

Analysis of the Implementation of the Merdeka Belajar Curriculum at SMAN 1 Taliwang

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Abstract

This research aims to identify and collect information about the implementation of the Merdeka Belajar Curriculum at SMAN 1 Taliwang. The method used in this research is a qualitative descriptive method that aims to explain the subject's situation and data obtained during observations and interviews so as to produce information that readers can understand about the independent curriculum implemented at SMAN 1 Taliwang. The data analysis technique consists of three stages, namely data reduction, data presentation, and conclusion. The research results show that the implementation of the independent curriculum at SMAN 1 Taliwang is running optimally. However, attention is still needed to meet the availability of facilities and infrastructure, but overall, the learning process is running well.

Keywords: *Implementation, Merdeka Belajar Curriculum.*

Abstrak

Tujuan penelitian ini adalah untuk mengidentifikasi dan mengumpulkan informasi tentang pelaksanaan kurikulum merdeka belajar di SMAN 1 Taliwang. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif yang bertujuan untuk menjelaskan situasi subjek dan data yang diperoleh selama observasi dan wawancara sehingga menghasilkan informasi yang dapat dimengerti oleh pembaca tentang kurikulum merdeka diterapkan di SMAN 1 Taliwang. Adapun teknik analisis data terdiri dari tiga tahap yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan implementasi kurikulum merdeka di SMAN 1 Taliwang berjalan optimal, meskipun masih diperlukan perhatian dalam memenuhi ketersediaan sarana dan prasarana, namun secara keseluruhan proses pembelajaran berjalan dengan baik.

Kata Kunci: *Implementasi, Kurikulum Merdeka Belajar.*

INTRODUCTION

Education has a key role in determining the quality of human resources and the progress of a country (Sudarsana, 2016). The educational process is able to create creative and innovative ideas that are relevant to changing times (Harris, 2016). Curriculum development is a tool for improving teacher quality, and appropriate teacher policies are reflected in curriculum implementation (Ana & Warlizasusi, 2021). In Indonesia, the curriculum has undergone a number of changes, the most recent change being the introduction of the Merdeka Belajar Curriculum, reflecting the evolution of education in this country (Bahri, 2017). The independent curriculum emphasizes students' freedom and creative thinking, with a focus on developing their natural talents (Azmi et al., 2023). Students' creativity is obtained by making direct observations in the field. Students can be provided with student worksheets (LKPD) to maximize the observation process carried out.

The Merdeka Belajar Curriculum is part of an effort to overhaul the national teacher system to keep up with changing times, which is in line with the view that teacher reform not only involves administration but also cultural change (Rahmawati et al., 2021). This curriculum is expected to help students develop critical, quality and progressive learning potential. Cooperation from all parties is needed to successfully implement changes to the Merdeka Belajar Curriculum (Damayanti et al., 2022). In connection with the implementation of the Merdeka Belajar Curriculum at SMAN 1 Taliwang, researchers are motivated to conduct research aimed at analyzing the implementation of the Merdeka Belajar Curriculum at SMAN 1 Taliwang, with the hope of providing a clear picture regarding the implementation of the Merdeka Belajar curriculum.

METHOD

The type of research used in this research uses a qualitative descriptive method. Which

aims to analyze and explain the 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 (Priadana, 2021). In this study, researchers analyzed the Merdeka Belajar curriculum implemented at SMAN 1 Taliwang in class XI biology subjects. Data collection techniques use observation and interview techniques. The data analysis technique used is an interactive model which consists of three stages, namely data reduction and presentation data, and drawing conclusions.

RESULTS AND DISCUSSION

Results of observations and interviews in research at SMAN 1 Taliwang together with biology subject teachers, showing changes in learning tools. These changes involve replacing old learning tools such as the Syllabus and RPP with Teaching Modules, which are adapted to the Merdeka Belajar Curriculum (Fitriyah & Wardani, 2022). The advantage of this new learning tool is the teacher's active role as a facilitator and guide, while students are more active in the learning process (Astuti et al., 2016). The material used is adjusted to the learning indicators. The teacher encourages students to understand the concept through observation, discussion and grouping (Kanti et al., 2022). These indicators are a tool for measuring students' understanding of biodiversity and viruses, creating an interactive learning environment and supporting the development of understanding of biological concepts.

The Merdeka Belajar Curriculum emphasizes flexibility in schedules, material selection, independent learning, diverse learning resources, competency-based evaluation, student collaboration (Diastuti, 2013). There is the term "Pancasila Student Profile Strengthening Project" (P5) in the Merdeka Belajar Curriculum, which changes the study schedule to Fridays and Saturdays for P5 project activities, this allows students to be involved in certain theme projects and produce products. The obstacles faced include the use of laboratories which are still shared with other subjects such as Physics and Chemistry. Supporting facilities such as LCDs

and other devices exist and are not an obstacle. Efforts to separate laboratory spaces have been proposed, but still require time and careful planning. What is interesting is the principal's efforts to create innovations to encourage teachers to be more proactive (Diastuti, 2013).

The independent curriculum was created as a series of curricula that is more flexible, oriented towards basic material, and encourages development superior potential of students (Baro'ah, 2023). The independent curriculum emphasizes flexibility in the learning process, both for teachers and students. The independent curriculum teaching module is a substitute substance for RPP which has a variety of formats, and includes learning materials, teaching methods, interpretation and evaluation techniques (Maulinda, 2022). This learning module is structured systematically and interestingly to achieve the desired success indicators. Teaching modules are designed with the aim of involving students directly in an inspiring learning environment. The learning process provided directly by the teacher allows students to develop their thinking abilities more freely, because they can solve problems directly according to the instruction guide provided.

Utilizing the Strengthening Pancasila Student Profile (P5) Project in schools can create a holistic learning environment (Lutfifianindi, 2023). The project to strengthen the profile of Pancasila students has a positive impact in shaping the character and morality of the younger generation. Through active participation in this project, students can develop a deep understanding of Pancasila values, such as mutual cooperation, justice and unity (Rahayu et al., 2023). Through this learning, students can hone their knowledge, while research activities stimulate creativity and curiosity. Learning will become more relevant and interactive, especially through a project-based approach. Students involved in this project not only increase their knowledge, but also form positive attitudes and behavior that will have a positive impact on daily life and society as a whole.

CONCLUSION

The conclusion of this research is that the independent curriculum provides a higher level

of freedom to students. The Merdeka Belajar Curriculum emphasizes flexibility in schedules, material choices, and independent learning, which helps increase student independence. There is still a lack of supporting facilities and infrastructure to support the learning process so that it is more effective.

SUGGESTION

Attention is needed in ensuring the availability of facilities and infrastructure so that the learning process runs well.

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