the independent curriculum. Based on the results of a brief interview conducted with several teachers at the school, the implementation of the Independent curriculum in schools includes USBN



becoming a school assessment that has been implemented, for UN becoming a minimum competency assessment and character surveys have been implemented, for the creation of effective and efficient one-page RPPs have also been implemented and the acceptance of new students (Zonasi) has also been implemented but its implementation has not been explained in detail.

The implementation of the independent curriculum can be considered optimal if it has, National standard school exams that are school assessments, National exams are used as minimum competency assessments and character surveys, Making effective, efficient, and student-oriented lesson plans, and Accepting new students through zoning. Hutabarat, Hasrida (2022).

## RESEARCH METHODS

In this study, a qualitative approach was used in the form of descriptive research. The qualitative descriptive research method is used to observe the condition of the object naturally, where the researcher is the main instrument. Data collection is carried out through triangulation, while data analysis uses an inductive/qualitative approach. The purpose of this study is to provide a clear picture, describe, explain, and answer problems in detail through an in-depth study of the individuals, groups, or events being studied. In qualitative research, the main role is given to humans as instruments for data collection and analysis. The results of the study are expressed through words or statements that are in accordance with the actual conditions observed and studied. In this study, two types of data were used, namely primary data and secondary data. Primary data was obtained through interviews and documentation. Meanwhile, secondary data was obtained from various library sources such as books, school data, and related research journals. The data collection techniques used in this study were interviews and documentation. The data analysis techniques used were based on those proposed by (Miles & Huberman, 1992) in (Rijali, 2019): Data Reduction, Data Presentation, Conclusions and Verification

## RESULTS AND DISCUSSION

Implementation of the four main policies of Merdeka Belajar in the Implementation and Optimization of the Merdeka Curriculum at SMA Negeri 11 Pangkep through the results of observations of the school environment and interviews with the head of the UPT, vice principal of curriculum and class teachers, the implementation and optimization of the Merdeka Curriculum based on the implementation of the four main policies of Merdeka Belajar have been implemented well.

Knowledge related to the Independent Curriculum from the school regarding the return of USBN to its essence, namely the assessment carried out by the school, changing USBN as a school assessment according to Permendikbud Number 43 of 2019 which regulates the procedures for organizing the National Examination has been appropriate and implemented well.

The implementation of the next policy is the elimination of the National Examination by the Minister of Education, Culture, Rust and Technology Nadiem Makarim in the Circular Letter (SE) of the Minister of Education and Culture Number 1 of 2021 concerning the Elimination of the National Examination and Equivalency Examination and the Implementation of School Examination during the Emergency Period of the Spread of Corona Virus Disease (Covid-19), this policy has been implemented at SMA Negeri 11 Pangkep and its implementation is in line with the purpose of eliminating the National Examination as a requirement for student graduation, becoming the completion of subject learning programs, getting good grades in attitude



assessments and taking exams conducted by schools, exams can be in the form of assignments, portfolios, written and unwritten exams or from portfolios, portfolios in the form of evaluations of report card grades, attitude/behavior grades, and achievements previously obtained, such as awards, competition results, and so on. In replacing the role of the UN as a means of evaluating and mapping learning outcomes, SMA Negeri 11 Pangkep has implemented AKM according to government direction.

Regarding the third policy in the main policy of implementing Independent Learning in the Independent Curriculum regarding the creation of efficient, effective and student-oriented lesson plans at SMA Negeri 11 Pangkep, based on the results of interviews and observations, it has been implemented well. The principles of efficiency, effectiveness and student-oriented have been applied in the creation of lesson plans. The preparation of lesson plans is more concise because it only contains the main points, the creation of lesson plans is also more flexible because teachers can freely create learning plans as long as they contain objectives, learning activities and assessments,

The next policy discusses the Independent Curriculum PPDB, the focus of PPDB on this Curriculum emphasizes the problem of student equality and student access to schools, the government's strategy on this problem is the implementation of the zoning admissions pathway, the implementation of the zoning pathway at SMA Negeri 11 has followed the direction of the Provincial Office. The implementation of PPDB in this curriculum is not only the Zoning pathway, schools certainly accommodate other pathways such as affirmation pathways and parent/guardian transfers, depending on the remaining quota, schools can open academic or non-academic achievement pathways. In regulating the PPDB quota, schools have followed the direction based on Permendikbud PPDB No. 4 2019.

## **Citations and References**

In the research of Firdaus, H. et al, (2022) The purpose of this study involves a discussion of the evaluation of the 2013 Curriculum and Merdeka Curriculum programs. Curriculum evaluation is a crucial aspect in the field of education because without evaluation, we cannot identify weaknesses and strengths in the planning and implementation of the curriculum that has been implemented. This evaluation is important as feedback for various parties involved such as parents, teachers, curriculum developers, and the community. This aims to improve and develop the curriculum in the future so that students can achieve educational goals more effectively. The performance indicators evaluated include the effectiveness, efficiency, relevance, and feasibility of the education program. This evaluation helps in understanding the success or failure of a curriculum and as a basis for improvement in the future. The similarity of this study and the author's research is that both explain the implementation of evaluation in the Merdeka curriculum policy, the difference in this study is a more detailed explanation of the differences between the 2013 Curriculum and the Merdeka Curriculum such as in terms of the media used, the method of delivering learning materials. This study also supports the explanation related to the four main policies of Merdeka Belajar, namely USBN, UN, RPP and PPDB, which are characterized by emphasizing creativity, problem-solving orientation and a more comprehensive assessment system.

In the research of Syarifah Nur Wahyu Syakila et al, (2022) the focus of the research related to the Merdeka Belajar Program policy in the preparation of thematic Learning Implementation Plans (RPP) showed several important conclusions. First, the concept of RPP which was previously considered rigid has been reduced to 3 components from the previous 13 components, resulting in a more efficient and effective



approach. This gives teachers more time to prepare and evaluate learning in order to achieve better results. Second, the main principles in preparing RPP, namely efficiency, effectiveness, and student-oriented, are considered important. The simplified RPP for thematic lessons is the main focus of teachers in mastering the material, while the preparation of one RPP sheet provides space for teachers to prepare and evaluate learning with better quality. It is hoped that this simpler approach will provide opportunities for teachers to be creative in teaching and ensure more focused and meaningful learning for students. The similarity between this research and the author's research is that both discuss one of the main policies for implementing the Independent Curriculum, namely the RPP, the difference between the two is that this research focuses on a deeper explanation of the preparation of the RPP in the independent curriculum, for the research raised by the author discussing how the implementation of the preparation of the RPP was carried out at SMA Negeri 11 Pangkep.

Research conducted by Ujang Cepi Barlian et al, (2022) emphasizes the implementation of the Merdeka curriculum which emphasizes innovation, dynamism, and relevance to the development of the times and the needs of students in improving the quality of education at SDN 244 Guruminda. This study explores practical aspects in the implementation of the Merdeka Curriculum such as implementation and evaluation of the curriculum. The similarities between this study and the author's research are that both pay attention to how the Merdeka Curriculum is implemented in Schools, for the differences are in the focus of the research where this study examines the Curriculum as a goal, context and strategy in learning through a program to develop instruments or learning materials, social interaction and learning techniques systematically in the educational institution environment. This study also reviews how the Merdeka curriculum is implemented and the changes obtained and their relationship to improving the quality of education.

Research conducted by Salakhuddin Ghani et al, (2022) Based on the results of research on the effect of the elimination of the National Examination (UN) on students' learning motivation during the pandemic, it was concluded that there was a significant impact due to the elimination of the UN on their learning motivation. The elimination of the UN eliminates one of the factors that influences students' learning motivation, reduces external stimuli, and has an impact on decreasing their motivation. It can be seen that students' learning motivation decreased by 12.81%, from 70.60% before the elimination of the UN to 57.79% after the elimination of the UN, which is in the moderate category. This situation not only affects students but also educators, who must strive to maintain students' enthusiasm for learning. Therefore, the important role of educators and parents of students becomes very crucial. Both in the school environment and at home, students need supervision, guidance, and direction from adults, requiring cooperation from various parties to maintain the enthusiasm for learning in these challenging times. The similarity of this research with the author's research is that both discuss the implementation of the Independent Curriculum policy, namely the elimination of the UN and its impact. The focus of this research discusses in detail the influence between the elimination of the National Examination and the motivation of student learning outcomes through data collection via questionnaires, interviews and documentation.

In a study conducted by Dina Aryanti et al, 2023, (2023) from the results of the study it can be seen that there is a negative impact on the acceptance of new students from the Independent Curriculum policy related to the previously existing zoning system. Before the Independent Curriculum, the zoning system already existed and was proven to have a negative impact, especially on the motivation of students and



parents. The zoning system often limits children's motivation to excel because it can prevent them from entering their favorite schools, limited by the zoning system. Both of these studies and the author's research both raise one of the main policies of the Independent Curriculum, but this study focuses on the problem of inequality in quality between regions. This study explains that the National System must be able to guarantee equal educational opportunities, improve quality and the relevance and efficiency of education management, therefore the PPDB Zoning system which provides equal education services according to geographical and demographic conditions and Education Quality Zoning as a guarantor of equal quality education services needs to be developed continuously.

## CONCLUSION

The implementation of the Independent Curriculum at SMA Negeri 11 Pangkep is based on four main policies set by the Minister of Education and Culture, namely USBN which is implemented as a School Assessment, Changes in UN to AKM and Character Survey, Making Efficient, Effective and Student Learning-Oriented RPP and PPDB Zoning has been running in accordance with the rules and objectives of the policies issued. And the implementation of the Independent Curriculum at SMA Negeri 11 Pangkep which has been implemented for 2 years and has gone through many adjustments and optimizations has been implemented well. The implementation of the four main policies set by the Ministry of Education and Culture has been implemented optimally according to the direction

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