

Implementation of Kurikulum Merdeka on Student Interest and Learning Outcomes at MI Islamiyah Pucangtelu

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ABSTRACT

The curriculum plays an important and fundamental role in the world of education. The curriculum is considered the soul and the learning process is considered the body. Changes to the education curriculum in Indonesia are another effort to improve the quality of education. The curriculum must continuously change or develop in order to find the right curriculum system to use in accordance with the conditions of students, teaching staff, available educational facilities and current developments. The aims of this writing are: (1) To analyze the extent of the implementation of the independent curriculum at MI Islamiyah Pucangtelu. (2) To determine the interests and learning outcomes of students at MI Islamiyah Pucangtelu after implementing the independent curriculum. In this thesis research, the author used a descriptive qualitative method where data collection used observation, interview and documentation techniques. Data were analyzed using data reduction methods, data presentation and drawing conclusions. From the results of this research, it can be seen that, (1) The implementation of the independent curriculum at MI Islamiyah Pucangtelu is proceeding according to the stages set by the government in accordance with the regulations of Educational Institutions under the auspices of the Ministry of Religion because MI Islamiyah Pucangtelu is a madrasa-based school. The implementation of the independent curriculum at MI Islamiyah Pucangtelu is implemented in stages at grade 1, 2, 4 and 5 because it is still in the process of adjustment. Evidence of the implementation of the independent curriculum at MI Islamiyah Pucangtelu, the project program for implementing the Pancasila student profile. Apart from that, the learning administration at MI Islamiyah Pucangtelu has implemented administrative rules in the independent curriculum, namely the existence of learning objectives, the flow of learning objectives, the existence of

teaching modules and learning assessments. (2) The interests and learning outcomes of students at MI Islamiyah Pucangtelu after the implementation of the independent curriculum had a positive impact on the quality of students' education. This is proven by the results of researchers' interviews with students who stated that their learning motivation increased because the learning implemented in class was much better. Apart from that, the learning outcomes of students at MI Islamiyah Pucangtelu were also better after implementing the independent curriculum.

Pendahuluan

The curriculum plays a very important and fundamental role in education. The curriculum is considered the soul and the learning process is considered the body. The curriculum plays a very central role in the educational process. Therefore, the curriculum is the basis of all educational policies implemented by school managers or the government (Santika et al, 2022). Along with the times, the Indonesian education system continues to change, so it is necessary to improve human resources and the quality of educational institutions in Indonesia. For this reason, a new paradigm is needed that allows us to create educational institutions that are able to produce quality young people. Because the future of the country depends on the energy of its young generation.

The change from the old curriculum to the new curriculum proves that educational institutions need to make changes so that teachers and students do not lag behind in terms of education. The implementation of Merdeka Curriculum can now be felt. Merdeka Belajar is a breakthrough policy revealed by Education Minister Nadiem Makarim, which aims to restore the role of local governments and school principals. The independent learning policy was born with a desire to make Indonesia a smart, fair, wise and wise country. A country that creates a better life for all its people. In this case, education must be prioritized to fulfill the wishes and ideals of the Indonesian people. Educational institutions must be able to balance education with the times (Hutabarat et al, 2022).

Not only that, the implementation of an independent curriculum also has an impact on students, especially in terms of interest in learning, because it is still in the developmental stage of learning. This is because the independent learning curriculum is still in the early phases of its implementation, therefore it is still in the process of adjustment (Rahmadhani et al, 2022). The Merdeka curriculum is designed to be simpler and more flexible. This is expected to make teachers focus more on important points to encourage students to pursue their talents and interests more actively. Teachers can also help students achieve their learning goals. The policy to implement the Merdeka Curriculum refers to Permendikbud Ristek No. 5 of 2022 concerning Graduate Competency Standards in Early Childhood Education, Primary Education, and Secondary Education; Permendikbud Ristek No. 7 of 2022 concerning Content Standards in Early

Childhood Education, Primary Education, and Secondary Education; Permendikbud Ristek No. 56 of 2022: concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery and Decree of the Head of BSNP No.008. /H/KR/2022 of 2022 concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education, in the Merdeka Curriculum (Sasmita, 2022).

This research was conducted at MI Islamiyah Pucangtelu. The objectives of this research, namely 1) To analyze the extent of the implementation of the independent curriculum at MI Islamiyah Pucangtelu. 2) To find out the interest and learning outcomes of students at MI Islamiyah Pucangtelu after the implementation of the independent curriculum. Based on the observations made by the author at MI Islamiyah Pucangtelu, there are still many problems related to the implementation of the Merdeka curriculum. Many teachers and students also have difficulty adapting, this is because the facilities and technology available at MI Islamiyah Pucangtelu have not been able to support the activities of teachers and students to be more effective and efficient in the learning process. When implementing an independent curriculum, it will certainly have a significant impact and change for teachers and school education personnel in terms of learning management, learning strategies and approaches, learning methods, and even the learning assessment process. This has an impact on student learning outcomes and interest due to the non-optimal mastery of the application of the independent curriculum by teachers and education personnel at MI Islamiyah Pucangtelu.

Metode Penelitian

This research uses a descriptive qualitative method whose data collection uses observation, interview, and documentation techniques with primary and secondary data sources taken from the results of interviews and observations with principals, teachers, students and supporting documents for the implementation of the independent curriculum. The data was analyzed using the data reduction method, data presentation and conclusion drawing.

Hasil Penelitian dan Pembahasan

The curriculum is a very important tool for educational success. Without a proper and appropriate curriculum, it is difficult to achieve the desired educational goals and objectives. In the history of Indonesian education, there have been several changes and improvements to the curriculum, the purpose of which is of course to adapt the curriculum to developments and progress from time to time to achieve maximum results. The implementation of the Independent Curriculum in madrasas is implemented in stages starting in the 2022/2023 academic year. In implementing the independent curriculum, madrasas can choose two options or choices, namely; First, madrasas still use the 2013 curriculum, by applying several principles of the Independent Curriculum. Where madrasas make creations and innovations in developing the madrasa operational curriculum according to the vision, mission, goals and targets of the madrasa.

(Ramdhani 2022).

The results showed that Madrasah Ibtidaiyah Islamiyah Pucangtelu has undergone curriculum changes in accordance with government policies set out in the Constitution. The independent curriculum was implemented at MI Islamiyah Pucangtelu in 2022.

This is in accordance with the statement of Mr. Kistiawan as the head of the madrasah as follows:

"Since there was an instruction from the government about the curriculum change, we conducted an independent registration through the PDUM application, then after being approved by the KEMENAG (because our school is based on a masdrasah so our school is under the auspices of KEMENAG) then we sent teacher representatives and myself as the principal to attend training and technical guidance related to the implementation of this curriculum and alhmdulillah it can now be applied in grades 1, 2, 4 and 5"

The process of implementing an independent curriculum at MI Islamiyah Pucangtelu has followed the direction of the government, because the madrasah institution under the auspices of LP Ma'arif NU the flow of implementing this independent curriculum follows the rules of the Ministry of Religion (KEMENAG). As said by Mr. Kistiawan, S.Pd, that since there were instructions from the government regarding the change of the madrasa curriculum, the madrasa conducted independent registration through the PDUM application, then after being approved by the KEMENAG, the madrasa head and teacher representatives attended training and technical guidance related to the implementation of this independent curriculum and then it could be applied in grades 1, 2, 4 and 5.

The above statement can be concluded that the application of the independent curriculum in elementary school institutions cannot be immediately applied as a whole, because it is still in the process of adjusting to the 2013 curriculum. The madrasah head and the teachers at MI Islamiyah Pucangtelu still need to learn a lot about this independent curriculum. The results of the author's interview with Mr. Kistiawan as the head of the madrasah stated:

"The obstacles in the implementation of the independent curriculum in this madrasah include the readiness of teachers, learning administration, and infrastructure to support the implementation of the curriculum because basically our madrasah is also still in the process of adjustment."

Evidence that MI Islamiyah Pucangtelu has implemented an independent curriculum is the existence of a project program to implement the Pancasila student profile. In accordance with the statement conveyed by the head of the madrasa that the program implemented is the religious habituation of students and also emphasizes socialization related to bullying or bullying. In addition, based on the results of observations, researchers found that learning administration at MI Islamiyah Pucangtelu has implemented administrative rules in the independent curriculum, namely the existence of learning objectives, the flow of learning objectives, the existence of teaching modules and learning assessments.

This is in accordance with Decree Number 009/H/KR/2022 to help a more

intensive understanding of the dimensions, elements, and subelements of the Pancasila learner profile in the Merdeka Curriculum. The Merdeka Curriculum perfects the cultivation of student character education with the Pancasila learner profile, which consists of 6 dimensions (Mayfile, 2022). Each dimension is described in detail into each element consisting of:

1. Have faith and devotion to God Almighty
2. Globally diverse
3. Mutual cooperation
4. Independent
5. Critical reasoning
6. Creative

The success of curriculum implementation in terms of student learning outcomes is strongly influenced by teachers' ability to implement and update the curriculum. Teacher competence is mainly related to knowledge and skills and the tasks assigned. Learning failures are often caused by a teacher's lack of knowledge, skills and ability to understand the tasks that must be completed. In addition, the implementation of the curriculum into learning activities in schools is also greatly influenced by the support of adequate facilities and infrastructure, especially the condition of learning activity rooms, laboratories, and learning aids (Nengsi 2021). This affects students' interest and learning outcomes. Interest is a strong inclination and enthusiasm for something that can affect student performance and the quality of student learning outcomes in a field. (Farisi and et al 2023). Meanwhile, learning outcomes are the results obtained by students after these students carry out learning and learning activities and evidence of the success that has been achieved by a student based on the subject. To get these two aspects, there needs to be an effort from the school to improve the quality of learning. One of them is by updating the curriculum and also the quality of the teaching staff.

Based on interviews conducted by the author to Mrs. Iis Fariyah as the class teacher as follows: *"To increase students' interest and learning outcomes, as a class teacher, I provide more varied classroom learning that focuses on the needs of each learner, applies learning models and uses learning media to support teaching and learning activities."*

From this argument, it explains that the efforts made by teachers at MI Islamiyah Pucangtelu to increase student interest and learning outcomes are quite good. As said by Rendy Hisyam as a grade 5 student, he explained that the learning carried out by the teacher in the classroom was in accordance with the needs of the students. Classroom teachers also use media for learning and also direct practice. In accordance with the theory that one of the efforts to increase student interest and learning outcomes is as follows:

1. Learner-focused learning
2. Use of learning media
3. Application of interesting learning strategies and models
4. Application of learning methods that suit the needs

5. Collaboration between teachers and parents for students' learning needs

These efforts prove that the interest and learning outcomes of students at MI Islamiyah Pucangtelu have increased. As Mr. Kistiawan as the head of the madrasa explained that the interest and learning outcomes of students at MI Islamiyah Pucangtelu were quite well developed after the implementation of this independent curriculum. This is also reinforced by the explanation of one of the students, Syifa Qolbi as a 5th grade student explained that her learning motivation increased because the learning applied in class became more fun and also had an impact on much better achievement results From the student learning outcomes document shows that the average achievement of students at MI Islamiyah Pucangtelu has increased. This is evidenced by the summative test results before and after the implementation of the independent curriculum.

Figure 4. 1: Student learning outcomes before the application of kurmer

**LEGER DAN DAFTAR RANGKING
PENILAIAN TENGAH SEMESTER (PTS)
MI ISLAMİYAH**
Alamat: Pucangtelu

Kelas		Kompetensi : PENGETAHUAN										Semester Tahun Pelajaran		Genap 2019/2020					
No	Nama Siswa	Kode Muatan Pelajaran										Mutan Lokal		Jumlah	Rerata	Rangking			
		PAI	Umum			Jenjang dan BA				Mutan Lokal									
		01	AA	F	PKs	01	BA	015	016	017	018	019	020						
1	Ustadz Abdul Wahid, S.Pd	77	77	80	80	77	78	81	76	80	80	80	75	75			864	78.55	13
2	Muhammad Chasbi Nabil Ahsa	84	82	80	80	83	78	83	80	81	77	75					882	80.14	12
3	Ah Jeffrey Al Bukhari	80	77	75	75	76	75	77	80	80	75	75					845	76.77	14
4	Akrena Asha nadinia	92	88	81	85	86	82	88	86	83	80	80					931	84.64	8
5	Almuna Laryssa Widia	87	82	85	80	81	80	85	83	80	77	75					895	81.32	9
6	Fadhia Alica Azzahedi	94	90	91	91	94	97	93	90	89	97	89					1016	92.36	1
7	Faiqah Alsholhan nesa	83	80	78	80	81	82	82	83	80	79	78					886	80.50	10
8	M Rendi Heryans Nizar	91	90	97	89	89	100	97	93	87	86	89					1002	91.05	2
9	Suciya Rafsanah Hikmah	86	82	80	80	80	84	81	80	80	75	75					882	80.18	11
10	Suzma Fiki Haniqah	80	77	76	78	75	76	76	78	79	75	76					843	76.64	15
11	Sulidatus Tsaniyah	94	88	93	88	86	97	88	90	87	83	89					983	89.32	4
12	Siti Ummu Hany	90	88	87	88	89	89	88	91	87	83	83					961	87.36	5
13	Suci Diba Asakha Rahmah	95	90	83	89	90	100	89	92	90	83	87					987	89.68	3
14	Suzana Nurul Hafidha	90	87	85	86	86	86	87	87	91	86	76					946	86.00	7
15	Vivanda Ayu Nurayya	90	90	89	81	87	97	84	90	88	80	85					960	87.23	6
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Nilai Minimum		80	77	75	75	75	75	76	78	79	75	75							
Nilai Maksimum		95	90	97	91	94	100	93	93	91	97	89							
Jumlah		1319	1291	1289	1282	1282	1299	1270	1281	1259	1261	1207							
Rata-rata		87.9	84.7	83.9	82.1	84.1	86.6	84.7	85.4	82.9	80.7	80.5							

Pucangtelu, 30 Maret 2020
Guru Kelas I
Sumeriah, Np.

stages at grade levels 1, 2, 4 and 5 because it is still in the process of adjustment and there are still several obstacles related to the implementation of the curriculum. Evidence that MI Islamiyah Pucangtelu has implemented an independent curriculum is the existence of a project program for the implementation of the Pancasila student profile, namely the religious habituation of students and also the emphasis on socialization related to bullying or bullying. In addition, learning administration at MI Islamiyah Pucangtelu has implemented administrative rules in the independent curriculum, namely the existence of learning objectives, the flow of learning objectives, the existence of teaching modules and learning assessments.

2. The interest and learning outcomes of students at MI Islamiyah Pucangtelu after the implementation of the independent curriculum showed an increase and better results. This is evidenced by the results of researchers' interviews with students who stated that their learning motivation increased because the learning applied in the classroom was much better. In addition, the learning outcomes of students at MI Islamiyah Pucangtelu are also better after the implementation of the independent curriculum.

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