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**ANALYST OF THE IMPLEMENTATION OF THE INDONESIAN CURRICULUM IN ELEMENTARY SCHOOLS FOR THE 2022-2024 PERIOD**

**Aan Nurhasanah**

***Faculty of Teacher Education, Universitas Kuninga, Indonesia***

Email: [aan.nurhasanah@uniku.ac.id](mailto:aan.nurhasanah@uniku.ac.id)

**Febby Fajar Nugraha**

***Faculty of Teacher Education, Universitas Kuninga, Indonesia***

Email: [febbyfajar@uniku.ac.id](mailto:febbyfajar@uniku.ac.id)

**Mia Zultrianti Sari**

***Faculty of Teacher Education, Universitas Kuninga, Indonesia***

Email: [mia.zultrianti.sari@uniku.ac.id](mailto:mia.zultrianti.sari@uniku.ac.id)

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**Abstract:** This study was conducted to determine how the implementation of the Merdeka Curriculum in elementary school driving schools. This study was conducted using a phenomenological approach because the researcher was interested in studying more deeply the phenomenon of implementing the Merdeka Curriculum in elementary schools, this study was also conducted to determine to what extent the implementation of the Merdeka Curriculum can be implemented in elementary schools. This study was conducted in several driving elementary schools in Kuningan Regency. The informants in this study were teachers, principals and facilitators. Data collection was carried out through in-depth interview techniques. As a basis for the interview instrument, the researcher used a guideline book for the stages of implementing the Merdeka Curriculum compiled by the BSKAP of the Ministry of Education, Culture, Research and Technology in 2022, which consists of 4 stages of implementing the Merdeka Curriculum, namely the initial stage, the developing stage, the ready stage, the advanced stage which consists of 14 aspects. Based on the 14 aspects observed in elementary schools. the results of information processing illustrate that there is 1 aspect, namely the design of the Operational Curriculum of the Education Unit (KOSP), the average school has reached the advanced stage, while the other 13 aspects, the average school is at the initial stage, namely the category still using the example/draft of the Merdeka Curriculum prepared by the Ministry of Education, Research and Technology in the independent teaching platform.

**Keywords:** *Implementation; Merdeka Curriculum; Elementary School*

**INTRODUCTION**

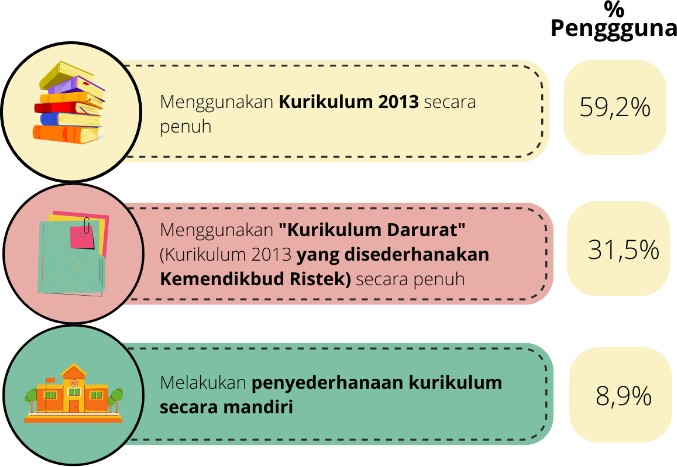
Education is a forum for carrying out the process of forming humans or individuals in accordance with predetermined goals. The educational goals of the Indonesian nation are formulated in Law no. 20 of 2003 article 3 concerning the National Education System. In this article it is explained that the aim of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. . To be able to realize this goal, of course it cannot be done instantly, but it needs to be prepared carefully and through a scientific and in-depth study process. Therefore, planning documents are needed as a form of these preparations. Planning means curriculum. (Kolid Abdurrohman, 2022) Curriculum is a planning document for achieving National education goals. Wina Sanjaya (2010) stated that the curriculum is a planning document that contains the goals that must be achieved, the content of the material and learning experiences that students must undertake, strategies and methods that can be developed, evaluations designed to collect information about achieving goals, and the implementation of the document. which is designed in a real form. This is in accordance with the definition of curriculum contained in Law No. 20 of 2003 concerning the National Education System, Article 1 paragraph (19), which states: curriculum is a combination of plans and arrangements regarding objectives, content and learning materials as well as the method used as a guideline for organizing learning activities to achieve certain educational goals. Curriculum planning is a process carried out by planners taking part at various levels of decision-making regarding what learning goals should be (Nida Uliatunida, 2020).

The curriculum itself develops according to the needs and development of the times (Devi Erlistiana et al., 2022). So that he does not run if in a country there are many changes in the curriculum. As stated by (Ritonga, 2018), Indonesia itself has experienced many curriculum changes, including the 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 curriculum. Then, the one that is still being hotly discussed and studied at this time since 2021 is the Merdeka curriculum. The Merdeka Curriculum was launched directly by the Indonesian Minister of Education on its official Youtube Channel.

The Merdeka Curriculum is a simplified form of the 2013 curriculum and the emergency curriculum. With a simpler curriculum, it can encourage better learning outcomes, especially when learning experiences limitations, for example during the COVID-19 pandemic (Puslitjakdibud, 2021). At that time, learning was carried out with Large-Scale Social Restrictions (PSBB). Yarraw, et al (in Puslitjakdibud, 2021) stated that PSBB and the COVID-19 pandemic forced more than sixty million Indonesian children not to study at school and were forced to use distance learning. This has created new problems both from within the school and from parents ( Nurhasanah et al., 2021) include not being able to convey all the learning materials, the learning media used are not supportive, teachers' digital literacy is low, not to mention parental problems at home such as irregular student study schedules, students tend to be spoiled, motivation decreases, etc.According to BSKAP (Curriculum Standards and Education Assessment Agency, 2021), learning during COVID-19 has had a greater impact on some groups of students, where students from families with lower socio-economic backgrounds are more at risk of not registering again or no longer participating. in the learning process.

With the various educational problems during the PSBB, the government is driving to anticipate the impact of learning loss, namely by preparing an emergency curriculum which was set in August 2020. Through this policy, the government provides an opportunity for schools in Indonesia to choose The curriculum that will be used in learning during PSBB is: (a) continuing to implement the 2013 Curriculum in full; (b) currently implementing the existing curriculum (Emergency Curriculum); or (c) currently implementing the simplification of the 2013 curriculum independently (Ministry of Education and Culture, 2020).

Based on a survey conducted by BSKAP during learning during the pandemic at elementary and secondary education levels, the distribution of data on curriculum use in educational units was obtained, namely:



*Figure 1.1 Curriculum Implementation During the Covid-19 Pandemic Source: (Curriculum Standards and Education Assessment Agency, 2021)*

Based on user observations of the three synchronizations above, it was found that the improvement in learning outcomes of educational units that use emergency crises is better than the learning outcomes of educational units that use the 2013 curriculum in full. The following is a description of the average score of student improvement.

*Figure 1.2. Difference in Literacy and Numeracy Scores of Users of the 2013 Curriculum and the Emergency Curriculum Source: (Curriculum Standards and Education Assessment Agency, 2021)*

Elementary School and PAUD, then to improve SMP, SMA/SMK using a subject-based learning approach. While the learning approach in the Independent Curriculum is more flexible, because teachers can take an approach according to the conditions of the students, the needs of the students so that teachers have the freedom to choose a learning approach. 3) In addition to learning arrangements, the 2013 curriculum uses a week unit, so that it does not provide enough space for educational units to regulate the implementation of subjects. This has an impact on teaching and learning hours becoming dense, the teacher's focus is only on completing the material without paying attention to the understanding that students can obtain from the material. While in the Independent Curriculum, the determination of teaching hours is made per year. This is because schools can innovate in compiling their learning curriculum. 4) Curriculum Structure, in the independent curriculum structure, the curriculum is divided into two parts, namely the first intra-curriculum activities that can be done face-to-face. Second, project activities, namely activities carried out to achieve the Pancasila Student Profile. 5) ICT Subjects, the next paradigm of the Independent Curriculum is on ICT subjects which were previously eliminated in the previous curriculum at the junior high school level. 6) Another paradigm in the Independent Curriculum is in the subjects of Science and Social Studies for the upper elementary school level or grades 4, 5, and 6. In the Independent Curriculum, the two subjects will be carried out at the same time, with the name of the subject of Science (Natural and Social Sciences). 7) Competency-based Curriculum, the competency between the 2013 Curriculum and the Independent Curriculum, both are competency-based. The only difference is that in the 2013 Curriculum, teachers are familiar with the terms KI and KD, then in the Independent Curriculum, KI and KD are eliminated and combined into CP or learning abilities.

This independent IKM is very different from IKM in driving schools, the IKM policy in driving schools is one of the government interventions. Driving Schools are schools that focus on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competencies and characters that begin with superior human resources (2021 Driving School Program, 2021). Based on the data and facts above, this study was conducted to provide information to both Steak holders and education actors involved in it to find out a clear picture of the stages of implementing the independent curriculum in elementary schools and its achievements to what extent during the two-month period IKM can be entered by schools.

**METHOD**

The research method used is a qualitative method with a phenomenological approach. According to Moleong (2007) qualitative research is research that aims to understand the phenomenon of what is experienced by the research subject holistically, and by describing it in words. Meanwhile, the phenomenological approach according to Creswell (in Sugiyono, 2014) is one type of qualitative approach where in this type of approach the researcher conducts an observation of the participants to find out the phenomena that occur in the participants' lives. The purpose of the phenomenological approach is to reduce individual experiences towards a phenomenon into a description that explains the universal essence of the phenomenon (Suyanto, 2019). The research was conducted at an elementary school in Kuningan Regency. The data source in this study were informants selected by purposive sampling. Purposive sampling is a sampling technique for determining certain considerations (Sugiyono, 2016). The selected research object is a person who knows and masters the problem being studied (key informant). Suyatno in (Sondak, 2019). Data collection was carried out using interview techniques (Rachmawati, 2007). To ensure the validity of the data, researchers made several efforts, including: (a) extending the data collection period, (b) conducting interviews continuously and seriously, (c) recording each interview activity (D) involving colleagues to discuss (Herman & Amirullah, 2016). According to (Creswell, 2016) data analysis techniques in phenomenology include: a) researchers fully describe the phenomena of experiences experienced by research subjects; b) researchers then find statements (interview results), then possible statements and are developed without repeating; c) the statement is then realized in meaningful units and reads a text explanation of the experience accompanied by examples carefully; d) researchers then reflect on their thoughts using imaginative variations as a whole; e) researchers then construct the entire explanation of the meaning and essence of their explanation; f) researchers report the results of their research based on the overall experience of the informant, and write a combined description. This study aims to describe the progress of the implementation of IKM which has been running for approximately three months since September-November 2022 with research objects consisting of grade 1 teachers, grade 4 teachers, principals and facilitators of moving schools assigned by BBGP Kemendikbudristek to assist the school. The interview instrument compiled was questions from the stages of implementing the independent curriculum in educational units published by the Education Standards, Curriculum and Assessment Agency. KEMDIKBUDRISTEK RI in 2022, namely there are 4 stages, namely: 1) initial stage, 2) developing stage, 3) ready stage, and 4) advanced stage. The empathy of this stage is explained in 14 aspects, especially at the elementary school level, namely the following aspects: 1) The Role of the Operational Curriculum of Educational Units, 2) The Role of the Learning Objective Flow, 3) Learning Planning and Assessment, 4) Use and Development of Teaching Tools, 5) Planning of the Pancasila Profile Strengthening Project, 6) Implementation of the Pancasila Profile Strengthening Project, 7) Implementation of Student-Centered Learning, 8) Integration of Assessment in Learning, 9) Learning According to the Learning Stage of Students (Primary and Secondary Education), 10) Collaboration between Teachers for Curriculum and Learning Needs, 11) Collaboration with Parents/Family in Learning, 12) Collaboration with Society/community/industry, and 13) reflection, Evaluation and Improvement of the Quality of Curriculum Implementation. (Suyanto, 2019).

**RESULTS AND DISCUSSION**

The School Mover Program focuses on developing holistic student learning outcomes that include competencies (literacy and numeracy) and character, starting with superior human resources (Patilima, 2022). In general, the final picture of the School Mover Program will create learning outcomes above the expected level with a safe, comfortable, inclusive and enjoyable learning environment. (School Mover Program 2021, 2021). This study produced a picture of the implementation of the independent curriculum implemented by the school mover. The picture consists of planning and implementation identified from 13 aspects. These 13 aspects are used as a guide in interview activities, the results of which will classify schools into four categories in implementing the independent curriculum, namely the initial stage category, the developing stage category, the ready stage category and the advanced stage category. Based on the data obtained through interviews, the following are the capabilities of the independent curriculum implementation categories that have been implemented by the school mover in the Ciawigebang sub-district, Kuningan Regency at the elementary school level for a period of three months.

Table 1.1. *Implementation of the Independent Learning Curriculum in Elementary Schools in Kuningan Regency*

|  |  |  |
| --- | --- | --- |
| No | PERNYATAAN | ***Tahapan Implementasi Kurikulum Merdeka*** |
| 1 | Peranan Kurikulum Operasional Satuan Pendidikan | Tahap Mahir |
| 2 | Peranan Alur Tujuan Pembelajaran | Tahap Awal |
| 3 | Perencanaan Pembelajaran dan asesmen | Tahap Awal |
| 4 | Penggunaan dan Pengembangan Perangkat terbuka sedikit | Tahap Awal |
| 5 | Perencanaan Proyek Penguatan Profil Pancasila | Tahap Berkembang |
| 6 | Implementasi Proyek Penguatan Profil Pancasila | Tahap Berkembang |
| 7 | Penerapan Pembelajaran yang Berpusat pada Peserta Didik | Tahap Awal |
| 8 | Keterpaduan Penilaian dalam Pembelajaran | Tahap Awal |
| 9 | Pembelajaran Sesuai Tahap Belajar Peserta Didik (Pendidikan  dasar dan menengah) | Tahap Awal |
| 10 | Kolaborasi antara Guru untuk Keperluan Kurikulum dan Pembelajaran | Tahap Awal |
| 11 | Kolaborasi dengan Orang tua/ Keluarga dalam Pembelajaran | Tahap Awal |
| 12 | Kolaborasi dengan Masyarakat/ komunitas/industri | Tahap Awal |
| 13 | refleksi, Evaluasi dan Peningkatan Kualitas Implementasi Kurikulum. | Tahap Berkembang |

*The following data was obtained over a period of 3 months (September-November 2022)*

**Discussion**

1) Planning

Based on table 1.1, there is an empathy picture of the IKM process being implemented by the driving school in Kuningan Regency, namely planning, implementation of learning, school collaboration and reflection and evaluation of IKM. Good planning will make the implementation of learning run well (Widyanto & Wahyuni, 2020). In planning, the driving school has compiled the KOSP expertly through several activities according to the description of the guide, namely at the beginning with socialization activities to supervisors, parents, school committees and local residents. Then the school has also involved them in preparing the vision and mission. This is done so that all parties have shared goals and responsibilities in creating good quality learning for students.

The next planning is the design of the Learning Objective Flow (ATP), Learning Planning and assessment, Use and Development of slightly open Devices. The school is implementing the planning of these three aspects by utilizing the planning provided by the Ministry of Education and Culture's Ristek. This is because the understanding and skills of teachers in reviewing content from various sources are very limited, teachers are still used to using one source. In contrast to the Pancasila profile strengthening planning project (P5), P5 is a cross-disciplinary learning in observing and thinking of solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila Student Profile (Satria et al., 2022). In this case, the school has been able to compile P5 based on problem identification and determine a minimum two-dimensional profile of Pancasila students. P5 is expected to be an optimal means of encouraging students to become lifelong learners who are competent, have character, and behave according to Pancasila values. So that the school planning project is very much at the developing stage.

2) Implementation

Based on Table 1.1, the observed aspects of learning implementation are included in the early stage category. The implementation of student-centered learning, integrated assessment in learning, and learning according to the learning stage of students have not been fully implemented properly. Even though teachers have implemented enjoyable and varied learning, the learning activities are still dominated by teachers who act as instructors. In addition, although teachers conduct assessments at the beginning of learning or at the beginning of the semester, the assessment is not used to design learning or identify students who need more attention. Teachers are implementing learning according to the learning ability phase of the majority in their class.

3) Collaboration

Based on Table 1.1, the observed collaboration aspects are included in the early stage category. Collaboration between teachers for intracurricular purposes has not been implemented but has collaborated for the needs of the P4 project, one of which is discussing dimensions, elements and sub-elements, forms of activities, forms of assessments used as targets for strengthening the Pancasila student profile. Likewise, collaboration between teachers/schools and parents/guardians, teachers through educational units provide information about students' learning progress to parents/guardians when receiving report cards and when students experience problems. In addition, aspects of school collaboration with the local community and other partners are still in the drawing stage.

4) reflection, Evaluation

Based on table 1.1, the reflection aspect is observed to be at the developing stage, meaning that reflection, IKM evaluation and learning evaluation have been carried out by some teachers but are not yet based on data but rather based on the experience of each teacher based on personal experience and/or seeing colleagues so that teachers adjust learning planning based on the results of the reflection and evaluation

**CONCLUSION**

Based on the discussion above, it can be concluded that the implementation of the independent curriculum in elementary school driving schools in Kuningan Regency has gone well, within 3 months the school was able to show progress by achieving the IKM stage category, namely the advanced stage in KOSP planning, the developing stage in the planning and implementation of the Pancasila Student Profile Project, the developing stage in IKM reflection and evaluation. And the initial stage in learning planning and school collaboration.

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