



IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN INDONESIAN LANGUAGE LEARNING

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Abstract:

Curriculum changes are a natural process in education. The introduction of a new curriculum serves to refresh, expand, and improve the current curriculum. Curriculum changes reflect the government's efforts in developing the education system. In 2022, there was another curriculum change, namely the Merdeka Curriculum. Merdeka Curriculum is a curriculum approach that prioritizes diverse content in extracurricular learning, which will provide more time for learners to understand concepts and strengthen their competencies. Teachers also have the freedom to choose various teaching aids, so that learning can be tailored to learners' learning needs and interests. Teachers' performance must be better, as they have not fully understood the Merdeka Curriculum. Based on the results of the research conducted, the implementation of the independent curriculum has been getting better and more intensive and has succeeded in making students more creative, enthusiastic, and have good character. Based on the results of the research conducted, the implementation of the independent curriculum has been getting better and more intensive and has succeeded in making students more creative, enthusiastic, and have good character.

Keywords: *Learning, Independent Curriculum.*

INTRODUCTION

Education is a very important factor in determining the progress of a nation and the quality of its human resources. Education is also an individual effort for personal growth and development through the learning process. In the context of education, the curriculum has a crucial role. The curriculum can be considered as the core or foundation of the education system, like the heart of the human body. If the curriculum functions well, the learning process will run smoothly, and students will achieve their best potential. The success of the curriculum is also highly dependent on the support of various other educational components. According to Law No. 20 (2003), "curriculum is a set of learning programs related to the objectives, content, teaching materials, and educational methods that can be used or used in the implementation of learning activities to realize national education goals." In Indonesia, the curriculum has been implemented many times, including in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised 1994 curriculum), 2004, and 2006.

An in-depth understanding of financial literacy enables individuals to design long-term financial plans, manage debt intelligently, and make appropriate investments to increase income and unlock wider economic opportunities. In developing countries, improving financial literacy often requires more than just an effective campaign. Barriers in the form of cognitive abilities, levels of trust, and understanding of financial literacy often hinder efforts to expand financial programs to areas not yet reached by financial

institutions. (Education Unit Level Curriculum). In 2013, the government through the Ministry of National Education changed it back to Curriculum 2013 (Kurtilas), and in 2018 it was revised to Kurtilas Revision (Barlian & Iriantara, 2021). Until now, there is a new curriculum called the independent curriculum.

The independent curriculum was created because, in the pandemic era, education has regressed. This is because there is no offline teaching and it is replaced by online. Online learning is not conducive as some students do not have devices and have limited internet access. Faced with these gaps and concerns about learning disruptions, the government developed an independent curriculum that aims to overcome the learning crisis in Indonesia which is getting worse due to the COVID-19 pandemic (Rifa'i et al., 2022).

The Merdeka Curriculum is a curriculum that focuses on improving and developing students' talents and interests. In the Merdeka Curriculum, students have the freedom to choose the subjects they are interested in and explore their talents. This aims to make the learning process more enjoyable for teachers and students (Rahayu et al., 2022). The main purpose of this change to the Merdeka Curriculum is to effectively overcome the education crisis. The Indonesian language subject becomes the basic capital for learning and working because it focuses on literacy skills (language and thinking). Indonesian language subjects foster and develop students' confidence as communicators, critical-creative-imaginative thinkers, and Indonesian citizens who master digital and informational literacy. The Indonesian language subject becomes the basic capital for learning and working because it focuses on literacy skills (language and thinking). The Indonesian language subject fosters and develops students' confidence as communicators, critical-creative-imaginative thinkers and Indonesian citizens who master digital and informational literacy. In addition, through learning Indonesian, students are expected to be stronger in character (Abidin, 2012).

At the high school level, students have language skills that enable them to communicate and think logically according to a variety of purposes, social contexts, academic and workplace needs. They can comprehend, process, interpret and evaluate different types of texts that vary in topic. Students can also generate ideas and opinions for various purposes. They actively participate in language activities that involve many people, and are able to write various types of texts to reflect themselves and actualize their potential, especially in the use of Indonesian in various media to advance the nation's civilization.

However, in reality, there are difficulties faced by teachers in planning and developing learning. Many teachers see their lesson plans as an administrative task rather than a guide in the learning process. As a result, lesson plans are often not prepared wholeheartedly. In addition, there is a discrepancy between the lesson plan and what teachers do when teaching, so the lesson plan does not function as an effective guide in the learning process. In fact, lesson planning is one of the most important aspects in achieving learning objectives (Pambudi et al., 2019). Currently, there are still teachers who teach only as an obligation, without paying attention to the strategies and methods used in teaching. They focus more on the smooth implementation of learning rather than its quality. This view is wrong and should not be followed, unless they want to be considered less dedicated and unprofessional in their profession (Barlian & Solekah, 2022). Thus, the researcher is interested in raising the title related to the implementation of the independent curriculum at SMA Negeri 1 Stabat to be an input in the development of the curriculum for other schools.

RESEARCH METHODS

The research method used is descriptive qualitative research. In this study, the parameter observed is the application of the independent learning curriculum in Indonesian language learning. Meanwhile, the social factors that

will be seen are social position, social relations and the level of family education related to strengthening student character. Descriptive qualitative research was chosen because this research identifies and describes problems related to the application of the independent curriculum carried out at SMA Negeri 1 Stabat to be understood together and evaluated what still needs to be strengthened at the same time to strengthen student character through independent learning. Data analysis is adjusted to the problem formulation questions to be sought using a qualitative descriptive method that processes data, then converts recorded data from interviews, as well as the results of evaluations carried out in the form of written notes and then analyzed with the theory used. The identification process of each data is carried out to analyze the implementation of the independent curriculum that has been carried out at the school and its effects on students. After completing the recording technique and note-taking technique, the next step is to copy it into the data card and analyze it, so as to obtain relevant data. The scope of this research focused on teachers and students at SMA Negeri 1 Stabat.

The object of research is the point of attention of a study. The object of this research is the application of the independent learning curriculum in Indonesian language by Indonesian language teachers at SMA Negeri 1 Stabat. According to Miles and Huberman in (Sidiq et al., 2019) data analysis is carried out through several stages which include: Data reduction is the first component in the analysis which is the process of selecting, focusing, and simplifying all types of information that are written completely in field notes (fieldnotes). Data reduction is done by summarizing the content and data records obtained in the field. This process continues throughout the research implementation until the final research report is ready to be compiled. Then data presentation is a set of information organization, description, in the form of a complete narrative so that it is easy to understand and research conclusions can be drawn. This data presentation includes sentence narratives, matrices, images / schemes, activity networks and tables. The depth and stability of the analysis results are largely determined by the completeness of the data presentation. And finally, conclusion drawing which aims to stabilize, trace data back quickly to get solid and reliable research conclusions. Drawing conclusions, the data presented if it has been supported by complete data, can be used as a credible conclusion.

RESULTS AND DISCUSSION

Results

Patterns of Implementing Merdeka Belajar in Indonesian Language Learning at SMA Negeri 1

The concept of independent learning at SMA Negeri 1 Stabat has been properly understood by most of the school community, both the principal himself and the teachers and staff, so that it is not a difficult thing to implement independent learning in the school and is a good start to implementing the concept of independent learning. From the results of the interview with the head of SMA Negeri 1 Stabat that independent learning is a very good concept because it can explore the potential, talents and creativity of students, and also spur teachers as the driving force in meaningful learning to create learning that can make students independent. According to him, the freedom in question is not absolute freedom that can cause concern for many figures / groups, but freedom that still rests on the academic rules of the school and the discipline of students.

Based on the results of the interview above, it can be explained that the independent learning carried by Nadiem Makarim since 2019 is designed to overcome problems in education in Indonesia and lift the world of education in Indonesia from the downturn, a big problem that often occurs so far is sometimes the implementation of education in the education unit rests on the wishes of the teacher who should raise the potential that exists in students. Sometimes there are teachers who respect learning must rest exactly according to their wishes and what if the students deviate from the format made, it is considered that the child is wrong and then punished and not completed, they do not realize that these actions can kill children's creativity, and killing children's creativity in the classroom is the first step in the destruction of the future of the nation, especially the world of education. The death of children's creativity in the classroom will forever make this nation a consumptive nation and if we want to make this nation a productive nation, it starts with building and awakening children's creativity in the classroom by liberating children to be creative in exploring their potential.

Based on the results of interviews with school principals, the two steps that are very concerned before implementing independent learning are providing awareness to all parties, both outside the school and the school community itself, such as employees, teachers and students, of the importance of implementing independent learning, the second according to him is the allocation of funding in the learning process, because in the process of implementing independent learning requires adequate facilities and infrastructure and to produce satisfactory learning products requires the readiness of quality materials.

The pattern of implementing learning independence by implementing differentiated learning and assessment is welcomed at SMA Negeri 1 Stabat because students feel they have the freedom to be creative with their own thoughts, by giving this freedom they are motivated to learn so as to produce useful learning. Educators also have the freedom to set learning strategies and choose models according to the character and talents and conditions of students without any pressure from outside parties. The pattern of applying holistic and fun differentiated learning as a pattern of applying independent learning in Indonesian language lessons is as follows:

Creating a pleasant learning environment

Based on the results of the researcher's observations, that with differentiated learning at SMA Negeri 1 Stabat the teachers were able to create a pleasant learning environment, especially in Indonesian language subjects, because students felt happy while learning, teachers were able to create a pleasant learning atmosphere when students began to get bored learning and students were able to maintain their enthusiasm for learning for hours of learning because the teacher created interesting learning. From the results of observations and closed interviews with students, regarding the feelings of students when learning Indonesian during the application of differentiated learning, around 80% of students said they were very happy, indeed the enthusiasm and enthusiasm of students during the application of differentiated learning as a pattern of applying independent learning is very high, the products of the learning outcomes are very satisfying and receive appreciation from various parties.

Furthermore, 10% said they were happy and 10% said they were quite happy and not happy. Based on the observation, the researcher drew a conclusion that these 10% students felt quite or not happy learning Indonesian because they saw the tasks they did, they collected outside the predetermined time limit and the learning products they produced were not satisfactory and the feedback the teacher gave, they did not respond.

When learning takes place a teacher must be sensitive to the conditions, when students begin to get bored, the teacher should take action to reflect on the situation, whether by playing cheerful music, making meaningful quizzes and in line with the material or raising a humorous story, but the situation must be controlled like that is what we do at SMA Negeri 1 Stabat to divert the attention of students who are getting bored or lacking enthusiasm for the lesson. Maintaining the learning conditions in a pleasant situation is not easy, especially when the time used for Indonesian language lessons is three lessons. When learning Indonesian, students are able to maintain their enthusiasm for learning until the end of the lesson. From the results of observations of students 60% said they were able to hold on until the end of the lesson, 20% said they were very capable and 20% said they were quite capable.

Based on the results of the interview, it reinforces that differentiated learning as a pattern of implementing independent learning can create a pleasant learning environment for students and even make them persist in learning even though Indonesian language lessons are 3 hours long. Indonesian subjects are indeed in great demand by students because in addition to their needs as Indonesian citizens, Indonesian lessons are able to create fun learning routines and procedures and make students feel comfortable in the learning process as a realization of the application of independent learning (Angga et al., 2022).

Learner-centered learning

In the learning process, at SMA Negeri 1 Stabat student-centered learning has been implemented including Indonesian language subjects, Indonesian language teachers have a learning plan and adjust it to the needs of students, based on the results of observations and interviews with students 85% answered that BI teachers always bring lesson plans and 15% said BI teachers often adjust lesson plans to the needs of students. The results of the interviews above prove that the learning process at SMA Negeri 1 Stabat, especially Indonesian, is very favorable to students because the lesson plans made by teachers, which are learning scenarios based on the needs of students. Teachers before making lesson plans first observe the strengths and weaknesses of their students, so that it becomes the basis for meeting the needs of students in the learning process and before starting the lesson is preceded by making a class agreement with students, all class agreements originate from students and this class agreement is what limits freedom in the application of independent learning.

Increased creativity

Differentiated learning as a form of application of independent learning can increase the creativity of students at SMA Negeri 1 Stabat, especially in Islamic Religious Education learning, because looking at the products produced in holistic and fun differentiated learning and assessment as a substitute for USBN in April 2021, the learning products produced by students are very

creative and innovative, these products prove that the application of the concept of independent learning can increase the creativity of students because with the application of independent learning students have the ability to think critically, have emotional sensitivity, are talented, and have a high imagination, the following are the results of his research. Setelah diterapkan pembelajaran berdeferensiasi terbukti peserta didik Having critical thinking skills, based on the results of observations and interviews with students as follows, when the teacher uses the Problem Solving method in the form of solving a problem / case there are 80% of students able to formulate the main problems of the case, 90% of students are able to reveal the facts needed to solve a case, 80% of students are able to detect the right choice when told to choose two options for solving a case. When teachers use the discussion method 70% of learners are able to choose logical, relevant and accurate arguments when discussing.

DISCUSSION

With the application of holistic and fun differentiated learning as a manifestation of learning independence at SMA Negeri 1 Stabat, it can make students become talented human beings, because from the results of closed interviews with several students and the results of researcher observations, 95% of students are able to capture lessons well when learning Indonesian because they think that Indonesian materials are very important to learn. 90% of students have good concentration when learning PAI the reason is because when learning the delivery of material is very interesting and fun the methods used are not boring because the scenarios and learning routines are tailored to the needs of students and are born from class agreements between students and teachers.

Students at SMA Negeri 1 Stabat have imagination after the application of differentiated learning, based on the results of observations of interviews with several students and researcher observations 75% of students often do imagination first before making a work and 30% say sometimes. There are 60% who say they never resemble a character because they like to be themselves and there are 40% who say sometimes but only a sense of admiration for the character and the success / advantages of the character are used as motivation to get success like the character they admire, 80% of students say they never imitate other people's work because students realize that imitating other people's work is not a good act, students sometimes see or open works on the internet only as reference material. The word merdeka in the concept of independent learning is not a threat that we need to worry about because the freedom contained in the word is just a race or motivation given to students to create, innovate and be creative and an invitation to teachers to manage learning so that learning is more meaningful, leaving ways that only shackle the talents and interests of students, students are not pets who must act only at the will of the teacher but students are free human beings, intelligent and have desires, emotional sensitivity and imagination that can be channeled in the learning process that can produce learning products (Melani & Gani, 2023).

Merdeka Belajar, which has been promoted by Nadiem Makarim since 2019, is designed to overcome problems in education in Indonesia and lift the world of education in Indonesia from adversity. a big problem that often occurs so far is that sometimes the implementation of education in educational units relies on the wishes of teachers who should raise the potential of students. differentiated learning is a cyclical process of finding out about students and responding to their learning based on differences. When teachers continue to learn about the diversity of their students, professional, effective and efficient

learning will be realized (Mustaghfiroh, 2020).

To implement independent learning at SMA Negeri 1 Stabat begins with small discussions with stakeholders in the school (principal and school committee members), then conducts socialization to teaching and education staff and students, then socializes the implementation of independent learning to the local government and parents of students, and also conducts socialization in cyberspace through the school web and other social media. The next effort is the budget allocation related to the learning process which is maximized because without budget provision all planning cannot run smoothly (Ainia, 2020).

Increased creativity can be measured by four indicators, namely students have the ability to think critically, have emotional sensitivity, are talented and have a high imagination, the following discussion of research results regarding the achievement of indicators of increased creativity. First, the ability to think critically. The indicators of students who have the ability to think critically are able to formulate the main problems of the material studied, able to reveal facts in a problem, able to choose logical arguments and able to detect the right choice in solving a problem. Students at SMA Negeri 1 Stabat have the ability to think critically because if students are given a task in the form of a problem case they are able to work on the problem case task by identifying the source of the problem and formulating the main points of the problem, then looking for information on the truth of the case and then revealing the facts needed to solve a case and they also have the ability to detect the right choice in choosing a solution to a problem.

CONCLUSION

Freedom in the concept of independent learning is not a threat that we need to worry about because the freedom contained in the word is just a race or motivation given to students to create, innovate and be creative and an invitation to teachers to manage learning so that learning is more meaningful, leaving ways that only shackle the talents and interests of students, students are not pets who must act only at the will of the teacher but students are free human beings, intelligent and have desires, emotional sensitivity and imagination that can be channeled in the learning process that can produce learning products.

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