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Feasibility Study of Independent Curriculum Implementation

Radenrara Sutaris
Directorate of the Development for Secondary Education and Special Education Teacher
Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, Indonesia
Email: radenrara.sutaris@kemdikbud.go.id

ABSTRACT

This research is a design research that aims to obtain an overview of the feasibility of implementing the Independent Curriculum (Indonesia: *Implementasi Kurikulum Merdeka* / IKM). Feasibility of implementation can be seen from socialization, teacher commitment, learning system, support from school principals, readiness of education units and readiness of infrastructure. The results of the research carried out show that the IKM deserves to reach 74.79% and has a future. The feasibility of each element is 99.1% socialization, 74% teacher commitment, 84.51% learning system, school principal support, education unit readiness and 48% readiness of infrastructure. For the most feasible areas, the Provinces of Yogyakarta, Central Java and Bali are the areas that are most ready to implement IKM, and the provinces that are least ready are North Maluku, Papua. Based on the level, SD level is the most ready and feasible level for IKM implementation, then SMK (Indonesia: Sekolah Menengah Kejuruan), SMA (Indonesia: *Sekolah Menengah Atas*), SMP (Indonesia: *Sekolah Menengah Pertama*), SKB (Indonesia: *Sanggar Kegiatan Belajar*), SLB (Indonesia: *Sekolah Luar Biasa*) and finally PAUD (Indonesia: *Pendidikan Anak Usia Dini*).

Keywords : IKM; Independent Curriculum; Learning system

INTRODUCTION

Rapid changes in the strategic educational environment require creativity and innovation to achieve the vision of an equitable and competitive national education (Abdullah & ZA, 2018; Dawson et al., 2006; Selamat et al., 2017). The development of information technology and the C-19 pandemic has become a momentum as well as an accelerator of changing educational paradigms from conventional paradigms to independent learning paradigms, from pedagogy to andragogy and cybergogy. This rapid and turbulent strategic change in education requires breakthroughs, anticipations and strategic steps that are able to ensure the vision and mission of education can be implemented appropriately and measurably (Aivazidi & Michalakelis, 2021; Brown & Sessions, 1999; Vu & Le, 2019).

Breakthroughs and anticipation during the pandemic are Emergency Curriculum policy interventions (Hirst, 2010; Sahade & Ngampo, 2021). The emergency curriculum is a simplification of the 2013 curriculum which aims to provide convenience for educational units in managing learning to make it easier with essential material substances (Edelson et al., 1999; Opara & Oguzor, 2011; Penuel et al., 2007). Education units are given the freedom to use the 2013 Curriculum and the Emergency Curriculum. This policy has various responses from

education units. There are 59.2% of education units continue to use the 2013 Curriculum, 31.5% use the 2013 Curriculum which is simplified by the Ministry of Education and Culture and 8.9% are self-simplifying the curriculum. The results show that there are significant differences in learning outcomes between the 2013 curriculum and the emergency curriculum. The difference between literacy and numeracy scores is equivalent to 4 months of learning. In numeracy scores, students using the 2013 Curriculum scored 482 compared to students using the emergency curriculum with a score of 517. Meanwhile, the literacy score of students using the 2013 Curriculum scored 532 compared to students using the emergency curriculum with a score of 570. If the increase in learning outcomes is reflected in the projected loss of numeracy and literacy learning, the use of an emergency curriculum can reduce the impact of the pandemic by 73% for literacy and 86% for numeracy, (Kemendikbud, 2021). Furthermore, the Free Learning paradigm began to find its form with the presence of the Independent Curriculum so that the Ministry began implementing the Merdeka Curriculum from 2021 to 2022 at the Driving School (SP) and the Center for Excellence Vocational High School (SMK PK).

Efforts to normalize and restore learning continue to be carried out by the Government by issuing a policy on the application of the Independent Curriculum through the Decree of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the context of Learning Recovery as a complement to the previous curriculum. This effort provides opportunities for educational units to implement the 2013 Curriculum, the Emergency Curriculum and the Independent Curriculum. The provision of options for implementing this curriculum is an effort to provide time for socialization and training to teachers, school principals, and school supervisors in order to prepare for the implementation of the Merdeka curriculum as a whole. In the context of restoring learning in 2022-2024, the Ministry of Education and Culture issued a policy that schools that are not ready to use the Independent Curriculum can still use the 2013 Curriculum and the Emergency Curriculum as the basis for providing education. The Independent Curriculum as an option is implemented in schools that are ready to implement. In 2024, a national curriculum policy will be determined based on an evaluation of the curriculum during the learning recovery period. The results of the evaluation will be used as a reference for the Ministry of Education and Culture in making follow-up policies after learning recovery.

In the context of implementing an independent curriculum (IKM), the Ministry of Education and Culture provides flexibility to educational units in implementing the curriculum by providing 3 (three) model offers based on the readiness of teachers and education personnel, namely 1) Independent Learning, namely an implementation model that gives freedom to educational units when implementing the curriculum Independent of several parts and principles of the Independent Curriculum, without changing the curriculum of the education unit that is being applied to the PAUD education unit, grades 1, 4, 7 and 10, 2). Mandiri Change is an implementation model that provides flexibility to educational units when implementing the Independent Curriculum by using teaching tools that have been provided in PAUD education units, grades 1, 4, 7 and 10 and 3) Mandiri Sharing is an implementation model that provides flexibility to educational units in implementing the Independent Curriculum by developing their own various teaching tools in PAUD education units, grades 1, 4, 7 and 10.

The success rate of curriculum implementation is largely determined by socialization and understanding, implementation system, support from school principals, teacher commitment and readiness of the education unit. The Independent Curriculum which is full of technology, readiness of facilities and infrastructure for electricity and internet infrastructure is needed. Therefore, the operation of these factors is very important because it determines the feasibility of implementing the Merdeka curriculum.

SMI feasibility studies are very important to measure the feasibility of implementation, effectiveness, readiness. This analysis cannot be ignored because it is a planning element that determines which programs and activities can be implemented effectively and efficiently. The implementation of the Independent Curriculum, which is currently in the pilot phase and will be thoroughly evaluated in 2024, places this feasibility analysis as a control so that at this stage the level of development and success can be known. In the context of implementing the Merdeka curriculum, it requires a complete picture of the readiness of the needs of each stakeholder. Since the IKM pilot was implemented, knowledge about the feasibility of implementing an independent curriculum was very limited. Therefore, the problem that can be formulated in this feasibility study is how the feasibility of the Feasibility Implementation of the IKM implementation is seen from the Socialization and Understanding, the IKM Implementation System, Principal Support, Teacher Commitment, Readiness of Education Units, Facilities and Infrastructure.

Based on the description above, a feasibility study in the context of implementing IKM is very important, strategic and relevant in order to ensure the effectiveness of implementing an independent curriculum.

METHOD

This study was designed to determine the level of feasibility of implementing the Merdeka curriculum. The approach used is qualitative, namely a research procedure of a natural object where the researcher is the key instrument in research sampling, research analysis and presentation of research results. The qualitative approach will produce descriptive data in the form of sentences, people and observed behavior so as to find the truth that can be accepted by common sense.

To observe SMIs, researchers will understand broadly and deeply on a number of developing aspects as well as policy efforts that are explored and compiled based on the respondent's perspective. In this study, the researcher compiles a complex picture of the object of research, examines words and sentences and compiles a detailed report of the respondents' views and conducts a study of the situation.

Data was collected by distributing questionnaires, observation, documentation and in-depth interviews. Observations and data collection were carried out using the simultaneous observation, interview, and documentation procedures. The data collected in the form of socialization and understanding of IKM, Principal Support, Teacher Commitment, Readiness of Learning Units, IKM Materials, IKM Learning Media, IKM Learning Design and IKM communication language.

As for secondary data collected from libraries, internet and other sources. Research respondents such as: 1) Teachers, 2) Principals, 3) Material Experts, 4) Media Experts, 5) Design Experts. This study took data from media experts, material experts and teachers. on alpha testing, it is clear in the description of the meaning of alpha testing, namely testing carried

out on experts (expert judgment). While the teacher is selected based on the consideration of the target of making the learning media itself.

The data generated from the questionnaire is a description of the opinions or perceptions of learning media users. The data generated from the questionnaire is quantitative data. The data can be converted into qualitative data in the form of intervals using a Likert Scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people towards social phenomena.

RESULTS AND DISCUSSION

Hasil penelitian yang dilakukan IKM menyatakan bahwa IKM layak dan memiliki masa depan. Kelayakan tersebut diperoleh dari tingkat pendaftaran, dukungan kepala sekolah, komitmen guru, kesiapan satuan pendidikan, sarana dan prasarana, serta penilaian yang dilakukan para ahli terhadap sistem pembalaaran, dengan bobot rata-rata 72,79%,. Adapun kelayakan penilaian tersebut dapat disampaikan pada tabel 1.

Table 1.
IKM Eligibility

No	Aspect	Bobot (%)	Nilai
1	Socialization	99,1	Very Worthy
2	Implementation System		
	a. Software engineering	81,52	Very Worthy
	b. Learning Media	87,13	Very Worthy
	c. Learning Design	83,78	Very Worthy
	d. Language and Learning Materials	85,64	Very Worthy
3	Principal Support	48	Decent enough
4	Teacher's Commitment	74	Worthy
5	Education Unit Readiness	48	Decent enough
6	Infrastructure	48	Decent enough

Source: analysis results, 2022

Furthermore, for teacher commitment at each level of education, the percentage of special education or SLB teachers has the highest commitment, then elementary school teachers, high school teachers, junior high school teachers, PAUD teachers and finally non-formal education teachers. In detail, the description of teacher commitment can be seen in Figure 1.

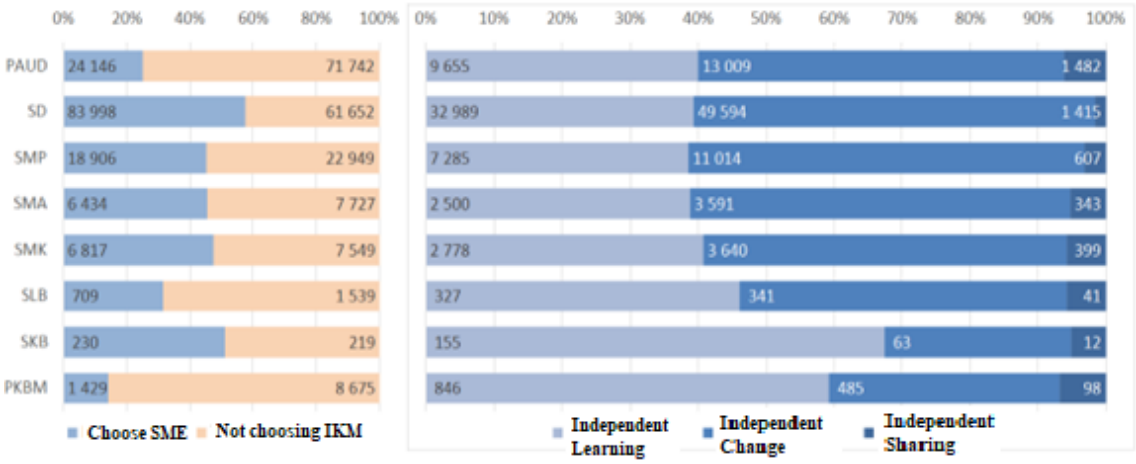

Figure 1 Teacher's Commitment to IKM Implementation

While the choice of education units for the implementation model can be explained that most education units choose Independent Learning, then Independent Change and Independent Sharing. This shows the readiness of the education unit in the context of implementing IKM. In addition, it can be seen in the picture on the left that there are schools that choose and do not choose IKM. It can be explained that schools that do not choose IKM mean schools that are not ready to implement IKM in 2022-2023 and will implement IKM after 2024. For schools that choose IKM, they will apply the implementation model as shown in Figure 2.

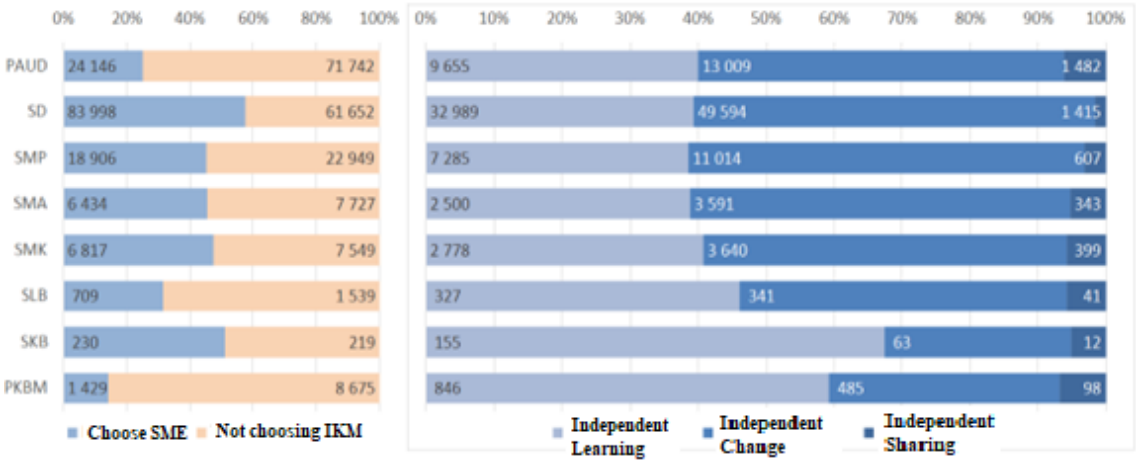

Figure 2. Readiness of Education Units and Choice of Implementation Models for Each Level

Furthermore, if viewed from its readiness, the Provinces of Yogyakarta, Central Java and Bali are the areas most ready to implement IKM, and the provinces that are least ready are North Maluku, Papua. This is closely related to the readiness of the electricity network infrastructure and the internet.

Based on these results, it can be explained that the socialization carried out by the Ministry of Education and Culture is very effective, this is evidenced by the number of registrations reaching 99.1% of the total teachers who will implement the independent curriculum. Apart from the learning system that was prepared, it was also very feasible in terms of media, design, software engineering and materials and language communication which achieved an average score of 84.51%.

Furthermore, the teacher's commitment to implementing is also feasible and has a future and reaches a score of 74%. Meanwhile, the support of the principal, the readiness of the education unit, the support of the principal and the availability of infrastructure appear to be directly proportional, reaching only 48%. The key factor in the support of the principal and the readiness of the education unit is the lack of electricity and internet network infrastructure in the region concerned, especially the eastern and remote areas (Dewi, 2017; Ellerani & Gentile, 2013; Kim, 2015; Kools et al., 2020; Weng, & Tang, 2014). Therefore, in the context of implementation, the Government needs to encourage the availability of electricity and internet infrastructure in the regions. Based on the results of the analysis shows that the IKM is feasible and has a future.

CONCLUSION

Based on the results of the research conducted, there are a number of conclusions that can be conveyed. The conclusions include: 1) IKM deserves to reach 74.79% and has a future, 2) The feasibility level of IKM can be seen from 99.1% socialization, 74% teacher commitment, 84.51% learning system, Principal support , readiness of education units and readiness of facilities and infrastructure are respectively 48%, 3) The Provinces of Yogyakarta, Central Java and Bali are the areas that are most ready to implement IKM, and the provinces that are least ready are North Maluku, Papua, 4) Elementary level is a the level that is most ready to implement IKM, then SMK, SMA, SMP, SKB, SLB and finally PAUD.

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