



Implementation of Kurikulum Merdeka and Its Impact on Student Learning Achievement at Madrasah Aliyah Sabilul Hasanah Kabupaten Banyuasin

Ibrahim¹, Putri Novita Sari², Choirun Niswah³

Universitas Islam Negeri Raden Fatah Palembang, Palembang, Indonesia

email: ibrahim_uin@radenfatah.ac.id putriph04@gmail.com

choirunniswah_uin@radenfatah.ac.id

Abstract: This study aims to analyze the implementation of the "Kurikulum Merdeka" (Independent Curriculum) and its impact on student achievement at Madrasah Aliyah Sabilul Hasanah, Banyuasin Regency, South Sumatra Province. The researcher employed a qualitative descriptive approach using qualitative research methods. Data collection methods included observation, interviews, and documentation. The data analysis techniques involved data reduction, data display, data verification, and drawing conclusions. The validity of the data was ensured through source triangulation and technique triangulation. The informants in this study were the school principal, vice principal for curriculum, teachers, and students. Based on the findings and discussion, the implementation process of the Independent Curriculum at Madrasah Aliyah Sabilul Hasanah has been running quite well. This is evidenced by training and mentoring activities for teachers, which motivate them to deliver updated content. The school's facilities also adequately support learning activities. However, the implementation of the Independent Curriculum did not show a significant impact on student achievement compared to the previous curriculum.

Keywords: Independent Curriculum, Student Achievement

Introduction

Kurikulum Merdeka is one of the curriculum concepts that demands independence for learners. (Annur et al., 2023). A good implementation of the independent curriculum will greatly affect student learning achievement. Learning achievement itself is the result of learning achieved after going through the process of teaching and learning activities.

The birth of the Government Policy on Curriculum Merdeka and Merdeka Belajar is a crucial moment in the development of the Indonesian education system. This policy arises from a deep understanding of the importance of transformation in education, in line with the demands of the times, the needs of society, and technological changes. (Rahmafritri et al., 2024). There are three key things that underlie the Merdeka Curriculum implementation strategy, namely the independent curriculum is a choice, curriculum implementation is a learning process, and curriculum implementation support is carried out comprehensively. (Shofia Hattarina et al., 2022).

This curriculum brands itself as a curriculum that gives educators the freedom to carry out learning as needed, namely by adjusting to the characteristics of students (Wibawa et al., 2022). The independent curriculum emphasises the development of student competencies in educators, namely non-academic academic aspects. This is so that students can develop their potential optimally. So that when they finish their education, they can get maximum results.

In addition, the independent curriculum also includes various competencies, such as literacy, numeracy, science, technology, critical thinking skills, problem solving, communication, collaboration, and character skills. Currently, many schools have implemented this curriculum even though in gradual classes, if at Madrasah Aliyah Sabilul Hasanah those who have implemented the independent learning curriculum are grade 10 and grade 11. Then in the following year it will gradually carry out the implementation so that



later all classes will have implemented this curriculum. Based on the results of preliminary observations at Madrasah Aliyah Sabilul Hasanah, it is known that Madrasah Aliyah Sabilul Hasanah as one of the madrasahs in Banyuasin district has implemented the independent learning curriculum in grade 10 and grade 11. In addition, information was also obtained that learning in the 2013 curriculum provided an average score of 85 in all subjects. The purpose of Madrasah Aliyah Sabilul Hasanah implementing the independent curriculum is to always be able to make changes and continuous improvements, dare to make innovations or new breakthroughs, and make maximum use of information technology to improve the quality of services to all madrasah residents. The implementation of the independent curriculum in grade 10 of Madrasah Aliyah Sabilul Hasanah is by organising intracurricular learning content and project-based learning in an integrated or simultaneous manner. This is what underlies the researcher to conduct research on the implementation of the independent curriculum and its impact on student learning achievement, especially in grade 10 and grade 11 of Madrasah Aliyah Sabilul Hasanah, Banyuasin Regency. The purpose of this study is to determine whether or not there is an impact of the implementation of the independent curriculum on student learning achievement. Given that this curriculum provides a different design in the application of learning.

Method

This type of research is field research. Field research is research where data is obtained directly from the source in the field, so that the data obtained is a primary source (Annur, 2018);(Sugiyono, 2022). The approach used in this research is a qualitative approach with descriptive methods (Ibrahim et al., 2023). This method tries to examine a group of people or objects, a system of thought or an event in the present. According to Whitney quoted by Moh. Nazir argues that the descriptive method is the achievement of facts with precise interpretation (Nazir, 2018).

A research informant is someone who has information about the object of research (Moleong, 2019).. There are two types of informants in this study, namely main informants and supporting informants. The main informant is a person who knows technically and in detail about the research problem to be studied, in this study the main informant is the head of the curriculum at madrasah aliyah Sabilul Hasanah. Supporting informants are people who can provide additional information to complement the analysis and discussion in qualitative research. Additional informants sometimes provide information that is not provided by the main informant or key informant. In this study, the supporting informants were the principal, teachers and students at madrasah aliyah Sabilul Hasanah.

Data collection techniques are the most strategic step in research, because the main purpose of research is to get data. Without knowing the data collection technique, the researcher will not get data that meets the specified data standards (Sugiyono, 2022). The data collection techniques used by researchers are interviews, observation, and documentation. An interview is a face-to-face conversation between the interviewer and the interviewee, where the interviewer asks directly about an object under study and has been previously designed. The interview chosen by the researcher is a semistructured interview. According to Sugiyono, observation is a data collection technique that has specific characteristics when compared to other techniques (Sugiyono, 2019).

Data analysis technique is a method or way of turning data into information so that the characteristics of the data become easy to find and are also useful for finding solutions to problems, especially the problems of a study (Suryabrata, 2014). Data analysis techniques in



this study have several stages including data reduction, data presentation, verification and conclusion drawing (Ibrahim et al., 2023). Meanwhile, data validity is carried out by triangulation, which consists of time triangulation, method triangulation and source triangulation (Moleong, 2019);(Ibrahim et al., 2021).

Result dan Discussions

Implementation

Application is a process, way or action as an ability to improve the materials studied with a plan that has been systematically arranged, such as methods, concepts and theories. Application is also an activity that has three important and absolute elements in carrying it out (Sa'diyah, 2019). Application refers to the process of implementing learning theories, concepts or methods into practice in an educational environment. This includes how teachers use curriculum, teaching strategies and technology to help students understand and apply knowledge and skills in everyday life. In this study, there are two applications, namely, the application of the Pancasila student profile strengthening project and the application of student-focused learning.

Based on the above results, it can be concluded that the process of implementing the project to strengthen the profile of Pancasila students and the application of student-focused learning is carried out through intracurricular and extracurricular activities flexibly in terms of content, activities and implementation time. Learning must fulfil the potential, developmental needs and learning stages, as well as the interests of students. The project to strengthen the profile of Pancasila students and student-focused learning carried out at MA Sabilul Hasanah is focused on instilling religious moderation which can be implemented through programmed activities in the learning process and habituation in supporting moderate attitudes.

Integrity

In the process of implementing the project to strengthen the profile of Pancasila learners and the application of learner-focused learning in the implementation of the independent curriculum, the integration of assessment in learning also plays an important role in the successful implementation of the independent curriculum and its impact on student achievement. This integration is important so that there is synchronisation in the implementation process so that it can achieve maximum results. In the independent curriculum, assessment uses the term assessment which is defined as the process of collecting and processing information to determine the learning needs, development and achievement of student learning outcomes. The integration of assessment in learning includes three domains, namely, the domains of attitude, knowledge and skills that are interrelated, which are carried out in a balanced manner so that they can be used to determine the relative position of each learner to the standards that have been applied. It can be concluded that the assessments applied in schools are formative assessments, summative assessments, non-cognitive diagnostic assessments and cognitive diagnostic assessments. Some types of assessment or assessment in existing learning have different implementation times and objectives. The integration of assessment in learning has been implemented quite well, the school applies several types of assessment so that it can cover various domains, such as the realm of attitude, the realm of knowledge and the realm of skills.

Learning

Curriculum and learning have an important position in the national education system. Curriculum as an educational programme (ideal curriculum) emphasises the operational learning process (Mahrus, 2021). Learning is also said to be a process of providing guidance



or assistance to students in the learning process. Learning in the independent curriculum is adapted to the student's learning stage, a learning approach that centres on student learning readiness, not on grade level. Therefore, in the learning model in this independent curriculum, learning methods and materials are varied based on the level of understanding and readiness of students.

Discussions

After the researcher finds the data obtained from the observation, interview and documentation process, the researcher describes each of the researcher's findings in the discussion of how the implementation of the independent curriculum and its impact on student learning achievement in MA Sabilul Hasanah. The implementation of the independent curriculum at MA Sabilul Hasanah is carried out by the principal who works closely with the vice principal of the curriculum and teachers and students who play an active role in the learning process. The implementation of the independent curriculum at MA Sabilul Hasanah has the concept of simplifying the curriculum, providing room for creation and flexibility for education units in managing learning. Implementation is not just an activity but an activity that is planned and carried out seriously based on certain norm references to achieve activity goals. The independent curriculum is a curriculum with diverse intracurricular learning where content will be optimised so that students have enough time to explore concepts and strengthen competencies.

Implementation

The independent curriculum is one of the first steps in supporting the realisation of the national education goal of educating the nation's life through liberating education (Heryahya et al., 2022). In the implementation process, it refers to the process of implementing learning theories, concepts or methods into practice in an educational environment. This includes how teachers use curriculum, teaching strategies and technology to help students understand and apply knowledge and skills in everyday life. Based on the results of the researcher's analysis, the implementation of the independent curriculum at MA Sabilul Hasanah has two applications, namely the implementation of a project to strengthen the profile of Pancasila students and the implementation of student-focused learning. This activity is carried out by the institution in order to carry out the education system set by the government. In this case, the application of the project to strengthen the profile of Pancasila students and the application of student-focused learning is quite good, although some students still do not understand the concept of the project to strengthen the profile of Pancasila students, but in practice students are taught to have character and behave in accordance with the values of Pancasila.

Integrity

The integration of assessment in learning plays an important role in the implementation of the independent curriculum, assessment in the independent curriculum not only focuses on academic results, but also on character development, social skills and creativity. (Purwanto, 2019). The integration of assessment allows holistic assessment that covers all these aspects, various kinds of assessment techniques can be carried out in a complementary manner (complementary) according to the competencies to be assessed in the learning process. The integration of assessment in learning at MA Sabilul Hasanah has been implemented quite well, the school uses 4 types of assessment, namely formative assessment which is usually carried out during the learning process, summative assessment which is carried out after the curriculum has been implemented to assess overall success, usually including analysis of final exam results, student satisfaction surveys, and programme assessments. Cognitive diagnostic assessment is also conducted at MA Sabilul Hasanah. This type of evaluation is designed to measure students' intellectual abilities and knowledge in specific academic areas. This



assessment aims to identify the level of understanding, skills and concepts that students have mastered, as well as reveal areas where students are having difficulties. For example, it may include tests on reading, maths or understanding scientific concepts. By using cognitive diagnostic assessments, teachers can get a clear picture of the extent to which students have mastered the subject matter that has been taught and can design more effective learning interventions to meet their learning needs. The results of these assessments help teachers to design appropriate remedial or enrichment learning so that students can achieve learning objectives more optimally. Some of these assessments have different purposes and implementation times.

Collaboration

Collaboration contains a very general and broad meaning that describes the situation of cooperation between two or more people or institutions, which understand each other's problems together and try to help each other solve their problems together as well (Amalia et al., 2023). Collaboration from parents, teachers and other stakeholders will create harmonisation of quality children in achieving educational goals (Hulukati, 2015). Collaboration with other partners working with local governments, and central assistance services (helpdesk) so that the implementation of an independent curriculum can be carried out in accordance with existing regulations (Rahmafritri et al., 2024). Collaboration is an important thing to have in the education process, because education as a system must be carried out together so that goals can be achieved optimally.

Based on the results of the researcher's analysis, MA Sabilul Hasanah has collaborated with internal and external parties. The collaboration with internal parties is collaboration between teachers at school, this aims to improve the quality of teaching so that it also has a good impact on student learning outcomes. While collaboration with external parties carried out by the school is collaboration with the health department, Sriwijaya University, Banyuasin Regency BNN, village government and madrasah committee.

Reflection, Evaluation and Quality Improvement of Curriculum Implementation

The curriculum has a central position in the entire educational process, which directs all forms of educational activities for the achievement of educational goals (Ahmad Zainuri et al., 2022), every programme, activity or something else that is planned always ends with an evaluation (Zainuri et al., 2023). Reflection and evaluation in curriculum implementation is important to ensure its effectiveness and relevance in the educational context, by conducting a thorough reflection and evaluation of curriculum implementation, educators and stakeholders can identify strengths and areas that need improvement, so that curriculum implementation can be more effective in achieving educational goals. To improve the quality of curriculum implementation, it must be relevant to the times.

Based on the results of the researcher's analysis, MA Sabilul Hasanah has made maximum efforts to reflect, evaluate and improve the quality of curriculum implementation which aims to ensure the success of the independent curriculum implementation. The school uses KOM to guide the implementation of the independent curriculum, this existing KOM describes the overall programme planning for one school year according to its characteristics and vision and mission.

Conclusion

Based on the results and discussion that the implementation of the independent curriculum at Madrasah Aliyah Sabilul Hasanah has been running quite well, this can be seen from the process of implementing the Pancasila student profile strengthening project in learning at school. Teachers use discussion methods in teaching which encourage students to be more



independent and foster a sense of cooperation between students in learning. Then there is the integration of assessment in learning which includes three domains, namely the realm of attitude, the realm of knowledge and the realm of skills. Learning at MA Sabilul Hasanah is still not in accordance with the students' learning stages, this is because the learning methods used by teachers tend to be uniform, students are also less involved in learning planning, and there is limited use of technology in learning. The school also collaborates to support the implementation of the independent curriculum, collaboration is carried out with internal and external parties. The school carries out reflection and evaluation in the implementation of the independent curriculum which is managed directly by the principal, supervisor and several teachers, which aims to collect and process information or data that is useful for improving the quality of the implementation of the independent curriculum.

References

- Ahmad Zainuri, Yunita Yunita, Ibrahim Ibrahim, Ani Marlia, Mohammad Harist Al Agam, & Lidia Oktavia. (2022). Kurikulum Pendidikan Muadalah Ula Di Pondok Pesantren Darunnur Almusthafa Palembang. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 2(4), 215–226. <https://doi.org/10.55606/cendikia.v2i4.745>
- Annur, S. (2018). *Metodologi Penelitian Pendidikan*. Noerfikri.
- Annur, S., Qomari, M., Sari, E. K., & ... (2023). Manajemen Pelaksanaan Kurikulum Merdeka Belajar Di Komplek Pendidikan Muhammadiyah Kabupaten Oku Timur. *Community ...*, 4(1), 613–617. <http://journal.universitaspahlawan.ac.id/index.php/cdj/article/view/12384%0Ahttp://journal.universitaspahlawan.ac.id/index.php/cdj/article/download/12384/9481>
- Heryahya, A., Herawati, E. S. B., Susanda, A. D., & Zulaiha, F. (2022). Analisis Kesiapan Guru Sekolah Dasar Dalam Implementasi Kurikulum Merdeka. *JOEAI (Journal of Education and Intruction)*, 5(2), 548–562. www.aging-us.com
- Hulukati, W. (2015). Peran Lingkungan Keluarga Terhadap Perkembangan Anak. *Jurnal Musawa*, 7(2), 265–282.
- Ibrahim, Badaruddin, K. M. S., & Ridiana, P. (2023). Operasionalisasi Laboratorium Komputer Dalam Pembelajaran Jambura Journal of Educational Management. *Jambura Journal of Educational Management*, 4(September), 239–250.
- Ibrahim, I., Zainuri, A., Hidayat, H., Zulkipli, Z., & Noviana, R. (2021). Kinerja Pegawai Tata Usaha Pada Masa Pandemi Covid-19. *Jambura Journal of Educational Management*, 2(September), 137–146. <https://doi.org/10.37411/jjem.v2i2.997>
- Latifah, S. (2014). Integrasi Pendidikan Karakter Dalam Pembelajaran Di Sekolah. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 3(2), 24–40. <https://doi.org/10.24042/jpifalbiruni.v3i2.71>
- Mahrus, M. (2021). Manajemen Kurikulum dan Pembelajaran dalam Sistem Pendidikan Nasional. *JIEMAN: Journal of Islamic Educational Management*. <https://doi.org/10.35719/jieman.v3i1.59>
- Moleong, L. J. (2019). *Metode Penelitian*. Remaja Rosda Karya.
- Nazir, M. (2018). *Metode Penelitian*. Ghilmia Indonesia.
- Purwanto. (2019). *Administrasi Sarana dan Prasarana*. UNY Press.
- Rahmafritri, F., Deswita, E., & Trisoni, R. (2024). Analisis Kebijakan Kurikulum Merdeka dan Implikasinya Terhadap Kualitas Pendidikan. *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 7(1), 45–55. <https://ejournal.iaifa.ac.id/index.php/dirasah/article/view/1050>
- Sa'diyah, H. (2019). *Penerapan Model Pembelajaran Simplex Basadur untuk Melatih Fleksibilitas Siswa*. 29–30, 116.
- Shofia Hattarina, Nurul Saila, Adenta Faradila, Dita Refani Putri, & RR.Ghina Ayu Putri. (2022). Implementasi Kurikulum Merdeka Belajar Di Lembaga Pendidikan. *Seminar*



- Nasional Sosial Sains, Pendidikan, Humaniora (SENASSDRA)*, 1, 181–192.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Alfabeta.
- Sugiyono. (2022). *Metode Penelitian Kualitatif*. Alfabeta.
- Suryabrata, S. (2014). *Metodologi Penelitian*. PT. Raja Grafindo Persada.
- Wibawa, K. A., Legawa, I. M., Wena, I. M., Seloka, I. B., & Laksmi, A. A. R. (2022). Meningkatkan Pemahaman Guru Tentang Kurikulum Merdeka Belajar Melalui Direct Interactive Workshop. *Jurnal Cakrawala Ilmiah*, 2(2), 489–496.
- Zainuri, A., Ibrahim, Kanada, R., & Hidayat. (2023). Evaluasi Kurikulum Pendidikan: Memastikan Proses Pembelajaran Sesuai dengan Tujuan Pendidikan. *Manajemen Pendidikan Islam*, 9(1), 74–87. <http://jurnal.radenfatah.ac.id/index.php/El-idare>