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MERDEKA CURRICULUM: STUDENT READINESS AND LEARNING OUTCOMES IN ITS APPLICATION

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ABSTRAK

Abstrak: Penelitian ini dilatarbelakangi oleh penerapan kurikulum yang telah berjalan selama dua tahun dan belum semua sekolah menerapkan kurikulum ini pada semua tingkatan kelas sehingga diperlukan adaptasi pada tingkatan kelas yang baru diterapkan. Tujuan penelitian ini adalah untuk mendeskripsikan kesiapan dan hasil belajar siswa pada Kurikulum Merdeka. Metode penelitian yang digunakan adalah deskriptif dengan pendekatan kualitatif yang diperoleh dari data angket dan hasil tes. Subjek penelitian adalah siswa Kelas VII, sedangkan instrumen penelitian menggunakan lembar wawancara, observasi dan angket. Hasil penelitian menunjukkan kesiapan siswa dalam menerapkan Kurikulum Mandiri belum optimal dengan persentase respon positif dari angket masih dibawah 50%. Hasil belajar kedua kelas yang diamati menunjukkan rata-rata penilaian formatif sebesar 62,85 dan 67,63 sehingga dapat dikatakan hasil belajar tersebut belum memenuhi nilai ketuntasan belajar minimal.

Abstract: This research is motivated by the implementation of the curriculum which has been ongoing for two years and not all schools have implemented this curriculum at all grade levels so adaptation is needed for the newly implemented grade levels. The aim of this research is to describe students' readiness and learning outcomes in the Merdeka Curriculum. The research method used is descriptive with a qualitative approach obtained from questionnaire data and test results. The research subjects were Class VII students, while the research instruments used interview sheets, observations and questionnaires. The research results show that students' readiness to implement the Independent Curriculum is not optimal with the percentage of positive responses from the questionnaire still below 50%. The learning results of the two classes observed showed an average formative assessment of 62.85 and 67.63, so it can be said that the learning results did not meet the minimum learning completeness value.

A. INTRODUCTION

One of the government's policies in improving the quality of Indonesian education and providing learning experiences to students through activities in both subjects and other activities at school is through the curriculum (Afdal & Spernes, 2018; Nugraha, 2022). Regarding this, the Indonesian Ministry of Education and Culture issued a new policy in an effort to restore learning due to the Covid 19 pandemic, namely the independent curriculum (Kemendikbudristek, 2021). The independent curriculum is a new curriculum and will continue the direction of development of the previous curriculum which is holistic, competency-based and designed according to the context and needs of students (Andharweni, 2022; Sadieda et al., 2022). As an effort to restore learning, the Independent Curriculum was developed as a more flexible curriculum framework, focusing on essential material and developing students' character, potential, qualities and competencies.(Sinaga et al., 2023)

The implementation of independent curriculum has been studied in various studies, including case study research with qualitative and quantitative approaches described descriptively (Sadieda et al., 2022; Sari, I. Gumiandari, 2022; Susiani, 2022). The data collection method in previous research was by using documentation and interviews (Sari, I. Gumiandari, 2022). This data is used as an analysis of independent curriculum learning planning, and observations are used to obtain observation results regarding the process of implementing independent curriculum learning planning that has been prepared previously (Susiani, 2022), as well as questionnaires aimed at evaluating or knowing students' responses and results towards

independent curriculum mathematics learning (Sadieda et al., 2022).

However, in implementing this independent curriculum there are still many pros and cons from various parties. Judging from the patterns that emerge in the field, it shows that it has not been fully realized due to various problems, for example the lack of readiness of human resources where teachers have never attended training or workshops specifically held to discuss the independent curriculum, as well as supporting facilities such as hampered telecommunications networks that do not support which include several factors, for example influencing the success of an independent curriculum (Harianto & Wibowo, 2023). At every level of education, from basic education to higher education, we are trying to adapt to the current curriculum so that national education goals can still be achieved (Manik et al., 2022). The implementation itself requires a lot of process, time, readiness and solidarity. Implementing an independent learning curriculum is not easy, because we know that education in Indonesia is still far behind, so when there is a change in the system, teachers and students will be surprised (Zahwa et al., 2022). This will result in teachers not having the guarantee of being able to implement curriculum change policies in accordance with the wishes of the government and students because curriculum changes can cause new problems such as decreasing student achievement, because students are not yet capable. to follow the new learning system (Aprianti, 2023; Robert & Brown, 2004).

Students' readiness and learning outcomes during the implementation of the independent curriculum according to research by Chaniago et al(Chaniago et al., 2022) using observation, interview and documentation instruments to obtain and collect data and analyze it with several questions . At Saraswati & Sulistyani (Saraswati & Sulistyani, 2023)research , data is obtained using instruments research that has been validated using the FGD method. Furthermore, Santika et al (Santika et al., 2022)The research used supporting instruments for data collection in the form of interview guides, questionnaires, document recording sheets, and daily recording sheets.

One of the factors that influences student learning outcomes is readiness. Students who are ready to learn from the teacher can be seen from their efforts to provide positive responses to the teacher's questions or directions during the learning process (Santika et al., 2022). (Chaniago et al., 2022)said that student readiness and student learning outcomes were still not clearly visible because the independent curriculum was still in its early stages and had not yet reached one semester, apart from that the learning facilities and infrastructure were not yet adequate so the learning system still used teaching references. material. using various internet media. Meanwhile, researchers (Astiti et al., 2021; Saraswati & Sulistyani, 2023; Waritsman, 2020) show that students' understanding can have an impact on learning outcomes, where student learning outcomes have factors that can influence them, such as students not having motivation to learn, such as internal factors, physiological, psychological, family, community and school factors, as well as difficulties. access the network if learning requires network assistance.

Although there have been several studies that have studied the implementation of the independent learning curriculum, it is important to carry out this research to analyze the implementation of the independent learning curriculum through the case study method. The difference between this research and previous research is that this research focuses on student readiness and learning outcomes. The focus of previous research includes research related to the application of an independent curriculum that focuses on the blended learning model in mathematics learning (Sadieda et al., 2022), the application of an independent curriculum that focuses on studying project-based blended learning in post-pandemic mathematics learning models (Fahlevi, 2022), and the application of an independent curriculum in student learning for all subjects (Yaelasari & Yuni Astuti, 2022). Thus, research It is hoped that this will provide an overview of the implementation of the independent curriculum at SMP Negeri 3 Krian. The learning outcomes that are the focus of the research are obtained from the AKM test.

Based on the background and supported by relevant previous research, the aim of this research is to describe the implementation of the Independent Mathematics Learning Curriculum focusing on student readiness and learning outcomes at SMP Negeri 3 Krian

B. METHODS

This research uses a qualitative descriptive approach, namely a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Susiani, 2022). The research method used is a case study, where this method is used in research carried out on a unified system, whether in the form of a program, activity, or group of individuals bound by place or time (Wekke, 2020). The subjects of this research were 7th grade students of SMP Negeri 3 Krian.

Data collection methods in this research used interviews, observation and questionnaires. 1) The interview method was carried out with mathematics teachers at SMP Negeri 3 Krian to obtain data about what would be used to prepare the planning and implementation of mathematics learning that had been carried out during mathematics learning. 2) the observation method is intended to collect data through direct observation of situations or events in the classroom during the learning process. 3) Questionnaires are carried out to collect data by giving written questions to students to determine student readiness and learning outcomes.

Data collection instruments or research instruments are tools used to measure variables from research and find answers to problems that have been prepared previously. The preparation of assessment instruments is divided into four types based on the position and function of the subject in this research, namely interview instruments, observations, student learning outcomes from the AKM test, and student response questionnaires.

The data analysis technique used in research on implementing the Independent Curriculum in mathematics learning which focuses on student readiness and learning outcomes is qualitative descriptive analysis. Where the results of interviews and observations are written qualitatively based on phenomena or facts that occur in the field. Next, student learning outcomes data from AKM test scores are analyzed by determining the average using the following formula

$$\bar{x} = \frac{\sum_{i=1}^{n} x_i}{n}$$

Notes:

$\bar{x}$= average value of student learning outcomes

x_i= student learning value i

n= number of students

Student learning outcomes will be interpreted based on the categorization in the following table

Average Value of Student Learning Outcomes	Category
$85 \leq p \leq 100$	Very good
$71 \leq p \leq 84{,}99$	Good
$56 \leq p \leq 70{,}99$	Intermediate
$41 \leq p \leq 55{,}99$	Not enough
$p \leq 40$	Very bad

Student questionnaire data for research was analyzed based on students' answers to each statement using the student response questionnaire sheet method in mathematics learning in the form of a Likert scale checklist. Based on previous research, indicator student learning readiness, there is six indicators that include physical and mental aspects, including a) physical condition ; b) mental state ; c) circumstances emotional ; d) state of matter; e) need; and f) knowledge (Rifqiyah & Nugraheni, 2023).

C. RESULT AND DISCUSSION

Based on the results of an interview with the head of SMP Negeri 3, Krian explains that Compared to the previous curriculum, the independent curriculum implemented in schools today is much more efficient, because each teacher is no longer busy with learning administration, so they only need one preparation sheet that has been designed in such a way, and students are no longer learning objects but rather learning subjects. The reason schools implement an independent curriculum is because the old curriculum is no longer relevant to current conditions, especially for students who are now different from the children of the past, and technology has now developed so rapidly that it is no longer possible to use it. old curriculum.

At SMP Negeri 3 Krian, the curriculum is independent still applied in grades 7 and 8, while grade 9 still uses the previous curriculum. According to Mr. Su'eb , the differences that occurred after the change in curriculum were very striking, for example teachers were not busy with teaching tools, so in this independent curriculum there was P5 (a project to strengthen the profile of Pancasila students) where schools for P5 were used twice a week, namely on Mondays. and Thursday, and does not prioritize the product but rather prioritizes how it works. In the P5

project, there is still an obstacle, namely there is no synchronization between implementation this week and the following week, so it requires in-depth planning.

Based on the results of interviews with mathematics teachers at SMP Negeri 3 Krian explain that in this independent curriculum students have more freedom to explore, students are also taught to guide each other to help each other understand the material, and in this independent curriculum the teacher and students are not required to waste material. According to Mrs. Sri, the learning model applied in independent curriculum learning is lectures, peer tutorials, discussions with friends. The independent curriculum implemented is also in accordance with the objectives of mathematics learning, where the independent curriculum facilitates and accommodates diversity how students learn.

Learning mathematics using the Independent Curriculum looks different from aspect use technology. The teacher looks excited in compile technology- based mathematics learning tools. As can be seen in Figure 1, the teacher uses learning media for building space materials using the Canva application for Class VII. The teacher looks skilled and very knowledgeable method operate the media. The learning design during observation is:

1. Learning Objectives: student able to make things contextual based on geometric concepts, calculating volume and area the surface of the space contextual.
2. Topic: Space Geometry
3. Learning Model: lecture, peer tutorial, discussion with friends
4. Learning Media: projector, LCD, laptop,

The teacher begins the lesson by asking questions triggers used to increase participation students and enable them to log in into the topic to be discussed in the main activity, the teacher explains the material and provides example questions to help students to better understand the material explained by the teacher. The lesson ends with the teacher giving individual and group assignments which will then be completed used for discussion and allowing each group to present results discussion at the next meeting.

Figure 1 teacher teaches spatial construction material

1. Student learning outcomes

The evaluation stage is carried out by looking at the results of students' learning completion based on assignment scores and student response questionnaires regarding mathematics learning in the independent curriculum. Data on student learning assignment results were obtained from 36 students in one class and 35 students in another class, with the following calculations

$$\overline{x_1} = \frac{2200}{35} = 62{,}85$$

$$\overline{x_2} = \frac{2435}{36} = 67{,}63$$

It can be seen that student learning outcomes obtained from assignment scores between first and second grade show figures of 62.85 and 67.63. These numbers are then interpreted into categories of student learning outcomes by looking at the table, so that student learning outcomes after the independent curriculum are in the quite good category.

2. Student response questionnaire

From the results of the analysis carried out by researchers using a Likert scale with a total of 71 students and 33 students making statements, the results obtained indicate that the independent curriculum is applied to mathematics material. The results of filling out the questionnaire can be seen in Figure 2.

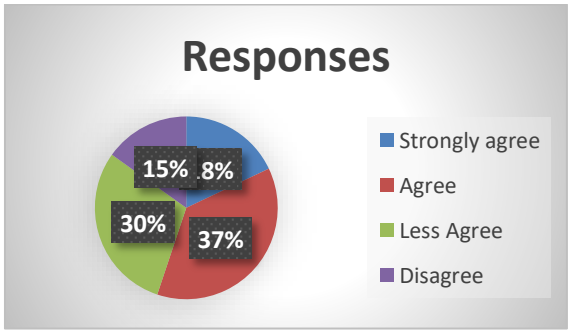

Figure 2 Response Results Students by filling in the questionnaire

Based on the results of data analysis carried out by researchers regarding the implementation of an independent curriculum through mathematics

learning which is quite effective, this is proven by the results of the questionnaire given to students with a result of 30.43% with a total of 71 students with 33 statements.

Therefore, it is hoped that the Independent Curriculum will be able to produce Indonesian people who are superior, have character and are competitive (Suryaman, 2020). Based on the description of the results and discussion above, we can see that the general picture of the implementation of the Independent Curriculum in Junior High Schools (SMP) has not been implemented optimally. Then the research results of Maladerita et al (Maladerita et al., 2021)explained that the implementation of the Independent Curriculum was too complicated to implement. Apart from the two reasons above, the results of this research show that the implementation of the Independent Curriculum is still hampered by education implementers in schools, both teachers, students and parents. In fact, the government as a policy maker feels that there are many obstacles in the process of implementing the Independent Curriculum (Sinaga et al., 2023).

D. CONCLUSION AND SUGGESTIONS

The independent curriculum through mathematics learning is quite effective, this is proven by the results of the questionnaire given to students with a result of 30.43% which is a general description of the implementation of the Independent Curriculum in Junior High Schools (SMP) which is quite effective. has not been implemented optimally. Suggestions for further research are that it can focus on teachers' perceptions of the implementation of the Merdeka Curriculum from the perspective of learning planning, effective learning strategies to be implemented, recommended learning assessments and basic teaching skills that are prioritized.

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