

The Implementation of Merdeka Curriculum at SMA PGRI 2 Palembang

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Article History: Received on 20 November 2023, Revised on 30 December 2023,
Published on 1 February 2024

Abstract: The implementation of the Independent Curriculum (IKM) requires students to get a good learning experience. For this reason, schools need careful planning, adequate teacher training, and effective management in implementing the curriculum. The purpose of this research is to find out how to plan, implement, and supervise SMA PGRI 2 Palembang in IKM? A qualitative approach is used in research with the case study method. Data collection techniques are carried out through observation, interviews, and documentation. Then use triangulation to test the validity of the data. The results showed that the planning of the Independent Curriculum started with the holding of the Independent Curriculum training which was attended by the Principal, the Learning Committee to be formed and the teachers. Furthermore, developing a curriculum in accordance with the vision and mission by taking into account the needs of students and the school environment. IKM runs in accordance with applicable regulations, but encounters obstacles, including some students who consider the Pancasila Student Profile Strengthening Project (P5) unimportant. Supervision is carried out by the Supervisors of SMA PGRI 2 Palembang, which consist of subject supervisors and school supervisors. Supervisors provide oversight in the preparation of teaching modules, supervision, and oversight in the implementation of P5.

Keywords: Implementation, Planning, Supervision

A. Introduction

Education should follow the development of the world today. Change is needed because of preparing for the world of work, improving the quality of learning, educational equity, developing 21st century skills, using technology in education, and global connectivity. This is of course not easy, but it is still important to ensure that education remains relevant, of good quality, and provides optimal benefits for students in dealing with changes in the digital era. Therefore, an educator must follow technological developments and provide relevant learning and fun learning for students (Abdulatif, 2021; Nurwiatin, 2022). Over time, the curriculum follows the changing world.

Starting with the 1968 curriculum, which was used in the early days of independence with an emphasis on core subjects. The 1975 curriculum emphasizes community-based education. The 1984 curriculum added core and vocational subjects. The 1994 curriculum emphasizes a competency-based approach to character education and the formation of students' personalities. The 2004 curriculum, the Education Unit Level Curriculum (KTSP), which gives schools autonomy to design their own curriculum based on the needs and characteristics of students.

The 2013 curriculum, Competency-Based Curriculum (CBC), emphasizes developing the holistic potential of students with an active and learner-centered learning approach. Furthermore, adjustments were made to the curriculum by taking into account the structure and learning materials to improve the effectiveness and quality of learning. There is simplification of curriculum content, increased assessment, strengthening literacy and numeracy, and the government encourages the use of digital literacy, multicultural literacy, and character development to form students who have integrity, leadership, empathy, and good ethics as a continuous effort in order to prepare students to face life and in the digital era. The curriculum was developed with the aim that students can face their future well, have problem solving skills, be able to communicate, lobby, have soft skills, and adapt themselves. And the government encourages the use of digital literacy, multicultural literacy, and character development to form students who have integrity, leadership, empathy, and good ethics as a continuous effort to prepare students to face life and in the digital era.

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The causes include disparities in access, teacher quality, curriculum and learning quality, limited financial resources, learning resources, low student reasoning power and a lack of willingness to learn independently (Supriadi, 2015; Isnaeni et al, 2018). Furthermore, in 2021 the government will abolish the National Examination and replace it with a Minimum Competency Assessment (AKM), character surveys, relevant curriculum adjustments with hopes of improving the quality of education

starting from improving the quality of teachers, improving educational infrastructure, and increasing the use of technology in learning. Curriculum changes are adapted to the times and are important to do as a quality improvement effort (Nurwiatin, 2022). The Merdeka Curriculum is a more flexible curriculum adjustment, while also focusing on essential material, character development, and student competencies (Barlian, Solekah and Rahayu, 2022). The Freedom to Learn Policy aims to provide schools and students with freedom and flexibility in managing learning (Arifin, Abidin and Anshori, 2021).

Several solutions are expected to improve student educational outcomes through an independent curriculum, including: 1) The school principal and the learning committee together with other school officials make curriculum adjustments. Schools can make curriculum adjustments by taking into account the vision and mission that are made based on the needs and context of students and the condition of the school environment; 2) Schools develop an Education Unit Operational Curriculum (KOSP). The principal together with the learning committee and other school officials plan the curriculum in accordance with the predetermined vision and mission, taking into account intracurricular learning and the Pancasila Student Profile Strengthening Project (P5), as well as dividing schedules with a block or non-block system. or mixed; 3) The Principal together with the Learning Committee invites teachers to make project-based learning preparations following up on learning outcomes that have been set with Learning Objectives (TP), Learning Objectives Flow (ATP) and teaching modules as learning plans along with other teaching tools (teaching materials, media, Student Worksheets, and evaluation); 4) The Principal prepares the use of technology in learning. Educational resources can be accessed through technology, as a forum for communication between teachers and students, encouraging collaboration and independent learning; 5) Principals improve the competence of teachers and education staff through training, including innovative and technology-based learning training, and strengthening technology skills; 6) Principals strengthen teacher authentic assessments through formative and portfolio evaluations, so teachers can provide constructive feedback and support students in self-development; 7) The Principal involves parents and the community actively in the learning process.

The success of IKM is inseparable from the principal as a leader and how to lead it. The role of the principal is needed so that IKM can be directed and achieved in accordance with the school's vision and mission (Mustafa and Maryadi, 2017). IKM operational management can run well based on planning and implementing student-centered learning processes, leading regular IKM reflections, organizing teachers to make changes according to curriculum achievements by implementing IKM properly, and encouraging and supervising IKM so that it runs according to a plan. Implementation of management through the process of using organizational resources to achieve goals through the functions of planning, organizing, leading and controlling, as well as the art of doing a job with the help of others (Ambar, 2007).

Pananrang (2017), success in SMI requires leaders who actively participate in networks and organizations relevant to school leadership to develop careers. The principal shows spiritual, moral and emotional maturity to behave in accordance with the code of ethics. The principal develops a practical community by spreading good practices to other Education units. The principal leads efforts to develop a learner-centered learning environment. So that it is easy to move teachers and students to achieve IKM goals. SMIs are planned periodically, starting from the lowest class first in a systematic way full of calculations and determining who, where, when, and how to achieve goals (Usman, 2008).

IKM will be successful if it also involves parents and the community or a group of organizations/communities through a cooperative system (Karnati, 2019). The principal realizes the goals of IKM through support, providing motivation to the learning committee, teachers and other school officials so that they are enthusiastic about implementing it, the process of influencing others to understand and agree to carry out IKM effectively through individual and collective facilitation to achieve common goals (Wijono, 2018; Yukl, 2001; Nadeak, 2018). The success of IKM in schools is inseparable from the school supervisor. The school superintendent is tasked with supervising activities in the school running well in accordance with the objectives. Supervisors can conduct training to prepare IKM. Supervisors oversee IKM starting from preparation, implementation, and evaluation. So that IKM can be directed to continue to improve at every grade level, both in terms of documents, learning, teacher competence, and student educational outcomes. Supervisor activities assess, review and match whether the work that has been carried out in IKM is in accordance with the plans and objectives that have been expected for further evaluation (Karnati, 2019).

Several studies on IKM include Adaptation and Innovation of Madrasah Ibtidaiyah in welcoming the Independent Curriculum, which produces creative and innovative learning methods, and integrates technology in the learning process (Aisyah, Arisanti and Yaqin, 2023), Development of Free Learning Curriculum Learning Devices (Learning Methods) through literature studies that produce learning methods in the Industrial Revolution 4.0 era through an independent education system blended learning method is ideal as a learning method (Ningrum, 2022). Implementation of the Independent Learning Curriculum at SMP Negeri 1 Talawaan, research at the junior high school level resulted that the Independent Learning Curriculum has undergone significant changes in terms of learning that is more flexible and integrated, more holistic assessment, and increased student participation in the learning process (Supit et al, 2023). Independent Learning Curriculum Based on Differentiated Learning in Madrasah Ibtidaiyah, the results of research through a differentiated learning independent curriculum make students the center of learning through independent learning carried out by teachers, students and parents in a pleasant atmosphere, and the teacher develops the learning process according to

learning styles and abilities learners (Ningrum, Maghfiroh and Andriani, 2023). This research focuses on IKM at the private high school level, namely SMA PGRI 2 Palembang, where the school is not a school included in the Driving School Program. The research objective is to find out how to plan, implement, and supervise SMA PGRI 2 Palembang in IKM.

B. Methods

A qualitative approach with the case study research method is used in this study. In accordance with the IKM focus at SMA PGRI 2 Palembang and the sub-focus, IKM planning, IKM implementation, and IKM supervision carried out by SMA PGRI 2 Palembang, especially the principal in managing IKM in his school and Supervisors accompanying IKM so that it can be implemented as best as possible. Data was obtained through observation, interviews and documents to the principal, learning committee and supervisors. The validity of the data using triangulation. Data were analyzed by data reduction, data presentation, and drawing conclusions.

C. Results and Discussion

SMA PGRI 2 Palembang is a private school located on Jalan A. Yani Lrg. Gotong Royong Palembang, with 23 study groups (*Rombel*) and 349 male students and 461 female students. This school has A accreditation, with 2 majors, IPA and IPS, have implemented the Independent Curriculum (KM). The findings of this study can be seen in table 1.

Table 1. KM findings at SMA PGRI 2 Palembang

No	Sub Focus	Findings
1	Planning	<ol style="list-style-type: none"> 1. Equipping teaching staff by holding workshops on KM and then making a reference in the form of the PGRI 2 Palembang Education Unit Operational Curriculum; 2. Supporting factors, adequate facilities and competent human resources; 3. The first-year learning committee has not yet been formed; a new second year will be formed.
2	Implementation	<ol style="list-style-type: none"> 1. KM implementation as directed; 2. The teaching staff is quite competent; 3. Some students think that the P5 curriculum is not important.
3	Supervision	<ol style="list-style-type: none"> 1. KM supervision is routinely monitored by subject supervisors and school superintendent supervisors; 2. KM can already run at SMA PGRI 2 Palembang, it's just that the P5 curriculum needs to be improved; 3. The teaching staff is quite competent;

KM Planning

Based on the findings, the research results show that KM planning at SMA PGRI 2 Palembang begins with holding workshops with the aim of equipping educators to be able to carry out KM properly and optimally, this is an effort carried out by SMA PGRI 2 Palembang, although this curriculum is not forced simultaneously implemented by all schools, bearing in mind that school readiness is of course different. However, it is hoped that gradually the independent curriculum can be implemented evenly in every education unit starting from the elementary level such as elementary and junior high school, then the high school/vocational school level and up to the tertiary level. The implementation of the independent curriculum is carried out according to the decision of the Minister of Education and Culture of Research and Technology Number 162/M/2021 concerning the Mobilizing School Program (PSP), PSP as a program that focuses on increasing the competency of students holistically to further encourage the realization of the Pancasila student profile. The objectives of the PSP are: 1) to improve competence and character according to the profile of Pancasila students; 2) ensuring equal distribution of education quality through capacity building programs for school principals who are able to lead education units in achieving quality learning; 3) building a stronger education ecosystem focused on improving quality; and 4) creating a collaborative climate for stakeholders in the education sector both at the school, local government and government levels. 1) improve competence and character according to the profile of Pancasila students; 2) ensuring equal distribution of education quality through capacity building programs for school principals who are able to lead education units in achieving quality learning; 3) building a stronger education ecosystem focused on improving quality; and 4) creating a collaborative climate for stakeholders in the education sector both at the school, local government and government levels. 1) improve competence and character according to the profile of Pancasila students; 2) ensuring equal distribution of education quality through capacity building programs for school principals who are able to lead education units in achieving quality learning; 3) building a stronger education ecosystem focused on improving quality; and 4) creating a collaborative climate for stakeholders in the education sector both at the school, local government and government levels.

The benefits to be achieved by PSP are improving the quality of learning within a period of 3 years, increasing the competence of school principals and teachers and accelerating school digitization. In the workshop that was held at SMA PGRI 2, provision was provided regarding KM and as an implementation of this activity, a reference was made in the form of the Operational Curriculum for the SMA PGRI 2 Palembang Education Unit. The principal has facilitated IKM by holding a workshop with the results of KOSP. This is in accordance with research, that holding workshops can help teachers make multimedia and draft teaching modules of the Independent Curriculum (Robbins and Mary, 2007). KM planning at SMA PGRI Palembang can be

carried out because of qualified facilities; in the form of free Wi-Fi, spacious canteen, music room, UKS, Science Lab, Computer Lab, prayer room, library, spacious parking lot, art room, multi-media room and supporting factors in the form of competent human resources so that at the planning stage it is an important supporting aspect very necessary in obtaining excellent planning, as a guide in the implementation of KM in SMA PGRI 2 Palembang.

In the second year of implementing KM at SMA PGRI 2 a Learning Committee will be formed whose task is to organize In-House Training (IHT) related to learning with a new paradigm for teachers in their schools. Analyze the learning needs of teachers and mobilize a Community of Practitioners in their schools. Facilitating regular meetings every month for the learning planning process for teachers, it is hoped that the implementation of the KM P5 curriculum at SMA PGRI 2 Palembang will be better and more focused because there is a Learning Committee.

Implementation of KM

Based on observations made on KM at SMA PGRI 2 Palembang, it can be seen that KM has been running according to the regulations that have been directed to be guided by the applicable provisions. In the implementation of KM at SMA PGRI 2 Palembang, it is strongly supported by competent teaching staff both before the KM workshop is held, especially after the KM is implemented, this really supports the KM curriculum. This is in accordance with research that curriculum implementation can be carried out properly because curriculum implementation starts from a plan that has been prepared in advance and in detail (Barlian, Solekah and Rahayu, 2022). In addition to teaching staff, other supporting factors are students who are very ready to implement the KM curriculum, the readiness of students is of course something that really supports the implementation of KM. In addition to the supporting factors above, the findings in the field show that there are things that will become obstacles if not handled carefully and seriously, namely there are some students who think P5 of the independent curriculum is not important. P5 Independent Curriculum is a Project to Strengthen Pancasila Student Profiles, the project is a project that can be based on case studies and field studies conducted by students, P5 is a learning system that aims to observe and solve problems around it through 5 main aspects, namely; self-potential, self-empowerment, self-improvement, self-understanding, and social roles. This process can give them sensitivity to social issues that occur in society. The legal basis for the independent curriculum is Kemendikbudristek No. 56/M/2022.

The results of interviews with the Principal of SMA PGRI 2, indicated that there were P5 activities in the field of learning, with the theme, Diversity in Diversity, local wisdom, and sustainable living. On the theme of diversity in diversity, the example implemented is the topic of harmony between districts and cities, holding discussions on ethnic diversity with cultural and community leaders. Furthermore, the theme of Local Wisdom, carrying out arts subjects, exploring South Sumatran dances and

carrying out local dance performances at class meeting events, farewell or welcoming guests, and others. On the theme of Sustainable Life, carrying out activities to clean up the SMA PGRI 2 environment, in order to prevent flooding, planting plants in the school environment to produce a healthy environment rich in oxygen. The implementation of the theme above shows that P5 activities have been running at SMA PGRI 2 Palembang, although there are obstacles from students who think P5 is not important, these obstacles can be tolerated by providing directions in the form of outreach about the importance of the P5 curriculum and socialization is carried out continuously to eliminate obstacles from students. In addition to the themes that have been implemented at SMA PGRI 2 there are still many themes that can be explored in the implementation of the P5 learning curriculum, strengthening P5, for example the theme, Build Your Mind and Body, Vote for Democracy, Engineering and Technology, entrepreneurship and work, and others. other.

KM Supervision

KM supervision is carried out by subject supervisors and school supervisor supervisors. Supervision needs to be carried out in IKM, because implementation without supervision will not give optimal results, as is supervision of KM at SMA PGRI 2 Palembang whose implementation is monitored by subject supervisors (subject and school supervisor supervisors), supervision is expected to minimize deviations from planning and implementation. This is consistent with the statement that supervision is "The process of monitoring, comparing, and correcting work performance" (Robbins and Mary, 2007); In essence, ideal supervision is supervision that has planning and looks ahead, and the best monitoring system is to correct deviations from the previous plan with deviations that occur. Supervisors provide oversight in the preparation of teaching modules, supervision, and oversight in the implementation of P5. With supervision, executors will be more careful in carrying out their work and will pay more attention to the provisions outlined and avoid mistakes. The role of supervision can be seen from checking the condition of the organization and its people, finding errors, making corrections and making efforts to improve as a follow-up.

While the KM was carried out at SMA PGRI 2, the findings obtained were students who considered P5 to be less important and the follow-up was to increase P5 activities both in terms of socializing P5 to students and adding the P5 theme in synergy with P5 activities.

D. Conclusion

The conclusion from the results of the KM research at SMA PGRI 2 Palembang is that at the planning stage it was planned in accordance with the directions, at the implementation stage it was in accordance with PSP, and at the monitoring stage it

had been carried out by MAPEL supervisors and school supervisor supervisors and findings in the field had been followed up. As a suggestion, for schools at the planning stage it is necessary to form a learning committee, at the implementation stage it is necessary to improve the implementation of P5. At the supervision stage it is necessary to provide coaching and socialization for students who consider the P5 curriculum to be unimportant, and at the supervision stage it is necessary to add the P5 theme so that it is more colorful and sharpens the implementation of P5.

E. Acknowledgement

We would like to express our sincere gratitude to our family, friends, colleagues in SMA PGRI 2 Palembang, and Universitas PGRI Palembang.

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