

Descriptive Study of Merdeka Curriculum Implementation at SDN 1 Telaga Biru

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Abstract. *The objective of the independent curriculum is to find out the results of the implementation of the independent curriculum at SDN 1 Telaga Biru. This research used a qualitative descriptive method, the informants were one school principal, two educators and five students. This research is to find out about how the implementation of the independent curriculum at SDN 1 Telaga Biru. Several techniques were used in data collection, namely: a) Observation, b) Interview, c) Documentation. The results show that in the implementation of the independent curriculum there is more emphasis on substantive material and developing student competencies according to the stages. Therefore, learning with this independent curriculum is expected to be more in-depth, not rushed, more fun and meaningful. Thus, the implementation of the Independent Curriculum is more optimal even though it has only been implemented for one year. The Independent Curriculum, still needs to be developed and improved thus it can overcome current educational problems.*

Keywords: *Descriptive Study, Implementation, Independent Curriculum*

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INTRODUCTION

Education plays a pivotal role in the existence of individuals, serving as an imperative and highly significant aspect of human life. Education plays a pivotal role in enabling individuals to generate diverse advancements and enrich the fabric of contemporary civilization. The educational process has the potential to generate significant ideas within the context of temporal dynamics. Hence, it is incumbent upon individuals to acquire education and strive for personal growth. It is evident that the efficacy of education is not exclusively contingent upon the presence of educators capable of delivering instructional material to students. Nevertheless, education exhibits a strong correlation with the curriculum (Iwu et al., 2021). The independent learning curriculum places a greater emphasis on autonomy and innovative thinking (Boudouaia et al., 2022; Wang & Zhang, 2022). It has been directly incorporated into driving schools and has emerged as a significant program with implications for the quality of education.

The purpose of this program is to provide assistance to educational institutions in cultivating and nurturing a generation of students who embody the values of Pancasila or who possess a lifelong learning mindset. The aforementioned autonomous curriculum is being implemented in multiple driving schools (Malik et al., 2021; Kelly, 2020). Henceforth, we shall proceed with the formulation of a distinctive educational curriculum to be universally adopted by educational institutions, tailored to the specific objectives and contextual factors of each school. Based on the findings derived from the researcher's observations, it was determined that the SDN 01 Telaga Biru school is situated in the West Pentadio village, within the Telaga Biru District of Gorontalo Regency, located in the province of Gorontalo, align with research from Maksum et al. (2023). This research focuses on the main objective of examining the

implementation of two curricula, specifically the 2013 curriculum and the independent curriculum, within an elementary school setting. The autonomous curriculum at this educational institution has been effectively implemented (Dejene, 2019; Chiu et al., 2021; Reeve & Cheon, 2021).

Nevertheless, there exist educators who possess limited comprehension regarding the execution of the independent curriculum. This deficiency in teacher understanding hampers the successful implementation of said curriculum. Furthermore, school principals and teachers encounter various challenges when attempting to implement the independent curriculum. Additionally, a dearth of adequate teaching materials further exacerbates the aforementioned issues faced by teachers (Kruszewska et al., 2022; Chiu & Chai, 2020; Ezra et al., 2021). Despite being a refinement of the previous curriculum, this independent curriculum addresses the challenges faced by teachers in terms of preparing learning tools and implementing the curriculum within the school setting. The independent curriculum has been introduced with the aim of enhancing and refining the existing curriculum.

In accordance with the decree issued by the Minister of Education and Culture and Research and Technology, the initial phase of the independent curriculum will be implemented, commencing with grade 1 and grade 4 (Marsidin, 2022; Chamisijatin et al., 2023; Go, 2021). The notion of an independent curriculum aims to enhance fundamental competencies and foster a comprehensive understanding of logistics, thereby cultivating students' Pancasila character (Aditama, 2023). This approach seeks to afford students ample time for conceptual exploration and competency development.

METHODS

The present study employs a qualitative descriptive research methodology. According to Sugiyono (2020:45), qualitative methods can be categorized as artistic approaches due to their less structured research process. Additionally, these methods are classified as interpretive methods as the data generated in a study is often linked to the interpretation of data gathered in the field. According to Busetto et al. (2020) and Malmqvist et al. (2019), in qualitative research, the researcher assumes the role of the primary instrument or primary data collection tool.

The researcher's involvement in this study as both a fact finder and an observer entails conducting data collection by extracting facts and meticulously observing all ongoing activities, paying close attention even to the minutest details. The qualitative descriptive method is a research approach that aims to provide a comprehensive description and analysis of objects within a specific context, based on data collected during fieldwork activities. The researcher employed this methodology to investigate the implementation of the independent curriculum at SDN 01 Telaga Biru, located in the Telaga Biru District of Gorontalo Regency.

The researchers selected the subject and research setting based on several factors. Firstly, they considered the ease of obtaining data. Secondly, they took into account the accessibility of the research location. Thirdly, they chose a setting that was strategically located and easily reachable. Lastly, they considered the feasibility of conducting continuous activities in the chosen setting. The designated period for conducting this research falls within the odd semester of the academic year 2022-2023, specifically spanning from October to December 2022.

The data sources utilized in this study are categorized into two distinct types: primary data sources and secondary data sources (Ruggiano & Perry, 2019; Schuurman, 2020). Primary data refers to information that is acquired in the form of verbal communication, such as spoken words or utterances, as well as observable behavior exhibited by individuals referred to as informants. These informants are typically individuals who are relevant to the research focus. The data presented in this study was acquired directly from a reliable source, without any intermediaries. The primary data referenced by the author consists of information provided by informants.

The main sources of data in this study comprise the principals, teachers of fourth-grade classes, and teachers of first-grade classes. Secondary data refers to information that is intended to supplement primary data. Primary data, on the other hand, is derived from documents, photographs, and objects that can serve as supplementary sources of information. The term "primary" refers to the initial or fundamental aspect of a subject or topic. The secondary data pertains to the Descriptive Study of the Implementation of the Merdeka Curriculum at SDN 01 Telaga Biru, located in the Telaga Biru District of Gorontalo Regency. Based on the available data, it is anticipated that researchers will be able to gain insights into the Descriptive Study.

The implementation of the Independent Curriculum. The data collection procedures encompass various methods, including observation, interviews, documentation, and triangulation.

RESULTS AND DISCUSSION

Following its selection as a Driving School in 2021, the institution proceeded to implement the Driving School Operational Curriculum. This curriculum, commonly referred to as the new paradigm curriculum or driving school curriculum, initially took the form of a prototype curriculum. Subsequently, the terminology has been revised, and it is now known as the Independent Curriculum.

The initial phase of implementing the independent curriculum involves the preparation of documents and the subsequent implementation of said curriculum (Macalister & Nation, 2019; Nsengimana et al., 2020; Chiu & Chai, 2020). The curriculum structure that incorporates an independent curriculum and designated learning hours within the classroom setting exhibits minimal divergence from its predecessor. To observe the products generated by educational institutions pertaining to the adoption of an autonomous curriculum, one may refer to the initiative aimed at enhancing the Pancasila students' profile, commonly known as the Project to Strengthen the Profile of Pancasila Students (P5).

Based on the findings derived from observations and interviews conducted in the Descriptive Study of the Implementation of the Independent Curriculum at SDN 1 Telaga Biru, the fundamental principle underlying this independent curriculum is centered around prioritizing student-centered learning. This approach allows students ample opportunities to delve into their individual interests and talents, while educators assume the role of facilitators in the learning process. The primary objective is to enhance the educational experience of the students by facilitating their learning process.

According to the "Decree of the Minister of Education, Culture, Research and Technology No. 56/M/2022 on the guidelines for implementing the curriculum in the context of learning recovery," the curriculum structure in basic education comprises two primary activities. These activities include intracurricular learning and the project aimed at enhancing the profile of Pancasila students. The present study has been conducted using qualitative descriptive research methodology and appropriate research methods and procedures. The primary objective of this research is to obtain precise and reliable research findings pertaining to the implementation of the independent curriculum at SDN 1 Telaga Biru.

The allocation of study load in elementary school is categorized into two components: 1) internal studies and 2) the Pancasila student profile enhancement project, which is designated for approximately 20% of the student body annually. The project aimed at enhancing the profile of Pancasila students is executed with a flexible approach, encompassing both content and implementation timeframe.

The project's content should be aligned with the attainment of the Pancasila student profile, as per the student's developmental stage. It is important to note that the project should not be directly linked to the academic performance in a specific subject. The enhancement of Pancasila students' proficiency in all subjects can be achieved through effective time management in project implementation. This can be accomplished by allocating additional hours to each

project, with the understanding that the duration of each project implementation need not be uniform.



Figure 1. The steps involved in project-based learning

The integration of learning is thematically incorporated into subjects such as Civics, Indonesian, arts, and science. In the interim, the subjects of Islamic religious education, mathematics, and Physical Education, Health, and Recreation (PJOK) are conducted as distinct and independent disciplines. Research and Professional Practice (RPPs) are developed by considering various topics that encompass thorough learning objectives, learning activities, and assessments. Learning objectives are formulated in a manner that allows for quantifiable assessment, thereby facilitating the establishment of clear indicators of progress and providing valuable feedback (Allen et al., 2020; Race, 2019; Sedrakyan et al., 2020). The essential components of the curriculum should encompass various instructional approaches, such as problem-based learning, project-based learning, and inquiry-based learning (Haatainen & Aksela, 2021; Simonton et al., 2021). Additionally, it is crucial to employ diverse learning strategies that take into account the unique characteristics of individual students. There is an optimistic expectation that the implementation of diverse learning models will prove beneficial in enhancing students' aptitude for idea generation, conceptual understanding, problem-solving, product development, and refinement of computer proficiency.

CONCLUSION

Based on the findings and analysis presented in the preceding chapter, it can be inferred that the implementation of the independent curriculum at SDN 1 Telaga Biru primarily prioritizes the delivery of substantive content. The researcher's investigation, titled "Descriptive Study of the Implementation of the Independent Curriculum at SDN 1 Telaga Biru," supports this conclusion. and fostering the development of student competencies in accordance with the various stages. Consequently, the utilization of this independent curriculum is anticipated to foster a more profound, unhurried, enjoyable, and significant learning experience. The primary objective of every driving school is to formulate and execute a self-contained curriculum that can be uniformly implemented across all classes in the subsequent academic year. Hence, the adoption of the Independent Curriculum proves to be more advantageous, despite its relatively recent implementation period of only one year. The development and improvement of the Independent Curriculum are imperative in addressing prevailing educational challenges. Based on the findings of the study, the researcher has proposed the following recommendations; (1) Offering feedback to educators to enhance their creativity and innovation in the implementation of independent curriculum-based instruction; (2) Educational institutions have the ability to assess the efficacy of implementing an independent curriculum, subsequently undertaking subsequent measures to advance and progress towards the subsequent phase; (3) It is anticipated that students will exhibit greater engagement in the learning process and cultivate their individual interests and talents by means of the independent curriculum's implementation. I am earnestly committed to acquiring knowledge for the purpose of enhancing my future prospects, in alignment with societal expectations.

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