

Analysis of Implementation "Merdeka" Curriculum In The 10th Grade Biology Subject at SMA Negeri 1 Pariangan, Tanah Datar Regency

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ABSTRACT

The curriculum implementation at SMA Negeri 1 Pariangan began in the academic year 2022/2023 for the 10th-grade class, utilizing the "Merdeka" Curriculum. This research aims to understand and describe the implementation of the "Merdeka" Curriculum in the Biology subject for the 10th-grade class at SMA Negeri 1 Pariangan, Tanah Datar Regency. The research employed a descriptive analysis with a quantitative research method. The research population consisted of 233 10th-grade students enrolled in the academic year 2022/2023, with a sample size of 147 students. The sampling was conducted using the probability random sampling method with a 5% margin of error. The research results indicate that the implementation of the "Merdeka" Curriculum in the Biology subject for the 10th-grade class at SMA Negeri 1 Pariangan falls under the "good" category, with a degree of achievement score of 3.06. This finding is further supported by the level of "Merdeka" Curriculum implementation at SMA Negeri 1 Pariangan, which achieved an overall average indicator score of 3.73, categorizing it as "very good." In its implementation, it is suggested to enhance and optimize the socialization of the "Merdeka" Curriculum for both educators and students.

KEYWORDS

Merdeka Curriculum
Biology Learning
Pancasila student
profile

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1. Introduction

The history of Indonesia's educational development indicates that the country's education system has long lagged behind that of European and some Asian nations. This aligns with the viewpoint of Abdullah (2017) regarding Indonesia's educational journey, where the curriculum in Indonesia has not progressed significantly. It can even be said that Indonesian education lacks a strong global vision and mission, as the country's educational curriculum often undergoes frequent changes.

Originating from distance learning, especially during the Covid-19 pandemic, the government introduced a learning module for primary to upper-secondary education (SD to SMA/SMK), which simplified the 2013 curriculum. The curriculum becomes a reference for achieving national education goals. The current curriculum, namely the merdeka curriculum, was basically developed with reference to student-centred learning. The Merdeka learning policy aims to return education management to schools and local governments through flexibility in planning, implementing and evaluating educational programs (Kemendikbudristek, 2020). Educators are expected to be mediators, facilitators and motivators who can improve the quality and quantity of students to achieve maximum results (Sitorus et al, 2023). The independent curriculum emphasizes character development and soft skills based on competency (Indarta et al., 2022; Rahayu et al., 2022). In the Merdeka curriculum, character education is carried out through the application of Pancasila values. These values are summarized into five main values which are part of the dimensions of the Pancasila student profile (Hamdi et al., 2022; Irawati et al., 2022). The merdeka curriculum also makes the Pancasila student profile a competency base that supports learning recovery and strengthens the character that has been established in the 2013 curriculum, especially the Pancasila student profile (Laila et al., 2022).

An merdeka curriculum can improve educational standards in Indonesia by providing several opportunities to take part in extracurricular activities with more appropriate teaching material and giving

students time to explore ideas, think innovatively, emphasize autonomy and develop competence. The initial concept of freedom to learn is the existence of actions that are characterized by freedom while continuing to deepen learning accompanied by limitations, criticism, and not diminishing the noble and moral values of education providers (Chaniago, 2022). This idea led to the creation and realization of the "Merdeka" Curriculum. The "Merdeka" Curriculum involves diverse intracurricular learning, where content is optimized to provide students with ample time to grasp concepts and reinforce competencies. Teachers are given the freedom to choose various teaching tools, tailoring the learning process to students' needs and interests. As such, the "Merdeka" Curriculum encompasses several crucial components for its success, including CP, ATP, MA, and MP (Rahimah, 2022). Previous studies found that the independent curriculum attracted attention and produced new ideas that differentiated it from the previous curriculum, especially in the implementation of learning (Indarta et al., 2022; Rahayu et al., 2022). This research aims to understand and describe the implementation of the "Merdeka" Curriculum in the Biology subject for the 10th-grade class at SMA Negeri 1 Pariangan, Tanah Datar Regency. It is hoped that this research can provide more comprehensive information regarding the implementation of the independent learning curriculum at the high school level in Indonesia.

2. Method

The research was conducted on May 23, 2023, at SMA Negeri 1 Pariangan, Tanah Datar Regency. This study employs a descriptive research design with a quantitative research method. The research population comprises 233 10th-grade students at SMA Negeri 1 Pariangan in the academic year 2022/2023, with a sample size of 147 students. The sampling technique utilized is probability random sampling with a 5% margin of error. Quantitative descriptive analysis is employed to analyze the data. Microsoft Excel 16 is used for data analysis in this study.

3. Results and Discussion

Based on the obtained research data analysis results, the implementation of the "Merdeka" Curriculum at SMA Negeri 1 Pariangan falls under the category of "Good." This can be observed in the Table 1.

Table 1. Results of Degree of Achievement in the Implementation of the "Merdeka" Curriculum at SMA Negeri 1 Pariangan

<i>Measure</i>	<i>Value</i>	<i>Category</i>
Mean	3.75	-
Median	4	
Mode	4	
Degree of Achievement	3.06	Good

The implementation of the "Merdeka" Curriculum at SMA Negeri 1 Pariangan has been progressing well. The socialization and provision of information regarding the "Merdeka" Curriculum for both educators and students have been conducted thus far. However, considering that the "Merdeka" Curriculum is relatively new, both educators and students still require time to familiarize themselves with it.

The analysis of the implementation of the "Merdeka" Curriculum in the Biology subject for the 10th-grade class at SMA Negeri 1 Pariangan, based on each indicator, falls under the categories of "Very Good" and "Good." This can be observed in the Table 2.

Table 2. Implementation of the "Merdeka" Curriculum at SMA Negeri 1 Pariangan by Each Indicator

No.	Indicator	Value	Category
1	Student Profile of Pancasila (X1)	3.83	Very Good
2	Learning Achievement (X2)	3.82	Very Good
3	Lesson Hours (X3)	3.96	Very Good
4	Learning Organizational Approach (X4)	3.35	Good
5	Student Graduation Requirements (X5)	3.33	Good
6	Differentiated Learning Approach (X6)	3.88	Very Good
7	Assessment (X7)	4	Very Good
8	Teaching Aids (X8)	3.7	Very Good
Average Value		3.73	Very Good

In the implementation of the Student Profile of Pancasila (X1), a score of 3.83 was obtained. For Learning Achievement (X2), the score was 3.82. Lesson Hours (X3) received a score of 3.96. The Learning Organizational Approach (X4) obtained a score of 3.35. Student Graduation Requirements (X5) received a score of 3.33. The Differentiated Learning Approach (X6) received a score of 3.88. Assessment (X7) achieved a score of 4. Teaching Aids (X8) obtained a score of 3.7. If the scores for each indicator are averaged, the overall average indicator score is 3.73, falling within the "Very Good" category.

Strengthening the profile of Pancasila students has been developed within the school well. The profile of strengthening Pancasila itself consists of 6 dimensions, such as the religious dimension, such as faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning and creative thinking. This is done so that students are able to compete in the education system so that they have capital to become society can be better. 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 certain learning achievement targets, so it is not tied to subject content (Purnawanto, 2022). The main characteristics of the Merdeka Belajar Curriculum are project-based learning for the development of soft skills and character according to the Pancasila student profile, focusing on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy (Pratiwi et al, 2023). An merdeka curriculum gives freedom to schools and teachers and students to be free to innovate, learn independently and be creative (Sherly et al, 2020). The independent curriculum also focuses on differentiated learning. Teachers have the flexibility to carry out differentiated learning according to students' abilities and make adjustments to local context and content.

The implementation of an independent curriculum also strengthens student academic achievement. The Merdeka Curriculum directs more optimal learning so that students have enough time to deepen lesson concepts and strengthen abilities. With this curriculum, teachers can choose various teaching tools to suit our learning needs and interests as students (Suryaman, 2020). The organization of learning in the implementation of the independent curriculum in the research results shows a good category. Organizing learning starts from learning tools, media and teacher readiness in implementing learning during one school year. The preparations carried out include an analysis of the initial objectives regarding what content or material the teacher concerned must teach to students in the teaching and learning process. After compiling the Learning Outcomes (CP) along with the Learning Objectives Flow (ATP) and materials, educators prepare teaching tools (Miladiah et al, 2023). The lesson plan prepared by the teacher are quite concise, namely they include three main components, namely learning objectives, learning activities and assessment (Indarta et al., 2022; Rohim et al., 2021). Simplifying the Lesson Plan into teaching modules aims to reduce teachers' administrative tasks so that they have more time to focus on diverse learning. Teaching modules in the merdeka curriculum give educators the freedom to create learning that suits students (Rindayati et al., 2022). This freedom is also related to the development of

components in teaching modules that are adapted to the environmental context and students' learning needs (Laila et al., 2022).

The implementation of Merdeka curriculum-based assessments is also very good. Teachers understand the principles of assessment or assessment of Independent Curriculum learning so that learning objectives are achieved and measurable (Ngaripin, 2023). The implementation of the independent curriculum provides great benefits for the progress of education in Indonesia. Implementation of this curriculum makes it easier for the school community to produce quality education. All of these things are easy to obtain if there is collaboration or cooperation in the management of education at each school (Sitorus et al, 2023).

4. Conclusion

From the research findings, it can be concluded that the implementation of the "Merdeka" Curriculum at SMA Negeri 1 Pariangan falls under the category of Good with a degree of achievement score of 3.06. The implementation of the "Merdeka" Curriculum has a positive impact on the students, such as a well-allocated lesson time, easily achievable Learning Achievements (CP), and more flexible teaching tools and media, making it easier for students to comprehend the subject matter, particularly in biology. In the implementation of the Student Profile of Pancasila (X1), a score of 3.83 was obtained. For Learning Achievement (X2), the score was 3.82. Lesson Hours (X3) received a score of 3.96. The Learning Organizational Approach (X4) obtained a score of 3.35. Student Graduation Requirements (X5) received a score of 3.33. The Differentiated Learning Approach (X6) received a score of 3.88. Assessment (X7) achieved a score of 4. Teaching Aids (X8) obtained a score of 3.7. When the scores for each indicator are averaged, the overall average indicator score is 3.73, which is categorized as "Very Good."

As for recommendations, the author suggests that the school could provide more platforms for teachers to engage in discussions and enhance their understanding of the "Merdeka" Curriculum. Teachers are encouraged to be more innovative in preparing teaching materials and adopting enjoyable teaching methods to capture students' interest. Furthermore, for future researchers, it is advised to consider this study as a reference source for subsequent research related to the implementation of the "Merdeka" Curriculum.

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