



Research Article

Evaluation of the Implementation of the Merdeka Curriculum at State Senior High School 13 in Ambon City

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ABSTRACT

The Merdeka Belajar policy is implemented to accelerate the achievement of national education goals, namely increasing the quality of Indonesia's human resources which have superiority and competitiveness compared to other countries. The quality of superior and competitive human resources is realized in students who have noble character and have a high level of reasoning, especially in literacy and numeracy. However, in reality there are still many teachers who experience obstacles in implementing the implications of the independent curriculum, especially in choosing learning media that suit the demands of the independent curriculum. The aim of this research is to look at planning, implementation, evaluation, as well as inhibiting and supporting factors in implementing the independent curriculum in driving schools. The research method used is the CIPP model (Context, Input, Process, Product). The results of the research show that the Evaluation of the Implementation of the Merdeka Curriculum at State Senior High School 13 Ambon shows good results in implementing the Merdeka Curriculum at State Senior High School 13 Ambon, so that the Literacy, Numeracy and P-5 learning outcomes support the production of quality and competitiveness of graduates in universities and Academic Achievement.

Keywords: implementation, independent curriculum, driving school, CIPP evaluation model.

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INTRODUCTION

Education is always related to the curriculum, which is a tool used to achieve educational goals. Therefore, the curriculum can be considered as a reference for the process of implementing education in Indonesia (Angga et al. 2022).

Curriculum is the heart of education (Arifin, 2018) which of course must be properly understood by the community about its actual concept. Especially in the Merdeka Curriculum which is currently still in the adaptation period and has only been launched for a few months, of course, thorough socialization and preparation are still needed by curriculum implementers (Nugraha, 2022).

Since the 2013/2014 academic year, the 2013 curriculum has been established as the national curriculum. However, with simplification, the Emergency Curriculum refers to the 2013 Curriculum as a response to the learning setbacks caused by special situations, such as the COVID-19 pandemic. The independent curriculum, previously known as the prototype curriculum, was created as a more flexible framework that emphasizes essential material and the development of students' talents and character (Siregar, 2022). The current changes in the education curriculum have shifted from the 2006 Education Unit Level Curriculum (KTSP) to the 2013 Curriculum (Wildan, 2017). This change is made to ensure that learning in educational institutions improves even further. The 2013

curriculum is a continuation of the 2006 curriculum, so the components within it are developments of the elements found in the previous curriculum.

The government issued Regulation of the Republic of Indonesia number 19 of 2005 concerning National Education Standards in 2005 to improve the quality of education in Indonesia. The development of science and technology will determine how curriculum development policies will proceed. The development of the internet and technology has made educational freedom a significant moment. Because it can open up a rigid or unfree education system. One of them is to change the workload of educators and educational institutions. They are beings who are never satisfied with what they have achieved and are always looking for new ways to improve their situation to meet their needs (Gusty et al. 2020).

To improve the quality of education and initiate the recovery of learning during 2022–2024, the Ministry of Education, Culture, Research, and Technology (Kemendikburistek) has issued a policy on the development of the Merdeka Curriculum. This policy will be reviewed in 2024 concerning the national curriculum.

Curriculum management is a cooperative, comprehensive, systemic, and systematic management system aimed at achieving curriculum objectives. In its implementation, it is based on school-based management (SBM) and the curriculum at the educational unit level. Therefore, the autonomy granted to educational institutions to independently manage the curriculum, prioritizing the needs and achievement of goals in the institution's vision and mission, does not disregard the national policies that have been established (Rusman, 2009).

Schools that are already able to implement the driving curriculum use a flexible curriculum. The new national curriculum policy will be established in 2014 after an evaluation of the existing curriculum (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, 2022) Not all schools have implemented the Merdeka Curriculum. This is because the Ministry of Education and Culture's policy still allows educational institutions the freedom to apply the curriculum (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, 2022). The implementation of the Independent Curriculum offered is adjusted to the readiness of teachers and education staff (Arifa, 2022). Kemampuan merencanakan dan mengorganisir kurikulum merupakan tujuan manajemen dalam perencanaan kurikulum. Who is in charge of planning the curriculum and how to plan it professionally are two considerations that must be made during this process (Lazwardi, 2017). The implementation of the Independent Curriculum is carried out independently with three alternative choices. The first is the Independent Learning option, the second is the Independent Change option and the third is the Independent Sharing option.

METHODS

The type of research used in this research is program evaluation using the CIPP (Context, Input, Process and Product) model developed by Stufflebeam with a mixed method approach. The re The location of this research is at State Senior High School 13 Ambon, Jln. Sultan Hasanudin No.999, Pandan Kasturi. There are four types of data collection techniques used in this research, namely interviews, observation and documentation.

The data analysis that researchers will use in this research is interactive data analysis using the Miles and Huberman model (Shaya and Kaur, 2021).

RESULTS AND DISCUSSION

The number of students at State Senior High School 13 Ambon is 1013, consisting of 519 male students and 494 female students, with 26 study groups and 30 classrooms and 6 laboratories and a library. The number of students can be seen from Table 1.

Table 1. Data on students at SMA Negeri 13 Ambon

Class	Number of Classes	Number of Students
X Fase E	9	366
XI Fase F	9	697
XII MIPA	4	165
XII IPS	4	151
Total number of students		1013

The teaching staff at State Senior High School 13 Ambon consists of 92 teachers with details of 67 civil servant teachers and 25 honorary teacher, for education data State Senior High School 13 Ambon totals 17 people with details of TAS (school administration staff) state civil apparatus 5 people and TAS (school administration staff) honorary numbered 12 people (KOSP, 2024).

In this research, there were 5 participants consisting of 3 teachers, the deputy principal for curriculum and the principal. The characteristics of the participants in this research can be seen from the demographic table of the

research participants which includes age, length of work, gender, highest level of education, and position which can be seen in Table 2.

Table 2. Research participant demographics

Participants	Age (Years)	Length of Work (Years)	Gender	Last Education	Position
1	41	16	Women	S1	Math Teacher
2	41	16	Women	S1	Teacher of Citizenship Education
3	59	17	Women	S1	Biology Teacher
4	48	8	Women	S1	Deputy Head of Curriculum
5	57	1	Men	S2	Headmaster

Table 2 shows that the youngest participant is 41 years old, then the oldest participant is 59 years old, then for the longest working period, participant 3 has worked the longest with 10 years, while for the shortest working participants 2 and 4 have worked 8 years. , then for gender 5 women and 1 man, while for final education all participants had a strata 1 education level.

Ananda, (2019) states that preparation is carried out by determining the goals that will be obtained through a thorough investigation of needs and documents, then determining the methods that must be used to achieve these goals. Hanum (2017) then explains learning planning as a way of creating learning materials, using learning media, learning methods and approaches, and carrying out assessments at certain times to achieve goals.

Based on the results of participant interviews, the implementation of the independent learning curriculum at the driving school of State Senior High School 13 Ambon is carrying out learning in accordance with the curriculum structure in the independent curriculum, namely intracurricular learning activities, namely routine and scheduled activities based on learner content, as well as Pancasila profile learning activities by creating projects.

Nurjanah (2015) states that the implementation of the curriculum is the implementation of the Learning Implementation Plan. Curriculum implementation includes the implementation of the blue print that was created at the planning stage using various techniques and resources that were determined at the previous planning stage. Types of activities may differ depending on current conditions. Hamalik (2011) states that the implementation stage aims to implement the blue print that was created at the planning stage.

This is in line with research showing that monitoring systems can help teachers improve the quality of education. Teachers reported that participating in the project improved their professional skills, pedagogical mastery, and independent learning skills, as well as increasing their self-esteem and motivation (Komar et al., 2019).

Evaluation is an activity to collect information about how something works, which is then used to determine the right alternative in making a decision (Arikunto and Safruddin, 2008). Evaluation is carried out using a method, facilities and infrastructure, personal budget, and time determined in the stages. planning. (Hamalik, 2011). The results of this research are also in line with research conducted by (Nurjanah, (2015) that the evaluation includes three aspects, namely cognitive, affective and psychomotor aspects in the form of formative and summative tests which are carried out during the learning process, at the end of learning and observations in the school environment to find out increasing the achievement of each student in religion and the value of student learning outcomes in the six subjects contained in the special curriculum program.

According to research findings conducted by Muspawi (2015), there are three obstacles that hinder the process of making learning device plan: financial limitations, lack of knowledge about the theory of preparing perfect Learning Implementation Plan, and lack of supporting media. Professional teacher assistance is needed to realize national education goals. The first step that must be taken by professional educators is to develop the 2013 curriculum competencies to be used in the learning process through making learning plans. It is important for teachers to make learning plans that help achieve the expected national education goals. The Learning Implementation Plan is the core of learning planning and functions as a guide for teachers in carrying out the learning process. The Learning Implementation Plan determines goals, objectives, materials, methods, media and learning evaluation tools (Dirman and Juarsih, 2014).

Creating a Learning Implementation Plan is one of the pedagogical competencies that all teachers must have. Teachers' ability to organize their students' learning is known as pedagogical competence. One of the characteristics of a teacher's pedagogical competence is the teacher's ability to create learning plans that are in accordance with the syllabus to discuss certain teaching material so that students can achieve the basic competencies that have been determined. Teachers must create a learning plan or tool before starting to teach. (Wati et al. 2015).

Improving the quality of education in Indonesia is needed as a response to progress in this order of life. The government is making improvements in every aspect of education to improve the quality of education. The government implemented the 2013 curriculum as a replacement for the 2006 curriculum in an effort to improve the quality of education. However, changes to the curriculum will not always improve the quality of education and do not rule out the possibility of other educational problems emerging. Curriculum changes cause many problems. One of them is the challenge faced by teachers when creating the 2013 Curriculum Learning Implementation Plan as a learning tool.

Concerned that the independent learning program could increase educational inequality because some schools may not be ready for the freedom of the program due to lack of facilities and enough teachers to create their own assessment system. This is clearly a big problem to overcome. According to research conducted by (Efyanto, 2021), there are several challenges that hinder the implementation of an independent curriculum: 1) Fulfilling industrial competencies requires a programmed increase in teacher competency; 2) Teachers do not have field experience in applying industrial competencies; 3) Sustainable curriculum development and the availability of adequate infrastructure are needed to change dynamic industrial competency standards; and 4) difficult to facilitate learning.

CONCLUSION

Planning for the implementation of the Independent Curriculum at State Senior High School 13 Ambon, shows that the implementation of the independent curriculum is seen from the availability of sufficient resources available for State Senior High School 13 Ambon so that it needs to be improved to optimize the planning for the implementation of the independent curriculum to run well.

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