



Analysis Merdeka Curriculum of SMA Negeri 7 Padang

¹Eldawaty, ²Nurhizah Gistituati, ³Alwen Bentri

¹Department Sport Education, Universitas Negeri Padang, Kota Padang, Indonesia

^{2,3}Educational Science Study Program, Post-Graduate School Program, Universitas Negeri Padang, Indonesia

eldawaty@fik.unp.ac.id

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Abstract

This research describes the implementation of the independent curriculum at SMA Negeri 7 Padang, determines the application of curriculum components in implementing the independent curriculum at SMA Negeri 7 Padang, and determines the obstacles to implementing the curriculum at SMA Negeri 7 Padang. The research method used is descriptive qualitative research with a survey approach. Data analysis techniques go through the stages of data collection, data reduction, data presentation, and conclusion. The research results show that implementing the independent curriculum at SMA Negeri 7 Padang is per government regulations. The school has implemented an independent curriculum for 3 years and is applied in all classes. The implementation of the independent curriculum components at SMA Negeri 7 Padang in teaching and learning activities is good and the implementation is handed over to each teaching staff so that it is more in line with student needs. There are obstacles faced in implementing the independent curriculum in this school, namely the teacher's understanding of the content, direction, and objectives of the independent curriculum which is less mature, resulting in learning obstacles. The difference in the implementation of the Independent Curriculum and the 2013 Revised Curriculum is not too fundamental because, in reality, they are both the same, only different in several things such as project-based learning and implementation of P5 or Strengthening Projects. Pancasila Student Profile.

Keyword: Implementation, Independent Curriculum, Learning

I. INTRODUCTION

Law no. 2 of 2003 concerning SIDIKNAS states that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to

achieve certain education. The main components of the curriculum consist of objectives, content, methods and evaluation components. The existence of a curriculum is essential to prepare a learning program that meets the expected targets, this is by the opinion of Nation & MaCalister (Fahira et al., 2022) who put forward the curriculum as a set of guidelines designed in a learning program consisting of principles, environment and needs by the targets of the learning program being carried out.

Curriculum changes always occur, because the curriculum is flexible. The curriculum must adapt to changing times and the needs and conditions of students, to improve the quality and quality of education in a country. One form of refinement of the Ministry of Education and Culture's latest curriculum is the implementation of the Independent Learning Curriculum for education units at primary and secondary levels, starting from elementary school (SD) to junior high school (SMP), and senior high school (SMA/SMK). In tertiary institutions, the improvement made is to develop the Merdeka Belajar Kampus Merdeka (MBKM) curriculum as a manifestation of the seriousness of the Ministry of Education to continue to improve the quality of education in Indonesia. The Independent Curriculum is based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 (Kementrian Pendidikan Kebudayaan, 2022).

An independent learning curriculum is a form of evaluation of the 2013 curriculum, which focuses on diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Barlian et al., 2022; Ramadhan, 2023; Suaryo et al., 2023). Students should not only study in the classroom but also be able to explore knowledge and learn from the world around them, but a very dense curriculum closes the door to adventure. In the real world, the ability



to work and collaborate will determine a child's success, not the ability to memorize. Because every child has different characteristics and needs. So changes are needed in the educational process. Change is indeed a difficult thing to do and full of discomfort. But this change can be made if there is a collaboration from all school members. Be it the principal, teachers and students who can initiate change.

SMAN 7 Padang is one of the schools that is believed to be one of the driving schools that can implement the independent curriculum. The implementation of the independent curriculum at this school has been running for 3 years in accordance with regulations set by the government. Teachers are expected to be able to carry out differentiated learning according to the learning styles and learning methods they master. Then, in the independent curriculum, teachers and students are also given freedom in the learning process so that in the learning process students do not feel burdened and learning feels more enjoyable. When students experience services that suit their interests and needs, it can encourage motivation and interest in learning

However, because this is something that is still new, its implementation is certainly not free from the challenges and obstacles it faces. Based on observations made at SMA Negeri 7 Padang, information about these obstacles came from the teaching staff themselves, as the key point in implementing curriculum implementation in schools. Considering that the independent curriculum was the launch of a new curriculum by the Minister of Education and Research and Technology, teachers' understanding of the independent curriculum was initially still very lacking, both in terms of content direction and objectives. Based on the explanation of the existing obstacles, when compared with the previous curriculum, are there fewer perceived obstacles, and are they used more effectively by SMA Negeri 7 Padang or vice versa.

Based on these existing problems, researchers are interested in studying more deeply the implementation of the Independent Curriculum at SMA Negeri 7 Padang. The curriculum contains a set of plans, objectives and learning materials (Miladiyah et al., 2023; Warneri, 2023). Including teaching methods that will serve as guidelines for each teacher so that they can achieve learning targets and objectives well. Meanwhile, in the Law on the National Education System No. 20 of 2003 article 1 point 19, it is stated that the curriculum is a set of arrangements and plans regarding

objectives, content and learning materials as well as the methods used to guide learning activities to achieve educational goals.

The Independent High School Curriculum is a curriculum applied at the high school education level with more flexible teaching and learning activities, starting from time allocation to subject matter, but still focusing on essential material, character development, and student competence. Not only the high school education level, the curriculum, which was previously called the Prototype Curriculum, is also applied at the PAUD, Elementary, Middle School, and Vocational School education levels. Apart from that, the Independent Curriculum also gives teachers freedom in choosing teaching tools so that they can be adapted to student's learning needs and interests. Officially introduced in February 2022, this curriculum has begun to be implemented in various schools, especially schools registered in the Driving School program. The hope is that in 2024 all schools in Indonesia, both PAUD, SD, SMP, SMA/MA, and SMK education levels will have implemented the Independent Curriculum.

The curriculum structure for SMA/MA is divided into 2 (two) important activities, namely :

- a. Intracurricular learning; And
- b. Project for Strengthening the Profile of Pancasila Students

In this independent high school curriculum structure, intracurricular learning activities for each subject refer to learning outcomes. The Pancasila Student Profile Strengthening Project has a time allocation of around 30% (thirty percent) of the total JP per year. In its implementation, the Project for Strengthening the Profile of Pancasila Students is carried out flexibly, both in content and in terms of implementation time. In terms of content, this project must refer to the achievements of the Pancasila student profile according to the student's phase and does not have to be linked to learning achievements in the subject. Meanwhile, in terms of managing implementation time, this project can be implemented by adding up the allocation of project learning hours from all subjects and the total amount of implementation time for each project does not have to be the same.

In this high school curriculum, schools or educational units can add local content determined by the regional government according to regional characteristics. Schools can add additional content according to the characteristics of the educational unit flexibly, through 3 (three) options as follows:

- a. Integrate into other subjects;



b. Integrate into the project theme strengthening the profile of Pancasila students; and/or

c. Develop stand-alone subjects Natural Sciences (IPA) and Social Sciences (IPS) subjects in class X SMA/MA are not separated into more specific subjects. However, schools can determine how the lesson content is organized. Organizing learning in Natural Sciences (IPA) and Social Sciences (IPS) can be done through several approaches as follows:

- a. Teaching Natural Sciences (IPA) or Social Sciences (IPS) content in an integrated manner;
- b. Teach Natural Sciences (IPA) or Social Sciences (IPS) content alternately in separate time blocks; or
- c. Teaching Natural Science (IPA) or Social Science (IPS) content in parallel, with separate JP such as different subjects, followed by inquiry learning units that integrate Natural Science (IPA) or Science content. Social Knowledge (IPS).

II. METHOD

This research is a qualitative descriptive study with a survey approach (Arikunto, 2013; Sugiyono, 2011, 2012). The data comes from observations of teachers at SMA Negeri 7 Padang. Researchers observed teachers in odd semesters. Research techniques and instruments were carried out by conducting direct interviews with teachers at SMA Negeri 7 Padang. Data analysis techniques by collecting data, reducing data, presenting data, and drawing conclusions.

III. RESULTS AND DISCUSSION

Results

The results of observations from structured interviews regarding the implementation of the independent curriculum at SMA Negeri 7 Padang are as follows:

- a. Implementation of the independent curriculum at SMA Negeri 7 Padang is by government regulations. This school has implemented the independent curriculum for 3 years and has been applied to all classes.
- b. The implementation of the components of the independent curriculum at SMA Negeri 7 Padang in teaching and learning activities is good and its implementation is left to each teaching staff so that it is more in line with student needs.
- c. There are obstacles faced in implementing the independent curriculum in this school, namely obstacles in the teacher's understanding of the content, direction, and objectives of the

independent curriculum which are less mature, which results in learning obstacles.

d. The differences in the implementation of the Independent Curriculum and the 2013 Revised Curriculum are not that fundamental because, in reality, they are the same, only different in a few things, such as the based learning project and the implementation of P5 or the Project for Strengthening the Pancasila Student Profile.

Discussion

Implementation of the Independent Curriculum

The curriculum is a very important component in an education system. Curriculum preparation is carried out to the needs of teachers and students in the field and must be relevant to the needs of the times. The curriculum is designed to make changes to the quality of student learning so that it is in line with national education goals. Implementation is a process of change to reduce the gap between educational practices according to the current curriculum and educational practices as required by the revised version of the curriculum (Miller & Seller, 1985). Meanwhile, according to (Saylor et al., 1974), implementation is defined as a process of curriculum actualization in the learning process. From the definition above, it can be concluded that curriculum implementation is a process of change to obtain results that are close to achieving national education goals.

The Merdeka Curriculum is one of the curricula currently implemented in Indonesia, this curriculum refers to national education standards. The aim of implementing the Merdeka curriculum is to prepare students to have productive, creative, and innovative personalities. Based on the results of interviews conducted by researchers with the Deputy Head of Curriculum for SMA Negeri 7 Padang. This school has implemented the Independent Curriculum for 3 years and has been fully implemented at all grade levels.

The implementation of the Independent Curriculum at SMA Negeri 7 Padang initially had many obstacles in its implementation. The most important obstacle is the implementation of Project Learning in classroom learning because teachers and students are using the Independent Curriculum for the first time in the classroom learning process. However, as time goes by, teachers and students can adapt to the new curriculum so that the independent curriculum can be implemented fully and more optimally in the following school year.

According to the Deputy Head of the Curriculum Section at SMA Negeri 7 Padang, the Merdeka Curriculum is felt to be in line with



students' needs, because teachers are more flexible in teaching so they can teach material according to what students need because teachers understand better the conditions in the field. Apart from that, learning in the independent curriculum is also simpler and deeper because classroom learning focuses more on essential material and developing students' competencies according to their phases so that learning can be more in-depth, meaningful, not rushed and enjoyable. Learning through project-based learning provides opportunities for students to be able to actively participate in exploring actual issues to support the development of character and competency profiles of Pancasila students.

Application of Independent Curriculum Components in Teaching and Learning Activities

The curriculum functions as a tool in the process of achieving national education goals. The curriculum consists of key components and supporting components that are interrelated to achieve national education goals. Curriculum components are an interrelated and inseparable system that reflects a unified whole. The curriculum consists of four components, namely the objective component, the content or material component, the method or strategy component, and finally the evaluation component.

The Goal component relates to the expected direction or results or is by national education goals. In the macro scope, the formulation of curriculum objectives is related to the philosophy or value system adopted by society. The formulation of objectives describes an ideal society (ideal society) so that the curriculum in Indonesia aims to create students who have the spirit of Pancasila. Meanwhile, in the microscope, curriculum objectives relate to the school's vision and mission as well as narrower objectives such as learning objectives in each subject (Arifin, 2014).

The learning objective in the independent curriculum is to make students have a Pancasila Student Profile, students are expected to have traits of noble character, global diversity, independence, cooperation, critical reasoning and creativity. To achieve this goal, it can be done by implementing P5 (Strengthening Pancasila Student Profile Project). Every semester, students must carry out P5 which is carried out after the End of Semester Assessment, and remedial-related grades that have not yet reached Learning Outcomes. Students are given one week to complete the P5 program given by the teacher.

The content component in the curriculum is a component that focuses more on the learning experiences that students must have in a learning process. The content of the curriculum must contain all aspects related to cognitive, affective and psychomotor aspects contained in the content of each subject which is delivered with learning process activities. The curriculum content and learning activities are directed to achieve the goals of all these aspects. The content of the curriculum concerns scientific knowledge and learning experiences that must be provided to students to achieve national education goals (Arifin, 2014).

A teacher's job is not only to teach but also to be able to guide their students to become useful people in their next life or the world of work. The components of this method relate to strategies that must be carried out to achieve goals. Efforts to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally are called methods. This means that the method is used to realize the strategy that has been set (Arifin, 2014).

The appropriate method is a method that is by the material and curriculum objectives to be achieved in each topic of discussion. The strategy includes methods, plans, and tools of activities planned to achieve certain goals. The curriculum implementation process must show the existence of learning activities, namely the teacher's efforts to teach students both at school through face-to-face activities, and outside school through structured and independent activities. In this context, teachers are required to use various learning strategies, teaching methods, learning media, and learning resources (Arifin, 2014).

The learning methods carried out at SMA Negeri 7 Padang are Project Based Learning (PBL), and Discovery Learning and apart from that, there must also be real action carried out by students. Because in this independent curriculum, it is the students who are the center of learning and it is no longer the teacher who is the center or center, but the teacher is only the trigger. "The learning method chosen must be by the needs and interests of students because if you only use the lecture method, students will be bored and not interested in the material presented by the teacher so that learning in class will be ineffective." Teachers are required to be able to master various learning methods and media so that students can participate in learning well and so that the messages conveyed by the teacher can be well received by students. Teachers must master technology as a support for learning in the classroom. If the teacher cannot use



technology or is technologically ignorant, then the teacher must learn to use it because nowadays students are more interested in learning carried out using technology as a learning medium.

Evaluation is a component to see the effectiveness of achieving goals. In the context of the curriculum, evaluation can function to find out whether the goals that have been set have been achieved or not, or evaluation can be used as feedback in improving the strategies set. Curriculum evaluation is a difficult and complex undertaking because many aspects must be evaluated, many people are involved, and the breadth of the curriculum must be considered. Evaluations carried out as a tool to measure the success of achieving goals can be grouped into two types, namely tests and non-tests (Arifin, 2014). The form of evaluation that has been carried out at SMA Negeri 7 Padang is by holding an initial assessment, a formative assessment during the learning process, and a summative assessment.

Obstacles to Implementing the Independent Curriculum

The Central Government has established a policy for implementing the independent curriculum starting in the 2022/2023 academic year which is determined by the Central Government. This policy was established based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. This was done as part of efforts to mitigate learning loss due to the Covid-19 pandemic which lasted more than 2 years. As a form of implementation of independent learning, the Ministry of Education, Culture, Research and Technology gives educational units the freedom to choose the curriculum to be used, namely using:

- a. 2013 Curriculum in full
- b. Emergency Curriculum (simplified 2013 Curriculum)
- c. Independent Curriculum

The choice of curriculum can be adjusted to the learning needs and readiness of each educational unit. However, because this is something new and could even be said to be foreign, in its implementation it turned out to experience many obstacles. In the large Indonesian dictionary, constraint means obstacles, obstacles, factors, or circumstances that limit, block, or prevent the achievement of targets; force that forces the cancellation of implementation (KBBI, 2021). The independent curriculum as something new has

experienced obstacles in its implementation. The obstacle faced, especially by teachers as the main implementers of the curriculum, is regarding a deep understanding of the independent curriculum.

It's called something new, I don't understand what it's like, I can't immediately understand it, it needs to be explored, studied what the implementation is like, what it should be like, also see how far the implementation has been compared with other schools, it also needs to be adjusted to the environment and student needs. Different subject characteristics that also require more attention about the implementation of the new curriculum. At the beginning of the implementation of this independent curriculum, both teachers and students experienced "culture shock" or shock because the initial implementation of this curriculum was carried out during the transition period after the pandemic where there was a process of adjustment and recovery after the teaching and learning activities were carried out online or distance learning (PJJ). The transition period from distance learning then offline to school again certainly requires a lot of readjustment both from the side of educators and students in various aspects of learning activities, coupled with the issuance of decisions regarding the implementation of a new curriculum that is completely new and seems different from the previous curriculum.

How can we implement student behavior well if the teacher is also confused? However, this obstacle does not immediately hinder the implementation of the independent curriculum at SMA Negeri 7 Padang, in fact the various components involved in implementing the independent curriculum continue to learn, explore and understand more deeply even though the existing information sometimes still gives rise to many perceptions regarding how it will be implemented. Teachers continue to synergize and collaborate together to process learning outcomes into a flow of learning objectives (ATP) that suit students' needs, even though initially SMA Negeri 7 Padang was not able to implement the independent curriculum perfectly, but now they are slowly moving towards implementing the perfect independent curriculum.

The differences also appear in learning activities which must apply independent elements in learning or the narrow sense, namely, students can explore their respective talents (Kementrian Pendidikan Kebudayaan, 2022). Apart from that, another difference that emerged was the existence of a superior program called P5 or a project to strengthen the profile of Pancasila students which



already existed in the previous curriculum, namely an implicit assessment of attitudes and characteristics. This P5 program had to be implemented by various educational units in the learning process through based learning projects.

IV. CONCLUSION

The implementation of the Independent Curriculum, implementation of curriculum components, and handling of obstacles at SMA Negeri 7 Padang have gone well, so several positive conclusions can be drawn:

Success in implementing the Independent Curriculum at SMA Negeri 7 Padang. This includes the effectiveness of using learning methods, understanding curriculum concepts, and the positive impact on student learning outcomes. Curriculum components, such as project-based learning, 21st century skills, and inclusive approaches, have been well integrated into the learning process. This can be reflected in student participation, teacher involvement, and learning evaluation results. If the implementation of the Merdeka Curriculum is well received by various parties, such as students, teachers, parents and the school community, it can be concluded that this approach meets the expectations and needs of stakeholders.

There is an increase in the quality of learning and the relevance of the curriculum to the needs of students and society. This can be reflected in academic achievement, skills development, and students' readiness to face future challenges. SMA Negeri 7 Padang was able to overcome the obstacles that arose during the implementation of the Independent Curriculum effectively, this shows good management on the part of the school. This conclusion includes efforts to improve infrastructure, support for teachers, and adapt to change.

There is a continuous monitoring and evaluation system for the implementation of the Independent Curriculum. This shows the school's seriousness in continuously improving and enhancing the quality of learning. However, it is important to carry out regular evaluations to ensure its sustainability and relevance to developments in the world of education and student needs. This positive conclusion can be a basis for continuing to improve and perfect the implementation of the Independent Curriculum in the future.

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