

Implementation of the “Kurikulum Merdeka” in Learning Social Sciences in Junior High Schools

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Abstract: This research aims to obtain observation data on how the Kurikulum Merdeka is implemented in the Social Sciences subject in history material in Junior High Schools. The research method used in this research is qualitative. To achieve this goal, researchers used data collection techniques through literature review. The data obtained from the research results were processed using qualitative analysis to determine the implementation of the “Kurikulum Merdeka” in social studies learning. Based on the research, it can be concluded that social studies learning activities in the “Kurikulum Merdeka” policy carried out by teachers have gone through three stages, namely: preliminary activities, core activities and closing activities. The third activity steps such as preliminary, core and closing learning have been fully implemented by the teacher, although at each learning step there are still activities that have not been implemented optimally. From the research results it is known that curriculum implementation is influenced by four variables, namely: communication, resources, disposition, and bureaucratic structure.

INTRODUCTION

Education is very important for developing the personality of each individual (Arifudin & Ali, 2022), (Ikhwan et al., 2020). Education is usually known in a school or university environment, but as we know, a person's education begins when they are born into the world under the guidance of their parents. The surrounding environment has a huge influence on a person's personality, but this can be influenced by how a person decides to act in the future. Without education, humans cannot discover the potential that exists within themselves (Cervone & Pervin, 2022), (Ford & Ford, 2019).

Education at the time of independence in 1945, Mohammad Yamin as minister of education, teaching and culture, then explained the position of education as the foundation for the development of Indonesian society. nationalism, which means education must improve the social value system used as national identity with various traditions, religions, cultures, languages, races and ethnicities to replace the colonial legacy education system. In general, national education is a form of reaction to the educational system which is descriptive and elitist. Therefore, the direction of national education is to form a democratic society (Aisy & Hudaidah, 2021).

At the policy level, the direction of Indonesian education is actually very clear. Legally, the

policies of the Indonesian nation have been stated in the fourth paragraph of the preamble to the 1945 Constitution, the contents of the 1945 Constitution as amended in article 31 paragraph (3), and Law no. 20 of 2003 concerning the education system article 3. At the political level, the direction of Indonesian education requires a balance between the development of physical (physical) potential and ideological (intellectual) potential with moral education in the context of developing physical (physical) potential, creative potential, and potential. religious. There must be a balance between building the soul and building the body. This is in accordance with what Wage Rudolf Supratman conveyed in the lyrics of the song Indonesia Raya which read: "Wake up the soul, wake up the body, for Indonesia Raya". Building a soul means building national morality that is based on national values (Muhyiddin, 2012).

Undang-Undang Nomor 20 Tahun 2003 Regarding the National Education System, it is stated 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 educational goals. (INDONESIA, 2006). Based on this understanding, there are two dimensions of the curriculum. The first dimension is the plan and arrangement regarding objectives, content and learning materials, while the second is the method used for learning activities (Kementrian Pendidikan dan Kebudayaan, 2014), (Bahri et al., 2022).

The curriculum as a plan for all activities that support the achievement of educational goals still has an important role, at least in coloring a person's personalit. The curriculum directs all forms of educational activities to achieve educational goals. The curriculum is also an educational plan, providing guidelines and guidelines regarding the type, scope and sequence of content, as well as the educational process (Kassing & Jay, 2020). Thus, the curriculum has an important position, both in formal and non-formal education because it provides direction for the educational process.

In principle, related to "Kurikulum Merdeka", based on Permendikbud No. 3 Year 2020 About SN-Dikti. Mendikbud di Era became an initiating figure related to the discourse on freedom of learning, especially in higher education. According to Nadiem, Kemendikbud prepare a strategy that will not deviate from the essence of education, namely teacher quality. Technology will never replace teachers. Technology is a tool to help teachers increase their potential and find the best driving teachers and ensure they can become learning leaders in schools throughout Indonesia.(Raharjo, 2020), (Tamah et al., 2020), (Hennessy et al., 2022).

The current curriculum in Indonesia is often considered rigid and material-oriented. There are not many opportunities to really understand the material and reflect on learning. Curriculum content is also considered too theoretical, making it difficult for teachers to translate it practically and apply it to learning materials and classroom activities (Penggerak & Putra, 2022). The Minister of Education, Culture and Research, Nadiem Anwar Makarim, has officially given the prototype program a new name, namely the Merdeka Program. The Merdeka Program is a program that aims to optimize students' talents and interests, with a focus on essential material, developing student personalities and student skills. Before the Merdeka program was used, this program had been tested by 2500 schools as part of the driving school program and in 2022 it will not only be launched in driving schools, the Merdeka program will also be launched in all schools in general. The Merdeka Program will be implemented in the 2022/2023 school year at all levels of Kindergarten, Elementary, Middle School and High School.

Before the emergence of the "Kurikulum Merdeja" program, an emergency program was implemented. The emergency program (under special conditions) prepared by the Ministry of Education and Culture is a simplification of the national program. This program narrows down the

core skills for each subject so teachers and students can focus on the essential skills and prerequisites to take lifelong learning to the next level. To help students who are affected by the pandemic and are likely to fall behind, the Minister of Education and Culture asked teachers to carry out diagnostic assessments (Hamsa Ramadhan et al., 2022). The “Kurikulum Merdeka” program is a multi-curricular learning program whose content will be optimized to provide sufficient time for students to explore concepts and build skills. The Merdeka internship program was designed as part of the Ministry of Education and Culture's efforts to overcome a long-standing learning crisis that has been exacerbated by the pandemic.

The “Kurikulum Merdeka” is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes determined by the government. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content (Kemendikbudristek, 2022). Freedom to learn is an education system. Merdeka Belajar is an educational system that is useful for building key competencies. The Ministry of Education and Culture will implement the Independent Learning system, so that quality education can be obtained for all Indonesian people (Nurzila, 2022).

METHOD

This research uses a phenomenological approach with a qualitative descriptive research type. Qualitative methods seek to understand and interpret the meaning of an event involving human behavior in a particular situation from the researcher's own point of view. Research that uses qualitative research aims to understand the object being studied in depth. In this case study the author explains for the purpose of developing work methods that are considered the most efficient. This case study is one of the descriptive methods. This method describes all data or conditions of the subject or object of research (person, institution, society, etc.).

RESULT AND DISCUSSION

Social Sciences Learning Planning

The main purpose of teaching tools is to serve as a guide for teaching staff in carrying out all learning processes (Kabariah & Adiyono, 2023), (Karim et al., 2021), (Guillén-Gámez & Mayorga-Fernández, 2020). Each teaching tool model is also supported by learning pathways and outcomes which certainly make it easier for teachers to determine learning processes that are in accordance with the principles of an independent curriculum. Meanwhile, the teaching tools in the “Kurikulum Merdeka” have a writing flow that is in accordance with the study guide and assessment. So, the components included in this teaching tool are determined according to the needs of the teaching staff.

The implementation of the 'Independent Curriculum' is actually not much different from the 2013 curriculum, so that social studies teachers on the history theme are able to plan their learning well. However, learning with a new paradigm is still needed, in which it is hoped that the dimensions of students' thinking skills will be further explored. With a student-centered process skills learning approach. Social Sciences Education has an important role. With an inquiry learning approach that is student-centered, social studies education becomes a means of increasing knowledge and skills related to people's lives and their environment. This includes building commitment and awareness of social and humanitarian values which will become capital for

collaborating in a pluralistic society, both at the local, national and global levels while still adhering to the values of Pancasila as the nation's personality.

“Kurikulum Merdeka” no longer contains a syllabus as in the previous curriculum but gives educators the freedom to develop their own flow of learning objectives that students will go through in certain phases. The flow of learning objectives is formulated by the teacher himself as a derivative of the learning outcomes and learning objectives by considering the conditions and needs of students. Thus, educators have the freedom to determine what should be taught and what should not be in accordance with students' conditions and needs, of course based on the results of a comprehensive understanding and appropriate professional assessment.

The “Kurikulum Merdeka” includes the Pancasila Student Profile Strengthening Project, which is a co-curricular activity that is expected to provide a more exploratory and contextual learning experience for students. Implementation of P5 is carried out with 3 alternative time allocations where educational units are given the freedom to determine the themes, dimensions and elements of the Pancasila Student Profile which are adapted to school conditions and student needs. The P4 Project is not just a slogan that is only included in the school's RPP or Vision and Mission but has clear guidelines where the educational unit is given the freedom to formulate the P4 Project that it wants to implement. (ANUDDIN RIF, 2022).

Learning Implementation Activities

In the "Kurikulum Merdeka" teachers are expected to carry out the stages of learning activities such as introduction, core and conclusion completely and systematically based on the syntax of the learning model used. In implementing the teaching and learning process, systematic steps are needed to achieve optimal learning outcomes. Systematic steps in the learning process are an important part of the learning strategy (Tati et al., 2024), (Gamar & Tati, 2021).

The preliminary step taken by the teacher is saying hello, then the teacher conditions the class, introduces the students and instructs the students to pray. After praying, the teacher presents the material to be discussed and continues with the main activities. The teacher conveys to the students about the discussions that will be discussed at the meeting. However, the teacher did not convey the learning objectives to be achieved. The preliminary steps taken by the teacher are not in accordance with the preliminary sub-components.

Next, the teacher asks questions about the material that has been studied and is related to the material to be studied, also directs students to a case or task that will be carried out to study the material and explains the learning objectives or Learning Outcomes (CP) that will be achieved, and conveys description of the material compass and explanation of the conditioning that will be carried out by students to solve a problem. Apart from that, in the last step, the teacher does not motivate students to get contextual calculations about the benefits and operation of learning tools in everyday life, the second learning activity step is activity The essence of implementing core activities in history learning in class is not in accordance with what is stated in the Teaching Module that has been prepared by the teacher.

When starting learning, teachers must support students to make preparations, motivate students to ask questions, make plans with students to gather information, and together with students process information and give approval for the form of the message to be conveyed. When it is difficult to support students, teachers can also use a collaborative learning model where students are supported by one person in a group to develop these abilities. In implementing learning, teachers can use project based learning and problem solving learning models as one of the learning models in a scientific approach, the project-based learning model is very in accordance

with Minister of Education and Culture Regulation No. 81 A of 2013 concerning the scientific learning process which must contain (5 M) that is Mengamati, Menanya, Mengumpulkan Informasi, Mengolah Informasi, dan Mengomunikasikan (Observing, Asking, Gathering Information, rocessing Information, and Communicating). However, not all students can fulfill the 5 M requirements. The thing that causes this to happen is because some students are active in sharing literacy and there are also students who are not active in sharing learning. Even though the teacher has tried to create an atmosphere that is fun and not boring, and makes the students active.

Next, the teachers used the problem solving learning model. The problem solving learning model is a literacy model that prioritizes a style that makes it possible to solve cases and is supported by prepared data. This learning system is used by teachers for history learning because students can detect cases when reading the material (Budiarti et al., 2022), (Bahri et al., 2019).

Then students will look for solutions to these problems and be able to communicate answers to the problems that students have found. However, during learning the teacher asks students to read the material in class. so that the time to communicate the answer to the problem is reduced. Solution to this obstacle. Teachers can instruct students to read learning material in class reading materials. so that the time to communicate answers to problems is reduced. The solution to these obstacles is that teachers can instruct students to read learning material in class..

Assessment of Social Sciences Learning Outcomes

Assessment is certainly very important, both for students, teachers and schools. For students, assessment can determine the extent of success in following the learning provided by the teacher, whether the results are satisfactory or unsatisfactory. For teachers, assessment can determine which students have and have not mastered the learning material, whether or not the learning material delivered is correct and the methods used. Meanwhile, for schools, assessment can determine whether the learning conditions created by the school are in line with expectations or not and whether what the school has done has met the standards or not.

Assessment of student learning outcomes carried out by history teachers is the process of collecting data on learning achievements in the knowledge aspect, attitude aspect and skills aspect to monitor the process, learning progress and improve learning outcomes through assignments and evaluation of learning outcomes. Assessment of learning outcomes by educational units is the process of collecting data on learning achievements in the aspects of knowledge, attitudes and skills which is carried out in a planned and systematic manner in the form of final assessments and school exams (Bahri et al., 2023). Special assessments in the form of non-test observation assessment techniques, assessment forms of attitude observation guidelines, attitude assessments, grades, assessment criteria in the form of performance, debate assessment, debate assessment rubrics, assessment techniques in the form of projects, project guideline assessment forms, assessment techniques in the form of written tests.

CONCLUSION

Based on the research results, it can be concluded that the implementation of the Merdeka curriculum in social studies learning has gone through systematic stages, although there are still many obstacles and the steps implemented have not been optimal due to the "Freedom Curriculum". Before learning activities begin, the teacher has created learning planning tools in advance, namely: Knowledge Program (Prota) and Semester Program (Prosem), Research Objectives Flow (ATP) and Teaching Module. The implementation of the curriculum that occurs, there is a classification of abilities carried out by the school, regarding the abilities and needs that must be met by the

school for students. The handling and learning methods carried out at the school include implementation that places students' creative, psychological, motoric and affective development more than mastery of the material. Thus, learning does not only transfer or provide information, but rather creates an environment that allows students to think critically, form knowledge and care for others..

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