

IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT MTS RAUDLATUT TALABAH KOLAK KEDIRI

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Abstract: In the world of education, the curriculum is the main regulatory component in implementing all forms of learning activities and regulating the success of teaching and learning activities. In implementing the curriculum, it is important to know what stages and aspects need to be discussed and implemented. Moreover, in the independent curriculum which refers to the new curriculum applied in all Educational Institutions in Indonesia. From the description above, the research problems can be formulated as follows (1) How is the planning for implementing the independent curriculum at MTs Raudlatut Thalabah? (2) How is the process of implementing the independent curriculum at MTs Raudlatut Thalabah? (3) What are the evaluations of the implementation of the Independent Curriculum at MTs Raudlatut Thalabah? This type of research is qualitative descriptive field research. The descriptive method is a problem solving method that projects and displays the current state of a research subject (person, organization, society, etc.) based on existing facts. The aim is to explain the series of events and the current state of society. Descriptive data representation is usually about the variables included in the research, so that predetermined categories are used to identify them. The results of this research aim to determine the process of implementing the independent curriculum at MTs Raudlatut Thalabah and determine the development of the independent curriculum regarding student learning outcomes and the teacher's ability to handle all school activities according to the independent curriculum.

INTRODUCTION

The world of education continues to develop and there is a need to improve the quality of education. Quality improvement itself is of course a dynamic and sustainable policy in the future. Global developments impact life's milestones in the fields of economics, industry, social issues, politics and, of course, science and technology. Of course, this development must also be balanced with quality human resources (HR), in order to respond to changes in globalization, especially in the field of education. Therefore, the role of education is very important as a process or as a means of improving the quality of human resources. So that education is able to

keep pace with changes in globalization that require education to be flexible to these changes. (Dian Montanesa and Firman Firman, 6 March 2021)

One of the changes that occurs in education and often causes various problems is changes in the curriculum. Curriculum as a learning experience for schools, teachers and students. In this particular case, the curriculum is intended to provide learning experiences and foster human-centered life skills in students. Curriculum as a learning experience means that learning activities do not only take place in the classroom but learning also takes place outside. (Fitri Wahyuni, 2015) Therefore, all learning activities that take place inside and outside the classroom are called the curriculum. Since Indonesian independence on 17 August 1945, there have been many changes, including policy changes to the curriculum. Currently the curriculum has changed from the 2006 Education Unit Level Curriculum (KTSP) to the 2013 Curriculum and then changed again to the Independent Study Curriculum. Finally, the slogan was born: Change the minister, change the curriculum

This curriculum change is influenced by several factors. The factors that influence curriculum changes according to Soetopo and Soemanto's opinion are:

1. The liberation of a certain region in the world from colonial power. When these countries became independent, they realized that they had been educated all their lives in educational programs that no longer met national goals of an independent educational system that was too difficult to implement. Therefore, they began to design a discourse on significant changes to the existing curriculum and education system so that education could function well even with the support of a good system.
2. The very rapid development of science and technology which encourages curriculum changes must be implemented, bearing in mind that changes occur and must be balanced with a curriculum system that is good and flexible with the changes that occur.
3. Rapid population increases are correlated with increases, which also increase the number of individuals requiring primary education. This resulted in the recognition that it was necessary to change the current curriculum to meet educational needs. (Sherly and Andriana, 2022)

In Indonesia alone, there are 143,265 educational institutions that implement an independent curriculum from elementary to upper secondary levels from 34 provinces and 315 districts/cities. with the following data: Paud totaling 24,156, RA totaling 62, SD totaling 18,034, MI totaling 215, SMP totaling 18,938, MTs totaling 108, SMA totaling 6,448, MA

totaling 64, SMK totaling 6,863, SKB/SKBM totaling 1,665.5 . (MINISTRY OF EDUCATION AND CULTURE independent curriculum, 2022)

Thus, this article aims to understand the process, preparation and evaluation of the implementation of the independent learning curriculum at educational institutions that implement the independent curriculum. The institution that will be used as a research site is Madrasah Tsanawiyah Raudlatut Thalabah which is in Kolak village, Kediri district.

RESEARCH METHODS

This research adopts a qualitative field research approach. Qualitative research is general in nature and is mainly used in the world of social sciences and humanities in the form of micro research. This mainly refers to things that are difficult to measure numerically, such as patterns of human behavior and actions (behavior), and what is behind these actions. Because, what appears as a symptom is not necessarily the same as what is actually in your head or desires. Qualitative research is research based on inductive thinking based on objective and participatory observation. (Aminuddin, 2022)

The characteristic of data from a qualitative perspective is clear data. The data we are talking about is not just data that is seen or spoken, but data that actually happens as it is, data that has meaning behind what is seen or said. In qualitative research, data collection is not based on theory but on real events and facts obtained from field research. Meanwhile, field research is a form of research process that aims to uncover the meaning of the information conveyed by local residents regarding their actions and the facts around them. The use of field research methods occurs when survey or experimental methods are deemed impractical or when the research field is still very broad. Field research can also be used as a precursor to survey and experimental methods.

RESULTS AND DISCUSSION

Planning for the Implementation of the Independent Curriculum at MTS Raudlatut Thalabah

In implementing the curriculum, there are several problems that must be faced by educational institutions, because the curriculum system often displays project objectives that are not suitable for application to students, either due to factors from teachers or the institution itself. It is necessary to upgrade the curriculum that will be implemented to be able to deal with

and minimize the ineffectiveness of the curriculum that will be implemented. (Karsono et al, 2021)

The discourse on implementing an independent curriculum was realized in early 2020 by the Ministry of Education and Culture, initiated by the Minister of Education, Nadiem Makarim, and a new curriculum change emerged which is still called the prototype curriculum, namely a curriculum to perfect the curriculum that was previously in effect. Learning transformation must be gradual, therefore the implementation of the independent curriculum is also gradual until the perfect stage. Currently, the independent curriculum is still an option for educational institutions that want to implement this new curriculum or stick with the old curriculum. (Maya Mustika, 2020)

The implementation of the independent curriculum at MTs Raudlatut Thalabah has several challenges that must be faced by the institution. Among them is that there is no direct assistance from the center to introduce the curriculum that will be implemented. "Therefore, the leadership of MTs Raudlatut Thalabah has their own initiative by providing curriculum guidance to educators so that they can carry out the learning process well in accordance with the Merdeka curriculum and the flow of learning objectives (ATP) that have been created and determined."

Then there are several stages in the planning process for implementing the Merdeka curriculum.

a. Educational unit operational curriculum design

Education unit operational curriculum design is a development of the Education unit curriculum document which has been created by the Ministry of Education as the main reference for the independent curriculum. This aspect pays attention to several designs that must be made by educational institutions regarding learning planning in accordance with the conditions of the educational unit without being based on reflection on the analysis of the characteristics of the educational unit. Planning for the development of this education unit document also needs to involve representatives of students, parents and the community. (Aris Junaidi et al., 2020)

b. Planning the flow of learning objectives

The objectives of operational learning contain three aspects related to the flow of learning objectives, including:

1. Competence

Competencies are skills that students can apply and demonstrate in the form of products to show students have achieved learning goals.

2. Content

Content is the main concept that needs to be understood at the end of a lesson. This aspect is the core of the learning carried out by teachers by processing various kinds of learning innovations. The content material can contain questions from the teacher to students according to the learning model used.

3. Variation

The variation aspect is students' thinking skills to process the learning that has been given. This is so that the learning that has been carried out can be understood well by students both in product form and in abstract and concrete form.

c. Planning and making assessments

In making an assessment there are 5 principles, namely:

1. Assessment must be able to facilitate learning and provide encouragement to students, teachers and parents in an integrated manner.
2. Assessments must be designed fairly, validly and provide a lot of information for teachers.
3. Assessment needs to be planned according to the initial purpose.
4. Assessment must include several forms of tasks, instruments and techniques that are appropriate to the learning objectives.
5. The report form of student learning outcomes must be simple and informative.
(Zarkasi and Fajri, 2022)
6. Making assessments at MTs Raudlatut Thalabah begins with a survey about students' intellectual abilities so that the assessments that will be given to students can get the expected results.

d. Strengthening Pancasila profile student projects

In implementing the Pancasila student profile project, educational institutions must choose several themes that have been prepared by the Ministry of Religion through the Independent Curriculum. In selecting the theme for the project to strengthen the profile of Pancasila students, MTs Raudlatut Thalabah chose the theme of Entrepreneurship. This theme was chosen because we saw the condition of students who

tended to like the chosen theme. Also to facilitate the future of students to be able to compete in various fields, especially economics. (Ardiansyah, 2023)

Implementation of student-centered learning At MTs Raudlatut Thalabah, which has implemented the Merdeka curriculum in class VII, of course the content and learning model is somewhat different from previous curriculum learning. Teachers are required to carry out effective learning by determining learning materials that students prefer. In delivering the material, teachers are also given the freedom to determine the material and are not bound by the sequence of learning material. However, this also requires reviewing how much students like the material that will be presented. (Ardiansyah, 2023)

e. learning according to the student's learning stage

Learning carried out in the independent curriculum must be gradual considering the condition of the students. Therefore, the teacher's role is very much needed to determine student learning outcomes. The teacher can make these adjustments by carrying out an initial assessment which is used as consideration for designing learning activities in the classroom. Then the teacher carries out an assessment with the aim of finding out the level of intelligence and creativity of each student.

Implementation of the Independent Curriculum at Mts Raudlatut Thalabah

Implementation of the independent curriculum at MTs Raudlatut Thalabah began in early 2021 around January. The process of implementing the independent curriculum requires quite a long time due to readjustments from teachers and educational institutions. This implementation stage is the advanced stage. Namely an application from the planning stage which is then developed with a management system that has been determined.

At the implementation stage, the implementation of the independent curriculum includes several discussions from the initial to final planning process, including:

- a. Implementation of independent curriculum administration at MTs Raudlatut Thalabah
- b. Curriculum administration is a government policy that contains the ideals, hopes and demands of society for education which is implemented by educational institutions. Curriculum administration also includes data management of educational unit operational documents provided by the center as a reference in implementing the independent curriculum from the planning, implementation and evaluation stages. (Simanjuntak and Saragih, 2023)

- c. In the administrative management of the independent curriculum at MTS Raudlatut Thalabah, there is an education unit document provided by the Ministry of Education and Culture which contains the creation of a Learning Objective Flow (ATP) and assessment.
- d. Implementation and development of independent curriculum learning at MTs Raudlatut Thalabah
- e. In the independent curriculum, the learning context is more focused on students by providing material that is not too much but must be mature, because the material provided will be developed by students directly practicing the material that has been delivered. (Ardianti and Amalia, 2023) Focus This learning for students aims to train students' mastery skills over the material that has been taught. And teachers must also be clever at guiding and accompanying students so that learning can be maximized.
- f. In the management of learning development in accordance with the independent curriculum at MTs Raudlatut Thalabah, researchers see that there are already many teachers who have started implementing creative and innovative learning in accordance with the content presented by teachers, such as using learning *cooperative Learning* by first analyzing the students' willingness to receive the material. (Ardiansyah, 2023)

Evaluation of the Implementation of the Independent Curriculum at Mts Raudlatut Thalabah

One of the most important parts of implementing education in schools is the need for evaluation. Evaluation is an activity or program designed to collect data, analyze, interpret information or data so that it can be used as a reference for making decisions in order to provide answers to the problem being studied. (Firdaus et al, 2022). In the world of education, evaluation is an obligation that must be carried out. This process will have a good impact on the learning process. Evaluation can also be used as an indicator of learning success

Evaluation in Education also includes evaluation of the implementation of the curriculum that has been implemented. The evaluation of the curriculum implemented at MTS Raudlatut Thalabah is the independent curriculum. Curriculum evaluation at educational institutions that implement a unique curriculum aims to test the effectiveness, efficiency, relevance and feasibility of curriculum design and implementation and learning at educational institutions that implement an independent curriculum. Among the topics used in evaluating the implementation of the independent curriculum are:

1. Evaluation of the preparation of the Learning Objective Flow (ATP)

In preparing the flow of learning objectives (ATP), teachers are often unable to adapt to the new ATP concept. This is a concrete problem because it really influences the teacher's readiness to carry out learning. This condition is made worse by the absence of direct guidance from the center. Therefore, the principal took the initiative himself to provide guidance to teachers regarding the ATP independent curriculum.

2. Evaluation of planning and implementation of project maple

In planning the implementation of the maple project, there are difficulties in selecting and determining the activities that will be used as the application of the maple project. The selection of these activities is carried out at the beginning of the semester. Each selected activity is then implemented by providing the material first and then practicing it on a predetermined schedule. The implementation of the maple project often experiences problems regarding the schedule and still needs to be reorganized by carrying out an evaluation after the implementation of the maple project is carried out. Often maple projects also experience problems with student interest and implementation funds.

3. Evaluation of learning implementation

The large amount of preparation carried out often becomes a global problem that is often faced by teachers. Apart from complex administrative planning, teachers must also use learning models that are in accordance with the independent curriculum which contains interesting and innovative content and is focused on students.

The implementation of learning at MTs Raudlatut Thalabah already uses the independent curriculum, although there are still many evaluations that must continue to be carried out to improve the learning portion and become a benchmark for better learning.

CONCLUSIONS AND RECOMMENDATION

In implementing the independent curriculum at MTs Raudlatut Thalabah, a series of processes have been used to achieve success in implementing the independent curriculum. Looking at the process that has been carried out to implement the independent curriculum, it is concluded that the percentage of success in implementing the independent curriculum at MTs Raudlatut Thalabah has reached 80%. The weakness in the percentage of application of the independent curriculum is in learning because the independent curriculum emphasizes

interactive learning. And there are still some teachers who have not optimally implemented interactive and creative learning models. Especially senior teachers.

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