

## Analysis of the Implementation of the Merdeka Belajar Curriculum at SMAN 2 Taliwang

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### Abstract

*This study aims to identify the application of the independent curriculum at SMAN 2 Taliwang. The research method used in this study is qualitative descriptive. Data collection techniques use observation and interview techniques. The data analysis technique consists of three stages, namely data reduction, data presentation, and conclusions. The results showed that the implementation of the Merdeka Belajar curriculum at SMAN 2 Taliwang went well. Students are more active because they can explore their learning interests, which adequate educational facilities support.*

**Keywords:** *Implementation, Merdeka Belajar Curriculum*

### Abstrak

Penelitian ini bertujuan mengidentifikasi penerapan kurikulum merdeka di SMAN 2 Taliwang. Metode penelitian yang digunakan dalam penelitian ini yaitu deskriptif kualitatif. Teknik pengumpulan data menggunakan teknik observasi dan wawancara. Adapun teknik analisis data terdiri dari tiga tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi kurikulum merdeka belajar di SMAN 2 Taliwang berjalan dengan baik. Peserta didik lebih aktif karena dapat mengeksplorasi minat belajarnya yang didukung dengan sarana pendidikan yang memadai.

**Kata Kunci:** *Implementasi, Kurikulum Merdeka Belajar*

### INTRODUCTION

The Merdeka Belajar Policy established by the Ministry of Education and Culture (Ministry of Education and Culture) is currently being used as a response to overcome educational problems (Kusumawati & Sutisna, 2021). The Merdeka Belajar curriculum emphasizes the process of learning activities both internally and externally (Dinuka & Amalia, 2022). The Merdeka Belajar curriculum can help students develop thinking skills because they are faced directly with problems and are directly involved in solving them. Apart from that, students can improve their cognitive abilities to gain understanding of the material and process it based on the results of their thoughts (Daimah & Suparni, 2023). Teachers give students the freedom to provide solutions through direct mentoring and supervision. This step was taken as an effort to achieve student-centered learning.

The Merdeka Belajar Curriculum can measure aspects of thinking abilities, attitudes and skills in certain fields according to the abilities of students (Pertiwi et al., 2022). The abilities that students gain through aspects of thinking, attitudes and skills are able to answer

the problems given during learning. Students can discuss to find solutions and solve the problems they encounter. Apart from that, teachers can help develop students' abilities to improve the quality of the learning process (Mulyasa, 2021). School readiness is a determining factor whether this new curriculum can be implemented or not (Pujiono, 2014) for example, complete equipment and practicum materials can help the process of implementing the independent curriculum to be implemented well.

The results of observations and interviews conducted by researchers at SMAN 2 Taliwang in biology subjects showed that the independent curriculum had been implemented in classes X and XI. The independent curriculum helps teachers and students to support a more effective and enjoyable learning process. The aim of this research is to analyze the implementation of the Merdeka Belajar curriculum at SMAN 2 Taliwang to determine students' perceptions of the Merdeka Belajar Curriculum, including levels of satisfaction, learning motivation, and student involvement in the learning process. It is hoped that the research results can become a basis for related parties in improving the quality

of education at SMAN 2 Taliwang, as well as contributing to the development of better education policies.

## METHOD

This study used descriptive qualitative method. Qualitative descriptive methods are used to analyze and explain findings without trying to make general conclusions. This qualitative descriptive method involves describing, describing and analyzing objects from certain situations using data obtained during field research. In this study, researchers analyzed the Merdeka Belajar curriculum implemented at SMAN 2 Taliwang in biology subjects for classes X and XI. Data collection techniques use observation and interview techniques. The data analysis technique consists of three stages, namely eddata action, data presentation, and drawing conclusions.

## RESULTS AND DISCUSSION

The results of observations of the implementation of the independent curriculum at SMA Negeri 2 Taliwang experienced a transition from the 2013 Curriculum to an Merdeka Belajar curriculum. Results of interviews with teachers subjects. Science, the basic principle of implementing an independent curriculum is to improve thinking abilities and problem-solving skills in the learning process because students are directly involved. The teacher acts as a facilitator who provides guidance when needed in the hope that students will be more active in learning (Andana et al., 2022). This curriculum is different from the 2013 Curriculum where the teacher's role is more dominant in delivering the material. As a result of implementing the independent curriculum, teachers and students experienced changes in the learning process (Suryani et al., 2023). The benefits gained from implementing the Merdeka Belajar curriculum are that students become more active, able to express their personal interest in learning, and teachers focus on a deeper understanding of concepts.

The implementation of the Independent Curriculum also changes the role of teachers to be more responsible in planning, implementing and evaluating teaching and learning

activities(Daga, 2021). The challenges felt in implementing the Merdeka Belajar curriculum, students consider the learning methods applied as a burden, while the concept of Merdeka Belajar should create a more enjoyable learning experience, meanwhile, according to the teacher, the implementation of the two curricula can run well, but further development is needed in understanding the independent curriculum. Teachers need to increase their understanding to ensure the learning process runs effectively. Improving competency in the form of training and assistance in implementing the independent curriculum is a solution to this curriculum which is running well (Saputra et al., 2022). Subject teacher deliberations that are held regularly can be an alternative for implementing an independent curriculum that runs well.

Teachers as drivers of Merdeka Belajar are expected to be able to be active, enthusiastic, creative and innovative and skilled in the learning process(Sunarni & Karyono, 2023). The teacher's role in developing the Merdeka Belajar curriculum involves several important aspects, such as (1) detailing learning objectives that are in accordance with curriculum targets, subject characteristics, as well as class conditions and students; (2) designing effective learning methods to help students achieve the competencies or learning goals that have been set; (3) implementing the learning process in accordance with the designed curriculum; (4) evaluate both learning processes and outcomes regularly; (5) evaluate the interactions between the curriculum components that have been implemented (Anggraini et al., 2022). Teachers have the function of providing facilities, guides and advisors in the learning context.

Teachers play a role in helping students develop more Merdeka Belajar abilities. Teachers do not only act as transmitters of information, but also play more roles as learning facilitators. Teachers support students in exploring topics, designing learning processes, and facilitating discussions to create a dynamic and interactive learning atmosphere. Students who act as the main agents in the learning process, encourage the growth of independent skills, creativity and critical thinking, while creating an atmosphere that supports the development of

individual potential. Thus, this change in the teacher's role not only creates more effective learning, but also builds the foundation for students' long-term growth and success in developing life skills, increasing independence, and strengthening students' character.

## CONCLUSION

Are there any difficulties in the learning process using the K13 or Merdeka Belajar curriculum? The implementation of the Merdeka Belajar curriculum has a positive impact on the learning process. Students become more active in exploring their learning interests.

## SUGGESTION

Needed guidance or a deeper understanding so that the Merdeka Belajar curriculum is not considered a burden by students.

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