

POLICY ANALYSIS OF THE INDEPENDENT CURRICULUM IN INDONESIA

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Abstract

The changes taking place in this world are very fast. The change affects everything in it. Including in the world of education. The condition of the world that is slowly moving back after the COVID-19 pandemic requires us to quickly respond to existing changes. For this recovery is carried out on all parties. Education in Indonesia must also move quickly to implement recovery. One of them is with curriculum changes. The independent curriculum is a curriculum used to immediately restore education in Indonesia. A curriculum that can be expected to accommodate all student needs. This independent curriculum is one of the series of the Merdeka Belajar Program launched by the government through the Ministry of Education and Culture and Technology. It takes hard work and joint effort to make Indonesia better.

Keywords: Policy, Independent Curriculum, Indonesia.

Introduction

In the academic study book "Curriculum for Learning Recovery" which Puskurbuk explains, the background to the government's current challenge is to improve the quality of education in Indonesia. The government has tried to fulfill the education budget at 20% of the state budget, this is followed by an increase in teacher welfare. It is hoped that there will be a correlation between increasing the quality of education and increasing teacher welfare. However, this impact has not yet been seen. There are various types of measurement of student learning outcomes, indicating that the quality of learning outcomes in Indonesia is still relatively low. However, there has been no significant increase in the quality of learning in recent years. In this context, it is said that Indonesia is experiencing a learning crisis and if this is not addressed immediately, schooling will not happen (Pritchett, 2013).

This was made worse by the Covid-19 pandemic which brought changes to the face of Indonesian education. Initially the school was face-to-face but was forced to implement PJJ (distance learning) for the safety of all parties. Learning intensity also decreases. Both the number of study days in a week and the average number of study hours in a day. In general, during the implementation of PJJ, students study 2-4 hours a day, especially at the middle school, high school and vocational school levels (Puslitjak,

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2020). In Jakarta, the average time used for distance learning is only 3.5 hours/day, while outside Java the time used is shorter, namely only 2.2 hours/day (UNICEF, 2020). Limited internet access is also an obstacle in implementing PJJ.

There are six strategies that schools can use in organizing PJJ, namely the first is carried out in areas that have good internet access and are supported by teachers who are digitally literate, so learning can be carried out in cyberspace through interactive virtual classrooms. Second, if the area is supported by adequate internet access but is not supported by sufficient skills for both teachers and students, then PJJ is carried out only as assignments and guidance can be done using social media applications such as WhatsApp, Telegram, etc. Third, in some schools with limited internet access, learning is carried out in small groups at the teacher's or student's home. Fourth, some schools that do not have good internet access can use local radio/amateur radio to distribute assignments. The five schools can use chain messages to convey assignments to their students. Lastly, there are schools that really have to give their students a holiday (Pratiwi & Utama, 2020).

There is a concern that learning loss will occur, namely when students lose previously learned competencies (Sabates, Carter, & Stern, 2021), unable to complete learning at grade level or experiencing compound effects due to not mastering learning (Husain, 2021). Findings in the field at the beginning of the implementation of PJJ were that only 68% of students could carry it out and this was also exacerbated by the quality of learning which was not like before the pandemic. This causes a decline in students' ability to master subject matter, knowledge gaps become wider, students' emotional development and students' psychological health are also disrupted (Suryadarma, 2020); (Stecula & Wolniak, 2022). There were also findings in the early grades that students' learning abilities related to literacy and numeracy were lost before and after the pandemic, equivalent to 5-6 months after learning from home (Puslijak and INOVASI, 2020).

Learning during Covid-19 has had a greater impact on some groups of students, who come from families with low socio-economic abilities, which will result in them not being registered or participating in the next learning process (Munawar, 2022); (Orlov et al., 2021). Anticipation of lagging behind in learning (learning loss) and gaps in learning (learning gap) has actually been anticipated by the government, namely by the Ministry of Education and Culture (Rahmat, Isa, Ismaniar, & Arbarini, 2021); (Nurafida, Astanto, Effendi, Tahar, & Wirasati, 2022). In August 2020, the Ministry of Education and Culture published an emergency curriculum. The essence of the emergency curriculum is to simplify the national curriculum. In this emergency curriculum there is a reduction in basic competition for each subject. Students focus more on basic or essential materials which are prerequisites for going to the next level (Mengatasi, yang Disarankan, & Randall, 2022). Teachers are also encouraged to carry out regular diagnostic assessments to determine students' abilities in their ability to master learning both in terms of cognitive and learning readiness as a result of PJJ (Mulyasa, 2023); (Vermunt & Verloop, 1999).

After a period of one year, the Ministry of Education and Culture conducted an evaluation of the implementation of the emergency curriculum. The evaluation results show that students who implemented the emergency curriculum received better assessment results than students who implemented the 2013 curriculum in full, regardless of their socio-economic background. The use of the emergency curriculum can significantly reduce indications of learning loss during the pandemic, both for literacy and numeracy achievements.

Legal basis

1. Minister of Education and Culture Regulation No. 5 of 2022: Competency Standards for Graduates in Early Childhood Education, Basic Education Levels and Secondary Education. Graduate competency standards are minimum criteria regarding the unity of attitudes, skills and knowledge that indicate students' ability achievements from their learning outcomes at the end of the education level. SKL is a reference for the 2013 Curriculum, Emergency Curriculum and Merdeka Curriculum.
2. Minister of Education and Culture Regulation No. 7 of 2022: Content Standards for Early Childhood Education, Basic Education Levels and Secondary Education. Content standards are developed through formulating a scope of material that is in accordance with graduate competencies. The scope of the material is study material in learning content which is formulated based on: 1) mandatory content in accordance with statutory provisions; 2) scientific concepts; and 3) pathway, level and type of education. The content standards are a reference for the 2013 Curriculum, Emergency Curriculum and Merdeka Curriculum.
3. Permendikbudristek No. 262/M/2022: Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Contains the structure of the Independent Curriculum, rules related to learning and assessment, the Pancasila Student Profile Strengthening Project, as well as teacher workload.
4. Decree of the Head of BSKAP No.008/H/KR/2022 of 2022: Learning Achievements in Early Childhood Education, Basic Education Levels and Secondary Education, in the Independent Curriculum. Contains Learning Outcomes for all levels and subjects in the Independent Curriculum structure.
5. Decree of the Head of BSKAP No.009/H/KR/2022 of 2022: Dimensions, Elements and Sub-Elements of the Pancasila Student Profile in the Independent Curriculum. Contains explanations and stages of development of Pancasila student profiles which can be used especially for projects strengthening Pancasila students.
6. Circular No. 0574/H.H3/SK.02.01/2023: Following up on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 Regarding Guidelines for Implementing Curriculum in the Context of Learning Recovery.

and There are several general elements contained in the curriculum concept in schools as follows:

1. Subjects: Compile a list of subjects to be taught, including fields of study such as mathematics, languages, science, arts, and others.
2. Educational Goals: Determine desired learning goals for students, including cognitive, social, and emotional development.
3. Teaching Methods: Determine the learning approaches and methods used by teachers, for example, whether they are more vocational, project-based, or focus on collaboration.
4. Evaluation and Assessment: Establish ways to measure student progress and achievement, such as tests, assignments, and other assessments.
5. Extracurricular Activities: Planning activities outside the core curriculum, such as sports, arts, or other activities that can enrich the student experience.
6. Character Development: Discusses the development of students' values, ethics and character as an integral part of education.
7. Flexibility: Provides room for adjustment and flexibility in order to respond to changes in student needs and educational developments.

Research Methods

The method used is a literature study or literature review method. A literature review is a comprehensive overview of research that has been conducted on a specific topic to show readers what is already known about the topic and what is not yet known, to find rationale for research that has been conducted or for ideas for further research (Denney & Tewksbury, 2013). Literature studies can be obtained from various sources, including journals, books, documentation, the internet and libraries. The literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and managing writing materials (Zed, 2008 dalam (Nursalam, 2016)). The type of writing used is a literature review study which focuses on writing results related to the topic or writing variables. The author conducted this literature study after determining the writing topic, namely analyzing government policies in implementing the independent curriculum.

Results and Discussion

The Merdeka Curriculum 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 (Purnawanto, 2022); (Fauzi, 2022). 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 the Pancasila student profile were developed based on certain themes determined by the government (Yulianti, Anggraini, Nurfaizah, & Pandiangan, 2022). The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content.

There are three outlines of the independent curriculum, namely the first is teaching according to the level of students' abilities. Teaching according to the level of students' abilities (teaching at the right level) is a teaching approach that is centered on students' learning readiness, not just at grade level. What is the purpose of this teaching approach? As a form of implementation of Ki Hadjar Dewantara's learning philosophy which is student-centered. To ensure that every student gets the right to learn to achieve the expected learning goals. Provide sufficient time for students to build and improve numeracy and literacy competencies. How is it implemented? With Initial Learning Assessment and adjustment of Learning Objectives. Progress in student learning outcomes is carried out through learning evaluations or assessments. Students who have not achieved their learning outcomes will receive assistance to achieve their learning outcomes. With differentiated learning. Students in the same phase of development can have different levels of understanding and readiness. Therefore, in this teaching model, learning methods and materials are varied based on the level of understanding and readiness of students. What is a developmental phase? Phases or levels of development are learning outcomes that students must achieve, which are adapted to their characteristics, potential and needs.

Table 1. Learning Outcomes Development

Phase	Level/Class	Chronological Age	Mental Age (SLB)
Phase A	Elementary/MI (Grades 1-2)	≤ 6–8 years	≤ 7 years
Phase B	Elementary/MI (Grades 3-4)	9–10 years	± 8 years
Phase C	Elementary/MI (Grades 5-6)	1–12 years	± 8 years
Phase D	SMP/MTs (Grades 7-9)	13–15 years	± 9 years
Phase E	SMA/MA, (Class 10)	SMA/MAK 16–17 years old	± 10 years
Phase F	SMA/MA, (Class 11-12)	SMA/MAK 17–23 years old	± 10 years

What are the stages of implementing learning and assessment? Learning Implementation Planning The teacher prepares a learning implementation plan, which includes a formative assessment plan that will be carried out at the beginning of the lesson and during the lesson, as well as a summative assessment at the end of the lesson. Initial Formative Assessment of Learning: Assessment at the beginning of learning aims to assess the readiness of each student to study the material that has been designed. Based on the results of the assessment, educators modify the plans they have made and/or make adjustments for some students. Conduct learning and monitor student learning progress periodically using various formative assessment methods. Summative Assessment at the End of Learning. Carrying out assessments at the end of learning to determine the achievement of learning objectives. This assessment can also be used as an initial assessment in subsequent learning.

The second is organizing the implementation of learning. To support the implementation of the Independent Curriculum, learning organization needs to be

updated. One way is to regulate the division of authority between the central government and educational units. In this case, the Central Government's authority is the curriculum structure, Pancasila Student Profile, Learning Achievements and learning and assessment principles. Meanwhile, the authority of the Education Unit is the vision, mission and goals of the school, local policies related to the curriculum, learning and assessment processes, development of operational curricula in the education unit, and development of teaching tools.

The third is the independent curriculum structure in each phase. The curriculum structure in the Merdeka Curriculum is based on three things, namely: competency-based, flexible learning, and the character of Pancasila. The following are several principles for developing the Independent Curriculum structure, namely Minimum Structure. The minimum curriculum structure is determined by the central government. However, educational units can develop additional programs and activities in accordance with the vision, mission and available resources. Autonomy, Curriculum gives freedom to educational units and teachers to design relevant and contextual learning processes and materials. Simple, changes from the previous curriculum are made to a minimum, but are still significant. The goals, direction of change and design are made clear so that it is easy for schools and stakeholders to understand. Mutual Cooperation, the development of curriculum and teaching tools is the result of collaboration between dozens of institutions, including the Ministry of Religion, universities, schools and other educational institutions. The level structure is regulated, namely PAUD, SD/MI, SMP/MTs, SMA/MA and SMK/MAK.

In the process there is learning and assessment. For this learning and assessment, there are three important things in this independent curriculum, namely the first is the meaning of learning outcomes (CP). Learning Outcomes (CP) are learning competencies that students must achieve at each phase of development. Learning Outcomes include a set of competencies and scope of material, which are arranged comprehensively in narrative form. Learning Outcomes for early childhood education (PAUD) consists of one phase, namely the Foundation phase. Learning Outcomes for primary and secondary education consist of 6 phases, namely phase A to phase F, which covers all subjects at the primary and secondary education levels (SD/MI, SMP/MTs, SMA/MA, SMK/MAK, SDLB, SMPLB, SMALB, Package A, Package B, and Package C), according to the following division:

Phase and Level/Class

Phase A: Class 1-2 SD/MI/SDLB/Package A

Phase B: Class 3-4 SD/MI/SDLB/Package A

Phase C: Grades 5-6 SD/MI/SDLB/Package A

Phase D: Class 7-9 SMP/MTs/SMPLB/Package B

Phase E: Class 10 SMA/MA/SMALB/Package C, SMK/MAK

Phase F: Class 11-12 SMA/MA/SMALB/Package C, SMK/MAK

Students with special needs with intellectual disabilities can use Special Education CP. Meanwhile, students with special needs without intellectual barriers can use general CP by applying the principles of curriculum modification.

The second is regarding the concept and learning objectives. Learning objectives are a description of the achievement of three aspects of competency, namely knowledge, skills and attitudes, obtained by students in one or more learning activities. Learning objectives are prepared by taking into account evidence or evidence that can be observed and measured by students, so that students can be declared to have achieved a learning objective. Writing learning objectives should contain 2 main components, namely competence and scope of material. (1). Competence. Competency is an ability that students need to demonstrate to show that they have succeeded in achieving learning goals. Guiding questions that teachers can use in developing learning objectives include: Concretely, what abilities do students need to demonstrate? What stage of thinking does the student need to demonstrate? (2). Scope of material. The scope of material is the main content and concepts that need to be understood at the end of a learning unit. Guiding questions that teachers can use in preparing learning objectives include: What things do students need to learn from a big concept stated in the CP? Can the surrounding environment and daily life of students be used as a context for learning content in CP? (for example: the process of processing harvests is used as a context for learning about linear equations in high school).

The third is the concept of Learning Goal Flow. If Learning Outcomes are competencies that students are expected to achieve at the end of the phase, then Learning Goal Flow (ATP) is a series of learning goals that are arranged systematically and logically in the learning phase. The flow is a guide for teachers and students to achieve Learning Outcomes at the end of a phase. Learning objectives are arranged chronologically based on the sequence of learning over time. Teachers can prepare their respective ATPs, which consist of a series of learning objectives. The government will provide several examples of ATP that can be directly used or modified, and create guidelines for preparing teaching tools.

What is different from the independent curriculum to the 2013 curriculum is the Project for Strengthening the Pancasila Student Profile (P5). There are two things that must be considered in P5, namely the first is the meaning of the Pancasila Student Profile. Definition of the Pancasila Student Profile The Pancasila Student Profile is a number of character traits and competencies that students are expected to achieve, which are based on the noble values of Pancasila. The uses of the Pancasila Student Profile include translating the goals and vision of education into a format that is more easily understood by all education stakeholders, becoming a compass for Indonesian educators and students, the ultimate goal of all learning, programs and activities in educational units. As for the dimensions and elements of the Pancasila Student Profile, there are 6 dimensions and several elements in it. Have faith, have faith in God Almighty and have noble character, have global diversity, be independent, work together, have critical and creative roots.

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In the 2013 curriculum there is a school document, namely one KTSP document. So in this merdeka curriculum the term Educational Unit Operational Curriculum Development (KOSP) is classified. There are two things you need to know about KOSP, namely the first are the components in KOSP. The operational curriculum in educational units (KOSP) contains all learning process plans held in educational units, as a guide for all learning implementation. To make it meaningful, the educational unit's operational curriculum is developed according to the context and needs of students and the educational unit. The principles for developing operational curricula in educational units are (1) Centered on students, namely that learning must meet the diversity of potential, developmental needs and learning stages, as well as the interests of students. The Pancasila Student Profile is always a reference for all stages in preparing operational curricula in educational units. (2) Contextual, namely showing the uniqueness and in accordance with the characteristics of the educational unit, the socio-cultural and environmental context, as well as the world of work and industry (specifically for vocational schools), and showing the characteristics or specificities of students with special needs (specifically for special schools). (3) Essential, namely containing all the important/main information elements needed and used in the educational unit. The language used is straightforward, concise and easy to understand. (4) Accountable, that is, it can be accounted for because it is data-based and actual. (5) Involving various stakeholders, namely involving education unit committees and

various stakeholders including parents, organizations, various centers, as well as industry and the world of work for Vocational Schools, under the coordination and supervision of the Education Service or the ministry office that handles government affairs in in the field of religion in accordance with its authority.

The second is a guide and example of KOSP formulation. Operational curriculum documents in educational units need to be dynamic documents, which are updated continuously, become references in daily life, are reflected on, and continue to be developed. Preparing operational curriculum documents in educational units from the start should begin with a complete understanding of the basic curriculum framework established by the government, including National Education Objectives, Pancasila Student Profile, SNP, Curriculum Structure, Learning and Assessment Principles, and Learning Achievements. Especially for vocational schools, coupled with understanding the competencies required by the relevant world of work. For those who already have an operational curriculum document in their education unit, they can immediately review and revise it. (1). Document preparation. Who will facilitate this arrangement? Who will be involved in preparing this? Has internal stakeholders ever discussed the operational curriculum in the education unit? (school leaders and teachers) Have external stakeholders ever discussed the operational curriculum in the education unit? (including parents, education unit committees, and other stakeholders, namely: various center organizations, as well as industry and the world of work for vocational schools). (2). Review and revision. Who will facilitate this review and revision? Who will be involved in this review and revision? Does the educational unit have a school operational curriculum document which partly or entirely represents the educational unit? Is there discussion/collaborative work to develop a school operational curriculum that at least involves leaders or teacher representatives? Is there any information or discussion conveyed to parents regarding the curriculum and/or programs?

What is no less interesting about this independent curriculum is the Independent Teaching Platform. What is the Merdeka Mengajar Platform, abbreviated as PMM? PMM is a technology application provided for teachers and school principals in teaching, learning and working. To enter this application, the government has provided an account that all teachers in Indonesia have, namely a learning account (belajar.id). What do we have to understand in this Merdeka Mengajar Platform? Information related to the implementation of the Merdeka Curriculum can be studied through the Merdeka Mengajar platform individually, in groups or in communities. The following are the steps to study the Merdeka Curriculum material on the Merdeka Mengajar platform, Android application version and website version. In PMM there is also training on the Implementation of the Independent Curriculum. The Merdeka Curriculum material on the Merdeka Mengajar platform is not only in the About Merdeka Curriculum menu, but also in the Independent Training menu. The Merdeka Mengajar platform team has systematically collected topics in Independent Training related to the Merdeka Curriculum based on learning objectives. The objectives of the training in PMM include Objective 1: Understanding the Concept and Structure of the Independent Curriculum.

Objective 2: Recognize Learning Outcomes, Flow of Learning Objectives, and Teaching Modules. Goal 3: Creating Independent Learning Classes Through Differentiated Learning. Goal 4: Prepare and Use Assessment Results in the Independent Curriculum. In PMM there is also how we learn about the flow of the independent curriculum for educational units. Three options for implementing the Independent Curriculum for educational units that choose to use the Independent Curriculum in 2023/2024. (1) Independent Learning Education units apply several Independent Curriculum principles in the implementation of learning and assessment but still use the education unit curriculum that is being implemented. (2) . Mandiri Changes Uses the Merdeka Curriculum in developing the curriculum of its educational units and applies it in carrying out learning and assessments. (3) Mandiri Sharing Uses the Merdeka Curriculum in developing its educational units and applies them in carrying out learning and assessments with a commitment to share good practices with other educational units.

PMM was also introduced to how to prepare KOSP documents along with examples. You can find a module on the Educational Unit Operational Curriculum (KOSP) in the Independent Training on the topic of Learning Planning. Dimensions and elements of the Pancasila student profile in each phase. Finally learn how to arrange CP, TP and ATP.

In this case, the government, represented by Nadiem Makarim as Minister of Education and Culture, stated 7 government programs in education that are prioritized in the 2021 budget year. Namely: (1). Education financing. Nadiem said that the focus of the Ministry of Education and Culture is freedom of access to education without being hindered by financing. In 2021, the Ministry of Education and Culture will issue a budget of 27.26 trillion rupiah to finance education in Indonesia, through several programs such as Indonesia Smart or Smart Indonesia Card (KIP) for schools, KIP for college, professional teacher allowances and guidance for Indonesian schools abroad. Meanwhile, the PIP or KIP school budget is IDR 9.6 billion which will be given to 17.9 million students. The KIP college budget is IDR 10 billion which will be distributed to 1 million students. Then 7 billion was allocated for professional teacher allowances targeting 363,000 teachers. With this education funding, underprivileged people can gain freedom of access to proper education. (2). School digitalization. According to Nadiem Makarim, school digitalization is a form of freedom for students to get equal information and content, such as good curriculum content and teaching content.

Various kinds of digital assistance need to be provided so that they can be accessed in any area. The activities included in the school digitalization program are strengthening digital platforms with a budget of IDR 109.85 billion and a home learning program with TVRI with a budget of IDR 132 billion. In fact, the community has responded positively to this and the plan is for the learning program with TVRI to continue to be upgraded to become a national education supplement channel, both for curriculum and non-curriculum. Apart from that, there is also a budget of IDR 74.02 billion for digital educational media models and learning materials. Nadiem hopes that

online interactivity will be available in the program. And finally there is a budget of IDR 1.175 trillion to provide ICT equipment and educational facilities. The budget is to prepare for competency assessment tests, so it is necessary to procure laptop units for students and educators. (3). Driving schools and driving teachers is one of the independent learning program series. The next priority education program is driving schools and driving teachers. Nadiem said that substantively this is an important program, because improving quality cannot be realized without improving the quality of teachers. There are 4 points in this program, the first is certification of teachers and education personnel, the second is increasing GTK competencies and qualifications, the third is quality assurance, regional and school advocacy, and the last is student development. Nadiem also said that this driving teacher is a method of identifying new teachers, to ensure that the teacher is not only competent, but also has the ability to mentor or mobilize other teachers, so that the driving teacher must have a leadership spirit. Driving teachers will also become future leaders and school principals in the future.

There are 22 series of the independent learning program, including: (a). The USBN policy is returned to its essence, namely end-of-level assessments carried out by teachers and schools so that they have more freedom in assessing student learning outcomes, the National Examination is removed as a school exam and a minimum competency assessment and character survey will be carried out specifically designed for the function of mapping and improving the quality of education nationally. , RPP is carried out efficiently and effectively, PPDB policies are more flexible to accommodate disparities in access and quality in various regions. (b). Independent Campus (c). School Operational Assistance (BOS) Fund Distribution Scheme, (d). Mobilization Organization Program. (e) . Mobilization Teacher. (f). Transformation of Government Funds for Higher Education. (g). Driving School Program. (h). Vocational School Center of Excellence (i). Independent Indonesia Smart College Card (KIP-K). (j). Independent Vocational Campus. (k). Schools are safe. Shopping is safe. (l). Freedom of Culture, Indonesian Channel. (m). Campus is Free from Sexual Violence. (n) Independent Curriculum and Independent Teaching Platform. (o). Acceleration and Increase in PAUD Funding and Equal Education. (p). Revitalization of Regional Languages. (q). Cultural Independence with Indonesian Funds. ®. Indonesian Education Report Card. (s). Teaching Practitioner. (t). Higher Education Endowment Fund. (u). Transformation of State University Entrance Selection. Next (4). Improving the quality of the curriculum and minimum competency assessments. As we already know, in 2021, the Minister of Education and Culture, Nadiem, will officially replace the National Examination (UN) with the Minimum Competency Assessment (AKM) and Character Survey. The national exam and AKM are of course different, where the Minimum Competency Assessment focuses on measuring competence with more global standards, with standards that are not based on information material, but rather on reasoning abilities, both in literacy, numeracy and Pancasila values. If the National Examination assessed is the student (individual), then the AKM assessed is the school

(comprehensive/global). That way, students will feel the freedom to learn and avoid the discrimination that often occurs, where students who receive tutoring get good grades.

Nadiem also explained that in this case it was no longer a matter of mastering the material, but rather related to the ability to process information and reason critically. To prepare and implement the curriculum program and Minimum Competency Assessment, the Ministry of Education and Culture budgeted IDR 1.48 trillion. This budget is quite large because it is used to procure laptop units for students and teachers when facing competency assessment exams. (5). Revitalizing vocational education. The next Kemendikbudristek program is to facilitate vocational education units with industry. In this case, the main focus is improving the quality of human resources, as well as completing the necessary facilities and infrastructure. This is a form of independence for vocational schools and polytechnics in creating the best experts, trainers and teachers from the industrial environment. The budget for this program is IDR 5.20 trillion. (6). Independent campus program. In the independent campus program, universities will be more autonomous and accountable, where they can determine their own specialization. This includes improving human resources for higher education and helping universities obtain international level accreditation and compete globally. Nadiem said that the government would help schools that did not have international accreditation fees. The independent campus program also frees students to get opportunities to develop themselves and experience outside campus. Nadiem explained that 1 to 2 semesters outside campus, teaching at school, doing internships at companies, social projects in villages, taking certification courses can all get full credits. The budget spent on the independent campus program is IDR 4.42 trillion. (7). Advancement of culture and nation. There are also cultural and language promotion programs which consist of improving human resources and cultural institutions, strengthening villages and facilities in the cultural sector, cultural events and public programs, intangible cultural heritage, national literacy movements and translators, faith and indigenous community services, and language proficiency tests. Indonesia. This culture and language promotion program is very useful, to maintain and instill cultural values in our generation. The budget spent on this program is IDR 622.6 billion.

Conclusion

The explanation above refers to the conclusion that the existence of this independent curriculum is intended to restore existing learning in Indonesia after the Covid-19 pandemic, because students' psychological factors that need recovery include the educational aspect. So an alternative curriculum was prepared which was expected to accommodate students' needs. A simpler curriculum, highlighting essential aspects and a fun approach. Accommodating different student needs and strengthening student character with P5 project learning. This recovery requires time and space to complement each other. With the continuous development of better technology, utilizing technology in learning is very necessary. Apart from the negative factors of technology. The use of the PMM application which is planned in the independent

curriculum is also part of the good use of technology. In accordance with the trend of the current educational era, namely the use of technology in learning.

In the 21st century, educational trends focus on increasing the ability to think critically, have good communication skills, be creative and innovative and be able to work together with other people. Changes to the curriculum are currently made easier by the Covid-19 pandemic by being able to see that the independent curriculum is included in one of the 22 independent learning series that have been established by the government.

To implement the Independent Curriculum, educational units can implement the Independent Curriculum in stages according to their respective readiness. Since the 2021/2022 academic year, the Merdeka Curriculum has been implemented in almost 2500 schools participating in the Driving School Program (PSP) and 901 Vocational Schools Centers of Excellence (SMK PK) as part of learning with a new paradigm. This curriculum is implemented starting from TK-B, SD & SDLB class I and IV, SMP & SMPLB class VII, SMA & SMALB and SMK class Kindergarten-B classes I, IV, VII, and This change is really needed considering current world developments. This includes changes in the educational curriculum.

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