

Rethinking the "Kurikulum Merdeka for Learning": From Document Design to Implementation and Achievement

B.M.A.S. Anaconda Bangkara¹, Sardjana Orba Manullang², Emy Yunita Rahma Pratiwi³, Nursakina Husen⁴, Joko Sabtohadji⁵

¹President University, Cikarang Bekasi, Indonesia

²Universitas Krisnadwipayana, Indonesia

³ Universitas Hasyim Asy'ari Jombang, Indonesia

⁴ Universitas Nuku, Indonesia

⁵ Peneliti Muda Balitbangda Kabupaten Kutai Kartanegara, Indonesia

anaconda@president.ac.id, somanullang@unkris.ac.id, emyyunita88@gmail.com, nursakinahusen@gmail.com, sabtohadijoko@yahoo.co.id,

Corresponding author email: anaconda@president.ac.id

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ABSTRACT

This study discussed the rethinking of the Merdeka learning curriculum, from the design of the implementation document to the achievement of results. The authors believe that there are quite several writings that discuss the contents of the Merdeka learning curriculum from different perspectives and perspectives. However, very few have tried to review how the implementation documents are and what the expected results are. This study used secondary data from publications, books, scientific journals, curricula, and other sources. After involving a series of studies which include coding the data, evaluating the data, analyzing the data sharply, and interpreting and drawing conclusions to get valid friendly data. We designed this study in qualitative terms, so after discussion and if there is in-depth data, we can finally say that a review of the curriculum documents they learned both in terms of implementation and the results to be achieved need to be thought out and revised in various places so that in the future it becomes a curriculum that can be implemented.

Keywords: *Ranking, Independent Learning, Curriculum Merdeka, Design Document, Implementation, And Results.*

INTRODUCTION

The government provides a strategy for revamping the independent curriculum plan, which is given to education units as an additional option to reestablish going forward during 2022-2024 (Hr & Wakia, 2021; Putra & Aslan, 2020; Putra et al., 2020). The School and culture office's arrangements regarding the general curriculum plan will be reviewed in 2024, given an assessment during the learning recovery period. It alludes to the conditions under which the Coronavirus pandemic caused many obstacles in the experience developing in the training unit, which had a binding effect. The 2013 pre-pandemic timeframe changes to a leading education plan that academic units engage in learning. The pandemic timeframe is 2020 to 2021 (Mahfud, 2011; Aslan et al., 2020; Suroso et al., 2021). The Department of Education provides a strategy for using the 2013 Education program and the Crisis Education program as a reference for the school unit education program. The timeframe for the pandemic is 2021 to 2022. Training and education center provides strategies for utilizing the 2013 Education Plan, the Crisis Education program, the Curriculum Merdeka of Education program in Driving Schools, and Community Professional Schools for Greatness (Sutaris, 2022; Hendriarto et al., 2021).

During the pre-pandemic time frame, the Service of Instruction and Culture gave a strategy for utilizing the 2013 Educational plan. The 2013 Educational plan was improved into a new educational program that made it more straightforward for schooling units to figure out how to learn with fundamental material substance (Yusuf, 2021; Manullang et al., 2021). The Free Educational program at SP/SMK-PK is a much-needed refresher to improve and reestablish learning, sent off without precedent for 2021. Recuperation of learning in 2022 s.d. 2024, the Service of Instruction and Culture gave a strategy that schools that are not prepared to utilize the Free Educational program can, in any case, involve the 2013 Curriculum plan as the reason for learning the board, as well as the Crisis Educational program, which is a change of the 2013 Educational program that the training unit can, in any case, utilize (Krishnapatria, 2021; Hifza et al., 2020; Sudarmo et al., 2021). The Independent Curriculum is an option for all academic units, which, in the data collection process, academic units are ready to implement the Independent Curriculum. The year 2024 will determine the national curriculum policy based on the evaluation of the Curriculum during the learning recovery period. This evaluation becomes a reference for the Ministry of Education in making follow-up policies after learning recovery (Supriati et al., 2022; Sudarmo et al., 2021; Aslan et al., 2019).

The government gave a strategy for improving the Independent Educational program, which was given to schooling units as an extra choice to reestablish picking up during 2022-2024. The service of schooling and culture's approaches to the public education plan will be assessed in 2024 during the learning recuperation period. Alludes to the condition where the Coronavirus pandemic causes numerous impediments in the growing experience in the Training unit, which has a binding effect (Purwanti, 2021;

Hutagaluh et al., 2020). The 2013 pre-pandemic time frame turned into the leading educational plan involved by academic units in learning. The pandemic time frame 2020-2021 The Service of Schooling and Innovation gives a strategy to utilize the 2013 Educational plan and the Crisis Educational program as educational plan references for training units. The pandemic time frame is 2021 to 2022. The Service of Training and Innovation gives a strategy for utilizing the 2013 Educational program, the Crisis Educational program, and the Free Educational program in Driving Schools and Place for Greatness Professional Schools (Adrianus Sihombing et al., 2021; Aslan, 2019).

During the pre-pandemic time frame, the Service of Training and Culture gave a strategy for utilizing the 2013 curriculum program. The 2013 Educational program was rearranged into a rising educational program that made it simpler for academic units to figure out how to learn with fundamental material substances. The Merdeka Educational plan at secondary school is a much-needed refresher to improve and reestablish learning, sent off without precedent for 2021 (Febriyanto et al., 2019; Aslan, 2016; Aslan & Setiawan, 2019). Recuperation of learning in 2022 to 2024, the Service of Instruction and Innovation gave a strategy that schools that are not prepared to utilize the Free Educational program can, in any case, involve the 2013 Educational plan as the reason for learning the executives, as well as the Crisis Educational plan, which is a change of the 2013 Educational plan that the training unit can in any case utilize. The Independent Educational curriculum plan is a possibility for every single scholastic unit, which, in the information assortment process, academic units are prepared to execute the Autonomous Educational plan (Maba & Mantra, 2018).

The year 2024 will decide the public educational program strategy in light of the assessment of the educational program during the learning recuperation period. This assessment becomes a reference for the Service of Schooling and Culture in making follow-up strategies after learning recuperation. An equal representation should be visible from PISA, and a worldwide review led like clockwork to quantify the proficiency abilities of 15-year-old understudies in pursuing math and science. Indonesia has routinely participated in PISA from 2000 to the rest of 2018 (Liou & Hung, 2015; Aslan, 2017). During that time, Indonesia's typical score did not move from around 370 to 400. With this score, only about 30 percent of students in grades 9-10 in Indonesia have the minimal ability in reading comprehension and mathematical reasoning. In other words, Indonesia has experienced a learning crisis for a long time. The loss of learning due to the pandemic has undoubtedly exacerbated the crisis. What needs to be anticipated is that the gap is widening because the pandemic has resulted in more significant learning losses for students from low-income families and who live in areas with limited internet access (Yansen et al., 2019).

The learning crisis is a multidimensional problem that cannot be solved simply by changing the Curriculum. The learning crisis can only be overcome by systematic change. Moreover, the Ministry of Education has done this through its Independent Learning policies (Nusantara et al., 2020). Through the National Assessment, the quality assurance

system was changed so that it is no longer oriented toward administrative compliance but instead toward the quality of learning. The education office will receive assistance to carry out data-based planning on the quality of learning. The capacity of teachers and school principals is also strengthened through various programs: Motivating Teachers, Motivating Organizations, Motivating Schools, and Vocational Schools of Excellence (Sariwulan et al., 2019). Complementing these various programs, the Curriculum also plays an important role. The Curriculum influences what teachers teach and how the material is taught. It may be true that great teachers can teach well, regardless of the quality of the Curriculum. However, a good curriculum is essential if we want all teachers to teach well. The importance of the Curriculum is clear from a study. Using data from several developing countries, Pritchett and Beatty conducted a simulation to see the effect of curriculum material coverage and student learning outcomes. Their conclusion is obvious: dense curriculum material hinders learning (Monaghan, 2019). The learning crisis can only be overcome by systematic change.

In Indonesia, the study was done during the pandemic also led to the same conclusion. At the beginning of the pandemic, the Ministry of Education simplified the 2013 Curriculum material. During the 2020/2021 school year, the "emergency curriculum" was adopted by around 30 percent of schools in Indonesia. Schools that use the emergency curriculum show better literacy and numeracy learning outcomes than schools that continue to implement the 2013 Curriculum as a whole. The simplification of this material is estimated to be able to overcome 70-80 percent of learning losses due to the pandemic. This is a significant impact (Promboon et al., 2018).

Let us consider why the Independent Curriculum has to be changed each time. We need to see the positive impact of the Curriculum showing the importance of simplifying the material (Rasmitadila et al., 2020). This is not a surprise. If the material that must be taught is too much, the most rational strategy for the teacher is to give one-way lectures. Dense material will make it difficult for teachers to hold discussions, argue, and other learning methods that encourage students to develop their reasoning and character. Likewise, the use of assessments helps teachers adjust learning materials and strategies to the level of students' abilities. Providing feedback that helps students understand and correct their mistakes and errors is also tricky when the teacher prefers to pursue the implementation of completing the material. If we want teachers to focus on student learning, the scope of the Curriculum must be limited to essential material. The depth of the process sacrifices the breadth of the material. This is one of the main principles of designing the Independent Curriculum (Pratikno et al., 2022).

The Merdeka Curriculum can provide particular time for project-based learning by focusing on essential materials. This cross-subject learning is oriented toward collaboratively doing work or solving authentic problems (Yudhawasthi & Christiani, 2021). Simple examples are the activities of composing a song or making a drama, planning a bazaar or making a product and solving the problem of waste in the home or school environment. This learning can hone social awareness, foster tolerance, and train

communication and cooperation. This kind of learning also encourages students to apply concepts/materials from various subjects to real problems or issues. In short, the Independent Curriculum is designed to make it easier for teachers to focus on learning (Abidah et al., 2020).

Based on explanations and problems with reviewing documents and implementing and learning outcomes, which we judged to be a very rapid existence that demands excellent results, it is good that the problem of the Merdeka curriculum must be considered with various aspects of view both in terms of preparation for field conditions and compared to other aspects of the curriculum aimed. So it takes a series of analyzes, studies various sources of information, and adopts various theories presented by experts so that this recommended curriculum becomes a document. (Rohiyatussakinah, 2021).

METHOD

The reason for this review is to reconsider the free gaining educational curriculum plan from the issue of archive plan to the execution and accomplishment of learning results. To proceed with the conversation of the issue of the concentrate above, we have looked for information in a few logical diaries and book distributions (Yuhastina et al., 2020). Then we tried to examine the type of phenomenological approach, namely trying to get a series of answers to the phenomenon of the independent Curriculum in Indonesia, which has now been implemented. Our study involves several steps to obtain valid and reliable data to answer problems, including data coding, in-depth interpretation, and conclusion. We can do this study in a positive qualitative way where we want to discuss it to gain resilience and in-depth how to review the government's plans in designing the Independent Learning curriculum and how they are implemented, and what challenges they face when they want to achieve the desired results (Tracy, 2019). Our data search is done electronically using keywords in the Google Scholar search engine, and other data sources that we believe are relevant to the problem. Those are, among others, the process and stages of carrying out a study with the theme of rating the Merdeka curriculum complete learning from design documents and achievement (Maher et al., 2018).

RESULT AND DISCUSSION

Educational curriculum assessment since Indonesia's independence, schooling has undergone different changes and enhancements to educational curriculum arrangements (Machali, 2014). In Indonesia's educational plan's set of experiences, something like multiple times the elements of progress. Beginning from the pre-Independent time frame with a clear structure, the freedom time frame was ceaselessly refined, specifically from 1947 to 2022 (Sinawar & Warits, 2020). These different educational plan change approaches depend on the investigation, assessment, expectations, and difficulties confronted inside and remotely that is continually evolving. In this unique circumstance, the educational plan as a strategy item is dynamic, context-oriented, and relative.

Dynamic since it keeps on creating, adjusting to the times, and is available for analysis. Logical because it is highly required and given the setting of now is the ideal time, and relative, because the educational program arrangements delivered are viewed as wondrous or wonderful in their time, and will become superfluous in resulting ages (Mawaddah et al., 2022).

Hence, the fundamental guideline in educational program strategy is change and progression; specifically, changes are completed consistently (Pratikno et al., 2022). Given the guideline of the clergyman of schooling and culture Number 21 of 2016 concerning content principles for essential and auxiliary training, the public authority sets content norms to accomplish graduate ability guidelines per public schooling objectives. These content standards become a reference for education practitioners to determine the scope of the material or material that must be submitted. In addition, it becomes a benchmark to determine the level of competence of students to produce graduates with competencies according to the level and the type of education they are taking. Every competence expected in government regulations has implications for the expected learning process and assessment. Evaluation of the 2013 Indonesian curriculum, along with the birth of the 2013 curriculum revision, is Curriculum changed after ten times undergoing a fundamental curriculum change (Ali et al., 2021). On the one hand, changing the Curriculum can be understood as a constructive dynamic, considering that every education expert and policymaker has various views on education (Ibrahim, 2019).

History of the Curriculum in Indonesia. In a modern society that is dynamic and full of technology and knowledge, the setting of educational goals, priorities, and curriculum preparation tends to experience much debate, given that the load of knowledge that must be included in the Curriculum and the varied interests and aspirations of various educational stakeholders (Daulay & Tobroni, 2017). Therefore, it is not easy to equalize perceptions about subjects and the organization of subject matter in the Curriculum. In other words, the abundance of knowledge volume, the variety of educational philosophies and the variety of learning theories and curriculum developers, the selection of teaching materials, the selection of learning activities, and the determination of learning experiences, as well as the curriculum and learning evaluation system, will go through a process of debate that is not easy. It very well may be made sense that the 2013 educational plan is established in the philosophical underpinnings of the Indonesian country, the humanistic, psycho-academic, and hypothetical establishments, which can be summed up in the 2013 educational curriculum goals (Prastowo et al., 2020).

Another worldview in instructive establishments accentuates understudies' capacity to determine from different sources, form issues, think scientifically, and endlessly team up in taking care of issues. Likewise, the 2013 educational curriculum program additionally created data and correspondence innovation proficiency and reinforced character training in character building and profound qualities (Hasan, 2013). These instructive guidelines in Indonesia have been figured out in the Indonesian Association for the 21st

Century Ability Standard. In the assessment, the genuine evaluation gives a broad strategy for understudy improvement. The mental perspective is the essential reference for the appraisal and the emotional and psychomotor viewpoints. Execution of the 2013 educational program, loaded with character and skill, joined by a total, consistent, and ongoing evaluation to uncover different viewpoints required in pursuing a choice (Wahyudin & Sukyadi, 2015).

The evaluation guarantees that the exhibition interaction sticks to the script and goals. One of the gatherings that play a fundamental part in the evaluation cycle is the teacher. In the Priest of Schooling Guideline No. 104 of 2014, Article 1 In regards to Learning Results makes sense that the evaluation of learning results by teachers is a course of gathering data/proof about the learning accomplishments of understudies in the capability of profound perspectives and social mentalities, information capabilities, and abilities skills that are completed in an arranged and deliberate way, during and after the growing experience. Moreover, it likewise made sense that the evaluation of learning results is completed in bona fide and non-true structures (Puspa, 2017).

Merdeka Curriculum Learning Policy

The word strategy is an interpretation of "strategy" in English, and that implies dealing with issues or public interests, compared with training; it is the consequence of the interpretation of "instructive approach," which comes from 2 words, so Hasbulah said the Instructive Arrangement has similar importance as government strategy in the field of schooling figuring to take care of public issues. Strategy examination is a technique or system for utilizing a human comprehension of arrangements. This is because the 2019 Program for Global Students Assessment (PISA) research showed that the evaluation consequences of Indonesian understudies just involved the 6th situation from the base; For the fields of arithmetic and education, Indonesia possesses the 74th situation out of 79 nations (Nata et al., 2022). Accordingly, Nadiem likewise leaped forward in evaluating most minor capacities, including education, numeracy, and character overviews. Proficiency is not just estimating the capacity to peruse but also the capacity to dissect the substance of the perusing and grasp the ideas driving it (Purwanti, 2021).

Merdeka learning expects to make learning more significant. As a rule, this program is not to supplant a current program; its primary role is to work on the current framework (Kodrat, 2021). The freedom of learning started. Government made sense of that the disentanglement of the execution of learning, for example, (1) the learning execution plan made by the educator did not should be excessively and confounded as in the past, (2) the drafting framework in tolerating new understudies which had been running for a very long time was all the while being carried out. Be that as it may, it is more adaptable in its execution, (3) beginning in 2021, the public tests, which have been a weight for learning entertainers, will be supplanted with most minor capability evaluations and character studies, and (4) public standard school tests are moved to continuous appraisals like portfolios (Marwan & Solichin, 2022).

Assume it has recently made sense that the evaluation in free learning is aimed at ceaseless appraisal. It very well may be concurred that the honest evaluation executed in the 2013 educational plan must be coordinated with the program. In a new conversation, Priest of Training and Culture Nadiem Makarim changed the 2013 educational program to the educational curriculum plan in 2019. The application concept consists of "Freedom of Learning" and "Independent Campus." Freedom to learn is freedom of thought and innovation (Widjaja & Aslan, 2022; Hendriarto, Aslan, dkk., 2021). Meanwhile, the independent campus is a continuation of the independent learning program for higher education. The transformation of education through the Policy of independent learning is one of the steps to realizing Indonesia's Superior Human Resources, which has the Pancasila Student Profile. In line with the World Economic Forum, students must have 16 skills in the 21st century (Farida et al., 2022).

These 16 abilities are separated into education, capability, and character quality. Also, to confront changes in the public arena and culture, the universe of work, business, and quick mechanical advances, understudies should be ready to follow these changes. Consequently, every instructive organization should plan new proficiency and direct direction in schooling (Desianti & Rahayuningsih, 2022). Advanced education planning should be possible by planning and executing growing creative experiences so understudies can accomplish learning results covering mental, full of feeling, and psychomotor angles ideally and reliably appropriately through the Educational program. In web-based media, numerous teachers and guardians are still befuddled (Neo et al., 2013). With this review, it is trusted that it can be a reference for scholastics and professionals to perceive and extend their insight about the educational program. The Curriculum has several essential elements, namely objectives, competencies, content, assessment criteria, and learning standards (Kodrat, 2021). These elements are contained in the Curriculum. The Curriculum refers to Law No. 12 of 2012 and the approach to following the patterns and stages implemented in the curriculum development of study programs. Implementing policies and developing the learning curriculum accommodates and refers to regulations, social dynamics, and advances in science and technology—the framework for implementing and developing the Curriculum.

The Challenge of Implementation and gain achievement

This education policy provides fresh air amid burdensome bureaucracy and requirements for submitting new study programs and accreditation (Tishkovskaya & Lancaster, 2012). On a practical level, one requirement that requires collaboration between private universities and study programs with outside parties (service companies, industry, society, other universities, and government agencies, as well as the private sector) creates confusion in the mechanism (Shohel Rana et al., 2018).

Several questions arise among small private universities or private universities that fall into the disadvantaged, outermost, and remote categories, 1) how do private universities

cooperate with service companies and large industries? Accreditation A collaborates with universities with only B or C accreditation (Hartley & Godin, 2010). The government should consider this issue to find solutions and regulations for collaboration mechanisms that can make it easier for small private universities to collaborate with institutions and large universities. Small private universities with limited human resources, infrastructure, and especially private universities with remote geographical locations, certainly have significant obstacles to collaborating with large agencies and leading universities to realize productive and meaningful collaboration for scientific development and student experience. Without a precise mechanism and a shared vision between the Ministry of Education and Culture and other Ministries, this Policy is considered only good in terms of rules. However, it creates problems at the practical level (Singh, 2010).

This Policy is expected to spur universities to become a world-class universities. Only eight state universities are included in the 1000 best international campuses (8 Indonesian State Universities ranked in the World's Best 1000, n.d.). Seeing this reality, the government must dare to set high targets for public universities with easy bureaucracy and sufficient budget supply to go international, not only be able to compete domestically (Fu, 2017). Mechanism of Internships Outside the Study Program the internship policy for three semesters outside the study program and universities is a visionary policy of the government to provide freedom for students to develop scientific and work experience and socialize. At the practical level, several problems arise for small private universities or universities with remote, outermost, and disadvantaged geographical locations. In addition to the problem of the collaboration mechanism between study programs and universities and significant study programs as well as large institutions, according to point two above, questions arise among study programs and students, What is the financing mechanism for the internship activity (Ishak, 2021)?

Implementation and learning achievement

The elements and changes in the field of training that are felt today are so powerful, specifically the fast headway of data innovation; learning models should have the option to answer difficulties, so there is a change in the job of educators or teachers, not simply focal learning (Barlian et al., 2022). The underpinning of the humanism of training is a series of expectations utilized as a beginning stage regarding the training or potential investigation of schooling obtained from social science. Humanism of training incorporates educator understudy cooperations, class or school collective vibes, design and capability of training, as well as local area frameworks and their consequences for schooling, how to carry out the humanistic underpinning of schooling in Indonesia, what are the ramifications of the humanistic groundwork of training for Indonesian instruction (Yudhawasthi & Christiani, 2021).

The verifiable underpinning of training is the historical backdrop of schooling in the past, a reference for improving schooling in the present. The authentic groundwork of Indonesian Public instruction cannot be isolated from the historical backdrop of the Indonesian country. The underlying thought of the Merdeka Gaining Grounds Merdeka from the Pastor of Schooling and Culture Nadiem Makarim in a discourse on September 9, 2020, is a strategy that expects to urge understudies to dominate different sciences that are valuable for entering the universe of work. Merdeka Learn Grounds Merdeka opens the door for understudies to pick the courses they will take (Zakiyyah et al., 2021). The Merdeka Kurikulum program gives opportunity and independence to instructive foundations. It is liberated from bureaucratization, teachers are liberated from muddled administration, and understudies are allowed to pick the fields they are keen on. The Merdeka Grounds is learning in advanced education that is independent and adaptable to make a creative learning society, unbound, and as per the necessities of understudies (Bahar et al., 2022).

The stages that should be ready by colleges for the execution of Merdeka Learning Merdeka Grounds have general necessities (Ahid & Sufirmansyah, 2022). Specifically, understudies come from the licensed concentrate on programs; understudies are effectively enlisted at the Indonesian Directorate of Higher education. Exact prerequisites are projects executed and arranged and commonly concurred among colleges and accomplices. The Free Learning Project can be a public program arranged by the service or a program ready by a college enrolled in the advanced education data set. Executing the educational curriculum plan is highly significant since it includes accomplices to accomplish learning results in advanced education. In its execution, colleges include outer gatherings in forming educational plans so the consequences of their alums can be acknowledged in the realm of work. There are a few concurred programs, in particular: understudy trades, temporary positions, work on, showing help with training units, research, research, philanthropic ventures, pioneering exercises, free examinations/projects, and town improvement (Krishnapatria, 2021).

CONCLUSION

At the end of this study, we will conclude the essential points that have decorated the discussion of this study, which we will repeat; the topic is reviewing the Merdeka learning curriculum from document design issues to implementation to achieve the expected goals. Many studies have reported how the principles of the concept of democracy and everything related to implementing the Independent Learning curriculum are implemented this year. However, this study tries to review the fermentation design and the results to be achieved. After reviewing several documents discussing the issues of the Independent Learning curriculum and the challenges and benefits that will be obtained, we can finally compile, among others, that their new learning curriculum is part of a revised or emergency curriculum that anticipates landing losses due to. It is because

there is too much hope, and then we have not seen how it will be implemented, especially for the results. However, this mirror tries to see how their Curriculum has policies that are not much different from the 2013 curriculum year. Only the 2002 curriculum emphasizes the freedom and aspects of students how to use technology to provide personalization in learning, considering that there are academic disturbances due to. On the other hand, we see that the challenges of implementation and achieving results are genuine whereas, with the problem structure in Indonesia, which is quite complex, comprehensive, and dynamic, it is very doubtful for the government to be able to achieve the results as mandated in the law or degraded in the documents. Various learning curricula. For this reason, we feel that reviewing every document involved to evaluate and review their Curriculum needs all parties so that the Curriculum's objectives to produce fish changes can achieve what is guaranteed by law. We believe it certainly has many weaknesses and shortcomings, based on which we expect help and constructive criticism from readers for future improvements.

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