

## ANALYSIS OF KURIKULUM MERDEKA IN SEKOLAH PENGGERAK

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### Abstract

Education cannot be limited by space and time as Ki Hajar Dewantara said: "anyone can become a teacher and anywhere can be a class". Education will continue to experience development along with the changes or progress of the times. Since the beginning of independence until now, the curriculum in Indonesia has undergone 12 changes, the first Curriculum 1947; the second Curriculum 1952; the third Curriculum 1964; the fourth Curriculum 1968; the fifth Curriculum 1975; the sixth curriculum CBSA 1984; the seventh Curriculum 1994; the eighth Curriculum 1999; the ninth Curriculum 2004 (CBSA); the tenth Curriculum 2006 (KTSP); the eleventh Curriculum 2013; And the twelfth "Kurikulum Merdeka" (2022). None other than the occurrence of various kinds of changes that are for the sake of realizing the goals of national education. The curriculum is also a very important organ in the body of education and has a very important role in determining the progress of education in Indonesia. This study aims to analyze the strengths and weaknesses of the "Kurikulum Merdeka" in primary drive schools, Wonosamodro District, Boyolali Regency. The method in this research is qualitative through a case study approach. The research shows the following results: there are several advantages of the "Kurikulum Merdeka" in "Sekolah Penggerak", including: (1) Improving the quality of learning outcomes within 3 years; (2) Improving the ability and qualifications of school principals and educators; (3) Acceleration of school digitization (received 16 chromebooks); (4) Ability to act as a catalyst for change in other educational units; (5) Accelerating the achievement of Pancasila student profiles; (6) receive intensive assistance; (7) Obtaining additional budget in the form of BOS Performance for 3 years with a nominal value of Rp80,000,000,-/year. The weaknesses are (1) in terms of implementing the curriculum it cannot be fully implemented; (2) lack of human resources and an unstructured system (shortage of PAI & PJOK teachers); (3) The facilities and infrastructures that are less adequate.

**Keywords:** elementary school level; kurikulum merdeka

### Abstrak

Pendidikan tidak bisa dibatasi oleh ruang dan waktu seperti yang dikatakan Ki Hajar Dewantara: "Siapapun bisa menjadi guru dan dimanapun bisa menjadi kelas". Pendidikan akan terus mengalami perkembangan seiring dengan perubahan atau kemajuan zaman. Sejak awal kemerdekaan hingga saat ini, kurikulum di Indonesia telah mengalami 12 kali perubahan, yang pertama Kurikulum 1947; Kurikulum kedua tahun 1952; Kurikulum ketiga tahun 1964; Kurikulum keempat tahun 1968; Kurikulum Kelima 1975; kurikulum keenam CBSA 1984; Kurikulum ketujuh tahun 1994; Kurikulum kedelapan tahun 1999; Kurikulum Kesembilan 2004 (CBSA); Kesepuluh Kurikulum 2006 (KTSP); Kurikulum Kesebelas 2013; Dan yang kedua belas "Kurikulum Merdeka" (2022). Tidak lain adalah terjadinya berbagai macam perubahan demi terwujudnya tujuan pendidikan nasional. Kurikulum juga merupakan organ yang sangat penting dalam tubuh pendidikan dan mempunyai peranan yang sangat penting dalam menentukan kemajuan pendidikan di Indonesia. Penelitian ini bertujuan untuk menganalisis kelebihan dan kelemahan "Kurikulum Merdeka" di sekolah dasar berkendara Kecamatan Wonosamodro Kabupaten Boyolali. Metode dalam penelitian ini adalah kualitatif melalui pendekatan studi kasus. Penelitian menunjukkan hasil sebagai berikut: terdapat beberapa keunggulan Kurikulum Merdeka dalam "Sekolah Penggerak", antara lain: (1) Meningkatkan kualitas hasil pembelajaran dalam waktu 3 tahun; (2) Peningkatan kemampuan dan kualifikasi kepala sekolah dan pendidik; (3) Percepatan digitalisasi sekolah (menerima 16 chromebook); (4) Kemampuan menjadi katalisator perubahan pada satuan pendidikan lainnya; (5) Percepatan pencapaian profil pelajar Pancasila; (6) mendapat pendampingan intensif; (7) Memperoleh tambahan anggaran berupa BOS Kinerja selama 3 tahun dengan nilai nominal Rp80.000.000,-/tahun. Kelemahannya adalah (1) dari segi implementasi kurikulum belum dapat dilaksanakan secara maksimal; (2) kurangnya sumber daya manusia dan sistem yang tidak terstruktur (kekurangan guru PAI & PJOK); (3) Sarana dan prasarana yang kurang memadai.

**Kata Kunci:** tingkat sekolah dasar; kurikulum merdeka

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## Introduction

The aim of national education is the development of capabilities related to the education of community life and the formation of good national character and civilization. Growing the ability of students to have faith and piety to God Almighty, to have noble character, to be healthy, creative, capable, become democratic and responsible citizens. Over time and an increasingly dynamic society, the education system has also changed to adapt to globalization (Rule of Law No. 20 of 2003 concerning independent, to the National Education System [JDIH BPK RI], n.d.). To achieve these goals, it is necessary to design an appropriate curriculum.

According to Insani et al., (2019) in the Indonesian education system, the curriculum started in 1947 with a very basic curriculum and eventually changed to the “Kurikulum Merdeka” 12 times (Insani et al., 2019). Meanwhile, Beni Setiawan & Edi Suwandi stated that there had been more than 10 curriculum changes in Indonesia (Setiawan & Suwandi, 2022). Even if there is a change in the curriculum, it is only a refinement of the previous curriculum. The change that has occurred is the policy of the person in charge of education in Indonesia, in this case the Ministry of Education and Culture.

The issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 56/M/2022 concerning improving the Indonesian curriculum as a guideline for curriculum implementation in the framework of learning development and learning recovery (2022), critical reasoning, creativity, independence, faith, piety to God Almighty and noble character, cooperation, global diversity with the implementation of the curriculum Independent. The “Kurikulum Merdeka” is an option for schools that want to implement it as part of their 2022-2024 learning recovery due to the pandemic. However, schools that do not wish to implement the “Kurikulum Merdeka” have another choice: continue to use the 2013 curriculum, or continue to use the emergency curriculum until the Learning Recovery Curriculum is evaluated in 2024 (Angga et al., 2022).

The advantages of the “Kurikulum Merdeka”, as explained by the Ministry of Education and Culture (2021), are focusing on essential material and developing student competencies at the appropriate stage, so that students are not in a hurry, enter deeper and more meaningfully and can learn in a fun way. Learning is much more meaningful and interactive through project activities that offer opportunities for students to actively participate in current issues in health, environment and other topics, as well as promote the development of the personality and profile of Pancasila students (Minsih et al., 2023).

The “Kurikulum Merdeka” is designed with learning activities that aim to strengthen students' literacy and numeracy skills, as well as their knowledge of each subject. In line with Smeed et al.'s quote, in Lingard and McGregor (2013) that literacy and numeracy skills began to be proclaimed and even required in all Australian states starting in 2008 which is the main focus of the curriculum implemented in Australia (Smeed et al., 2015). The stages of development itself, show the learning outcomes that must be achieved by students, adjusted to their potential, characteristics, and needs (Nurindah et al., 2022).

The “Kurikulum Merdeka” is free and student-centered, so teachers and schools are free to determine appropriate learning. According to Sherly et al., (2020) the “Kurikulum Merdeka” contains the concept of freedom to learn which is different from the 2013 curriculum, which means giving freedom to students, teachers and schools to be free, innovate, learn independently and be creative. Freedom begins with the teacher as the driving force (Vhalery et al., 2022).

The “Kurikulum Merdeka” does not require a minimum completeness score and emphasizes quality learning to achieve quality students. This reflects the profile character of Pancasila students as Indonesian talents who are capable and ready to face global challenges. The “Kurikulum Merdeka” is non-parallel and relies heavily on policies that provide schools with flexibility in implementing the curriculum (Ritonga et al., 2022).

The first step that was taken before the implementation of the “Kurikulum Merdeka” was to collect data on school preparation status by the Ministry of Education and Culture (2022) which was divided into three categories: "independent learning", "independent change" and "Independent Sharing" (Kemendikbudristek, 2022). At the elementary school level starting from I and IV class. Because the implementation is still new, in preparing for the implementation of the “Kurikulum Merdeka”, schools and teachers must prepare themselves well, starting from understanding the structure of the “Kurikulum Merdeka”, assessment, learning outcomes and learning objectives contained therein, to project implementation and so on. This can be done by participating in “Sekolah Penggerak” and driving teachers. In addition, teachers or schools organize independent and group mentoring and training, share good practices, share content, such as KKG, MGMP and FGD or other teacher communities. Study together, search for information independently through books, take part in webinars, download the PMM application which can be used by Android users, magazine articles or the official Merdeka Mengajar Platform website (Patilima, 2022).

In this regard, the Director General of Early Childhood Education and Elementary Education (Jumeri, 2022) stated: "One of the flagship programs of the Ministry of Education and Culture is the Driving School which was launched by the Minister of Education and Culture on February 1, 2021, first batch starting in the 2021/2022 academic year in 2,500 schools in 34 provinces or 111 districts/cities, for the second batch there was an additional quota of 139 regencies/cities from 34 provinces. So if added to the first batch, then there are 250 districts/cities, with a total school target of 10,000 “Sekolah Penggerak”," explained Jumeri (Dirjen PAUD, Basic Education and Higher Education), online (Kemendikbudristek, 2022).

The Mobilizing School Program is an educational transformation with a focus primarily on cultural change. Nadim (2020) states that school culture does not only focus on an administrative approach, but must also be innovative and child-centered. There is a hope that the child's character matches the profile of Pancasila students. The hope of the Mobilizing School Program is to become a gateway to a curriculum that targets students' needs, according to the nature of students and the peculiarities of the Indonesian school environment. There are five interrelated and integrated interventions in the Mobilizing School Program, namely: (1) asymmetric and consultative assistance, a partnership program between the Ministry of Education and Culture and the local government, in which the Ministry of Education and Culture participates in the implementation of Mobilizing Schools; (2) Strengthening educators and school education staffs, namely school supervisors, school principals, counselors and teachers in intensive training and mentoring programs organized by the Ministry of Education and Culture together with highly experienced trainers; (3) learning with a new paradigm,

namely character development competencies and providing reinforcement according to Pancasila values through learning inside and outside the classroom; (4) School Based Management design based on the results of school self-reflection; (5) towards digital schools to reduce complexity, increase efficiency, increase inspiration and adapt different approaches through the platform provided by the Ministry of Education and Culture.

Previously there were various studies both on curriculum and “Sekolah Penggerak”, including: (1) Research by Iramdan & Manurung (2019) on the history of the development of the education curriculum since Indonesia's independence with the results: it has undergone 11 changes starting from the 1947 curriculum to the 2013 curriculum (Iramdan & Manurung, 2019); (2) Research by Insani et al., (2019) regarding the history of curriculum development in Indonesia from the beginning of independence until now, there have been 12 changes from the 1947 curriculum to the 2013 curriculum (Insani et al., 2019); (3) Research by Hadasnyah et al., (2020) on the dynamics of curriculum changes in Indonesia which are based on domestic and foreign politics and the demands of the times (Dewa et al., 2022); (4) Research by Minsih et al., (2023) regarding the application of character education through the “Kurikulum Merdeka”(Character Education Through an “Kurikulum Merdeka”) with the results that there are 4 types of character education namely intracurricular P5 and learning according to student needs, extracurriculars adapted to student interests, co-curriculars: P5 which are separate from learning activities, and through acculturation at school (Minsih et al., 2023); (5) Research by Jojo & Sihotang, (2022) on Analysis of an “Kurikulum Merdeka” to overcome learning difficulties during the COVID-19 pandemic (Educational Policy Analysis through a Case Study approach) with research findings showing that an “Kurikulum Merdeka” that has been implemented at the education unit level can reduce learning loss in the mass of the Covid-19 Pandemic that hit the whole world, especially in Indonesia (Jojo & Sihotang, 2022); (6) Rachmawati et al.'s research (2022) on P5 in the Implementation of Prototype Curriculum in Elementary School Level Drive Schools with the results obtained: (a) P5 study, (b) P5 selection elements and sub-elements studies in elementary schools, and (c) P5 assessment study (Rachmawati et al., 2022); (7) Research by Dewa et al., (2022) regarding curriculum analysis and independent learning platforms in realizing quality education through independent learning curriculum and platforms that are in line with the efforts of the Indonesian state to create a quality educational environment so as to create a generation that is ready to adapt to the development of education in the current era (Dewa et al., 2022); (8) Research by Rahmadayanti & Hartoyo (2022) on Portraits of the “Kurikulum Merdeka” and independent forms of learning in elementary schools with the results of P5 research, the structure of the “Kurikulum Merdeka” and teaching tools (Rahmadayanti & Hartoyo, 2022); (9) Research by Mustofa and Mariati (2023) regarding the application of their curriculum in elementary schools: from theory to practice, with the acquisition of research results, teacher understanding has increased in three aspects: First theoretically, second how to implement it and third how to develop the curriculum (Mustofa & Mariati, 2023); (10) Research by Zahir et al., (2022) Regarding the implementation of the independence curriculum at the elementary school in the East Luwu region which took place in four elementary schools in East Luwu, the results showed that the participants' knowledge and skills increased with the implementation of the independence curriculum (Zahir et al., 2022); (11) Research by Aryzona et al., (2023) Regarding the analysis of teacher qualifications and learning according to the curriculum of SD Negeri 1 Jantuk in learning activities after implementing the independence curriculum in the 2022-2023 school year, class I and class IV teachers have low professional competence . This can be seen among the eligibility criteria for teachers who do not meet the requirements

in the “Kurikulum Merdeka” (Aryzona et al., 2023); (12) The Silaswati study (2022), which analyzed teachers' understanding of the implementation of the independent learning program in elementary schools, showed that elementary teachers' understanding of the concept and implementation of the independent learning program in the Bandung area was still relatively low. However, the implementation of the independent learning program has a positive impact, for example teachers and schools are free to design their own curriculum, adapted to the conditions of students, schools and the environment (Silaswati, 2022); (13) A study by Pertiwi et al. (2022) regarding the analysis of the “Kurikulum Merdeka” in the 3t area in the 4.0 revolution era, with research findings showing that the roles and responsibilities of parents towards children, especially in the field of education during the Covid-19 pandemic, can be implemented in various ways, including by helping children overcome learning when facing difficulties, assisting children in preparing learning facilities, such as: study rooms, creating with children, encouraging enthusiasm for learning and guiding the use of smartphones (Silaswati, 2022). Similar research was conducted by Ikeu Kania (2002) regarding the effectiveness of implementing independent campus learning programs in Garut Regency (Kania, 2022); (14) A study by Sumarsih et al. (2022) regarding the implementation of the “Kurikulum Merdeka” in elementary schools found the following results: first, the “Kurikulum Merdeka” as a driving school standard capable of producing students with noble character, independent, critical thinking, creative, collaborating, recognizing diversity; second, the driving school principal supports various collaborative and participatory programs, unique and very innovative; and thirdly Improving collaboration with teachers who support their leaders to participate in organizing “Sekolah Penggerak” (Sumarsih et al., 2022); (15) A study by Fitriyah et al. (2022) regarding the “Kurikulum Merdeka” paradigm for elementary school teachers, the results are in the form of a conceptual description of the curriculum that will be introduced in 2025 (Fitriyah et al., 2022); (16) A study by Jamjemah et al. (2022) SD Negeri 47 Penanjung Sekadau and on the analysis of teacher readiness to implement the “Kurikulum Merdeka” resulted in readiness in implementing the “Kurikulum Merdeka” teaching. Teacher readiness is classified as good, the majority of teachers, up to 86.7%, understand the structure of the “Kurikulum Merdeka”. Although some teachers have a total of 13.3, they understand the structure of the “Kurikulum Merdeka”. and up to 80% of teachers already understand how to use the Merdeka Mengajar platform and some teachers do not understand how to use the Merdeka Mengajar platform (Jamjemah et al., 2022); (17) A study by Jannah et al. (2022) regarding the problems of implementing the 2022 curriculum, namely learning independence, along with research results found several problems in implementing the 2022 independent learning curriculum (Jannah et al., 2022); (18) A study by Nurinda et al. (2022) on the Main Policies and Strategies for Implementing the “Kurikulum Merdeka” in Indonesia (Nurindah et al., 2022); (19) Patilima Study (2022) “Sekolah Penggerak” as an effort to improve the quality of education with the results of the school program study to accelerate public/private schools to move up to grades 1-2 in all school conditions (Patilima, 2022); and (20) A study by Rahayu et al. (2022) regarding the implementation of the independent learning curriculum program in “Sekolah Penggerak” (Ujang Cepi Barlian et al., 2022). The results of the various studies above show that optimal implementation of the curriculum in “Sekolah Penggerak” continues and is sustainable, even though there are still many shortcomings and obstacles in its implementation.

In general, qualitative research is used in all of the research above, but the difference is only in different subjects and places, and there are differences in understanding of previous research, where the principal is not the only one who determines school success, but the

obligation of all school members, including full support from the school environment greatly affects the achievement of “Sekolah Penggerak”. Therefore, this research is deemed necessary in order to make a good and useful contribution to the world of education in the future.

### Research methods

The research method used is qualitative while the approach chosen is a case study. Nasution (2009) explains that a case study is an in-depth study of certain types of aspects of the social environment, including the people who live in it. The case study method is a research strategy that aims to find out something by carefully collecting complete information through data collection methods. Choosing a Case Study Approach with the hope of gaining in-depth understanding and intensive analysis of certain situations, individuals, groups (Levitt et al., 2018). The strategy chosen in this case study research was to use a single fixed strategy, meaning that the researcher only focused on one problem, namely the “Kurikulum Merdeka” Analysis at driving school of the level of elementary school, Wonosamodro District, Boyolali Regency. This study analyzes the strengths and weaknesses of the “Kurikulum Merdeka” for “Sekolah Penggerak” in Wonosamodro District. The object of this study was SD Negeri 1 Kedungpilang, the coordinator of PAUD Dikdas and LS, Wonosamodro District, Boyolali Regency, which was one of the “Sekolah Penggerak” that had passed the selection on January 14, 2022. Apart from direct observation to technical schools, the research used was interviews and documentation.

### Results and Discussion

SD Negeri 1 Kedungpilang is located in the northern part of Boyolali, namely in Wonosamodro District, Kedungpilang Village, Kunciombo Hamlet, is included in the category of remote villages far from the city center and main roads. The researcher directly interviewed the school principal Mrs. Eka Ning Tyas, S.Pd.SD and asked about the background of SDN 1 Kedungpilang participating in the selection of the driving school. According to her, the school is located in a remote village where the majority of the population work as farmers and farm laborers with basic education, so the possibility of developing into a high achieving school is very small compared to schools in urban areas, and that is one of the reasons why SD Negeri 1 Kedungpilang decided to Participate in the Mobilization School Program. In addition, due to pressure and support from various parties, including: Head of SD, Drs. Setiawan, Coordinator of PAUD Dikdas dan LS Wonosamodro District, Mrs. Jamilatun, S.Pd. and the agreement of all the principals of SD who are members of the Wonosamodro District KKKS to register themselves in the selection of “Sekolah Penggerak”.



Figure 1. Wonosamodro District KKKS Documentation

Another background that moved SD Negeri 1 Kedungpilang to take part in the Mobilization School Program selection was the large community trust in the school that their children would get a good basic education, so that the school devised a strategy to participate in the Mobilizing School program based on the commitment made with the committee. school.

Like the previous stage of the Mobilization School Program, in the second stage it must also go through 3 stages of selection namely (1) selection of registration documents, (2) filling in biodata or *curriculum vitae* (CV), and (3) filling *essay* and document uploads. Thanks to the cohesiveness of the School Work Team and the full support of the School Committee, also supported by the School Superintendent, namely Mr. Parwanto, S.Pd., SD Negeri 1 Kedungpilang was able to become one of 29 elementary schools in Boyolali Regency that passed the selection in the School Mobilization Program. as stated in the Decree of the Director General of Early Childhood Education, Basic Education Number 0301/C/HK.00/2022 dated January 14, 2022 concerning the Establishment of the Education Unit to Implement the School Drive Program Batch II (Kemendikbudristek, 2022).

Based on the Letter of the Head of BBGP (Balai Besar Guru Mobilization) of Central Java Province on January 2, 2023 Number: 0170/B7.3/GT.01.00/2023 Regarding Notification of PSP Assistance Batch 2 of 2023 which stated that the Assistance of the Mobilization School Program with the Mobilization School Facilitator divided into three models, namely intensive, medium and independent. As explained by Dr. Dian Fajarwati, M.Pd. as a trainer at BBGP (Central Java Province Teacher Mobilization Center), there are 3 types of assistance in the Mobilization School Program: Intensive, Semi-Intensive and Independent. The division of this model is based on a decision from the BSKAP (Curriculum Standards and Education Assessment Agency) of the Ministry of Education and Culture (Fitriyanti et al., 2021).

So, starting in the 2022/2023 school year, SD Negeri 1 Kedungpilang has officially become a driving school, implementing an “Kurikulum Merdeka” for grades I and IV. And in grades II, III, V and VI they still use the 2013 curriculum, but the learning strategy uses an “Kurikulum Merdeka”, and the application of the Pancasila student profile is the same as in grades I and IV.

The steps taken by Mrs. Eka Ning Tyas, S.Pd.SD as the Principal of SD Negeri 1 Kedungpilang with all school members, especially GTK/PTK, include: Forming a Learning Committee as a first step, with elements consisting of: 2 class teachers (grades I & IV), the Principal and Supervisor/School Supervisor, then *first activity is* Forums of *Project Management Office* (PMO) at the school level which was guided directly by BBGP (Central Java Province Teacher Mobilization Center) for 11 days carried out online (*online*) which was held on March 15-25 2023, *second activity is* Regional Stakeholder Forum which was held offline in April 2023, *third activity is* School Leadership Workshop for 3 days to be held on 22-24 May 2023, *fourth activity is* The School Year End Reflection is planned for June 8-10 offline, *fifth activity is* Forum *Project Management Office* (PMO) the second school level for 11 days will start on June 15-25 2023. More details can be seen in the following schedule!

**Model 3 (Mandiri) Pendampingan PSP 2 Tahun Pertama**

NO	KEGIATAN	MODA		JANUARI	FEBRUARI	MARET	APRIL	MEI	JUNI	JULI
1	Refleksi Satuan Pendidikan (3JP per satuan)	Daring*)	1. Kepala Sekolah 2. Perwakilan 2 Guru (yang tergabung dalam komite pembelajaran)							
2	Lokakarya Kepemimpinan Sekolah (8 JP)	Luring	Kepala Sekolah					22 s.d. 24 Mei**)		
3	Refleksi Akhir Tahun Ajaran (8 JP)	Luring	1. Kepala Sekolah 2. Perwakilan 2 Guru (yang tergabung dalam komite pembelajaran) 3. Pengawas Sekolah/Penilik						8 s.d. 10 Juni	
4	Forum Pemangku Kepentingan Daerah (8JP)	Luring	1. Dinas Pendidikan Kab/Kota 2. BPMP 3. Perwakilan BBGP/BGP 4. Komite Pembelajaran (kepala sekolah, perwakilan guru) 5. Pengawas sekolah 6. Perwakilan orang tua 7. Perwakilan tokoh masyarakat				Diselenggarakan oleh BBPM P			
5	Forum PMO Level Sekolah (2 JP/Sekolah)	Daring	1. Kepala Sekolah 2. Perwakilan 2 Guru (yang tergabung dalam komite pembelajaran) 3. Pengawas Sekolah/ Penilik			15 s.d. 25 Maret			15 s.d. 25 Juni	

*\*jadwal pendampingan yang dilaksanakan secara daring dapat menyesuaikan tanggalnya berdasarkan kesepakatan dengan sekolah binaan, namun tetap dilaksanakan dalam bulan pendampingan (tidak melewati bulan berikutnya)  
\*\*jadwal luring dapat berubah menyesuaikan kebijakan pimpinan dengan sinkronisasi kegiatan rutin Lembaga. FSP akan mendapatkan informasi minimal 6 hari kerja jika ada perubahan dalam pelaksanaan luring*



Figure 2. <https://sekolah.penggerak.kemdikbud.go.id/>

Among the five activities above, only the first and second activities which has been carried out Education Unit Reflection which was held on Saturday, January 7th 2023 and the School Level PMO Forum with the following stages:

**Table 1.**  
**Planning Stages in IKM in Education units**

No.	Level	Option *)	Information
1	KOSP Planning	4	Based on the example of the Ministry of Education and Culture, KOSP, organizational change and learning planning were developed, based on analysis and reflection on learning conditions, regions, infrastructure and teaching staff. study unit, involving students, parents or student representatives. public
2	ATP Planning	2	Make changes to the ATP offered by the Ministry of Education and Culture based on student needs
3	Lesson planning and Assessment	3	Sample Teaching Modules and updated assessments based on student needs from MoEC
4	Utilization and Development of Teaching Tools	3	1) Teachers can combine different learning tools according to local context & student needs. 2) Teachers can change parts of the learning modules offered by the Ministry of Education and Culture for one or part of



the learning materials.

5	P5 planning	4	Developing project ideas & modules according to the local context, interests & needs of students, absorbing student ideas.
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Information:

\*) level 1, 2, 3, 4

**Table 2. Stages of Implementation of Learning in IKM in the Education unit**

No.	Level	Option *)	Information
1	Application of P5	3	<ol style="list-style-type: none"> <li>1) The implementation of the project aims to strengthen the Pancasila Student Profile by a smaller or larger number than the Ministry of Education and Culture recommendation (MoEC).</li> <li>2) The project begins with teacher-led problem identification, whereby project activities begin to focus on understanding concepts and/or solving topical problems.</li> </ol>
2	Application of student-centered learning	3	<ol style="list-style-type: none"> <li>1) The teacher uses a variety of student-centered learning methods and meets the goals and learning needs of students.</li> <li>2) The role of the instructor is more dominant, which is indicated by the fact that students are given more time to study independently &amp; are responsible for their learning.</li> </ol>
3	Integration of assessment in learning	4	<ol style="list-style-type: none"> <li>1) The teacher conducts a formative assessment at the beginning of the learning process, and based on the results, differentiated learning is planned according to the level of student performance (<i>correct level of learning</i>).</li> <li>2) Teachers can carry out learning adjustments during the learning process so that all students achieve their learning goals.</li> <li>3) Education units develop practices that support teachers to use assessment results in curricula and learning scenarios</li> </ol>

No.	Level	Option *)	Information
4	Learning according to student learning stages (elementary and secondary education)	3	<ol style="list-style-type: none"> <li>1) Based on the formative assessment carried out at the beginning of the lesson, students in the same class are divided into two groups according to their learning outcomes. Thus, each student can learn according to their learning outcomes.</li> <li>2) The school organizes additional study programs for students who are not ready to study according to their class.</li> </ol>
5	Collaboration between teachers	3	Teachers collaborate in learning planning both at the beginning & during the semester, for example by discussing student learning progress, sharing good practices, sharing information about learning materials, etc., as well as collaborating on projects aimed at strengthening the profile of Pancasila Students and participate in curriculum evaluation in educational units.
6	Collaboration with parents / family in learning	3	<ol style="list-style-type: none"> <li>1) Through the education unit, teachers coordinate with other teachers when receiving report cards and periodically coordinate with parents/guardians to inform students' learning progress.</li> <li>2) Communication in the form of a two-way dialogue between the education unit/teacher and parents/guardians discusses the learning process</li> </ol>
77	Collaboration with society/community/industry	4	<ol style="list-style-type: none"> <li>1) The education unit continuously involves the community/society/industry to support intracurricular learning and P5.</li> <li>2) The community/industry involved is more diverse according to the internal learning objectives of the curriculum and projects that strengthen the profile of Pancasila students.</li> </ol>
8	Reflection, evaluation and improvement of the quality of curriculum implementation	3	<ol style="list-style-type: none"> <li>1) Reflecting and evaluating the application of curriculum and learning is part of the teacher's job. Reflector results are equipped with information on student learning outcomes and information received from parents/guardians. Education report cards have also begun to be used as information for reflection and evaluation.</li> <li>2) Some teachers modify learning from the results of reflection and evaluation.</li> </ol>

Information:

\*) level 1, 2, 3, 4

**Table 3. The Effectiveness of Principal Leadership as a Learning Leader at school**

No.	Level	Option *)	Information
1	The principal manages the teacher in planning and implementing student-centered learning	5	The school principal develops a system that ensures that students' input and wishes are taken into account in designing learning policies and practices at the class and school level, with the motivation of other school members, to create a conducive, safe and comfortable school environment for learning activities for students and teachers.
2	The Principal manages the reflection and improvement of the quality of student-centered learning	5	Principal develops periodic reflection mechanisms involving all teachers based on data analysis, leading to joint initiatives to improve the quality of measurable learning.
3	Principal lead efforts to develop student-centered learning environments	5	The principal develops a system that ensures that students' input and wishes are taken into account in designing learning policies and practices at the classroom and school level, with the support of other school members, to create a safe, conducive and comfortable school environment for learning activities for students and teachers so that independence in learning will be realized
4	The administrator, especially the Principal, involves parents/guardians of students as school partners and teaching aids	5	The principal establishes a mechanism that facilitates the communication of school development results and provides opportunities for parents/guardians of students and the community to participate in school development programs that have an impact on the quality of student learning.
5	Principal is actively involved in networks and organizations that are important for the career development of school leaders	4	Principal creates jobs and/or provides meaningful services, shares good learning practices, and plays a variety of roles in professional networks and organizations related to career development needs.
6	The principal shows the mental, moral and emotional maturity to behave according to the code of ethics	5	Principal helps other principals control their emotions, use moral principles and show faith in the Almighty to shape work behavior and learning activities related to a code of ethics, anticipate violations of ethical rules, and avoid conflicts of interest.
7.	The principal develops a community of practitioners	4	Principal began to disseminate information and good practices to other educational units

Information:

\*) level 1, 2, 3, 4, 5

Initially it was very difficult for SD Negeri 1 Kedungpilang to implement the “Kurikulum Merdeka”, because there were many things that had to be learned, what had to be

understood and what had to be able to carry it out as a driving school, but was optimistic that it would be able to overcome the existing difficulties. Especially with PSP facilitators, school counselors, and special companions when they start preparing to implement the “Kurikulum Merdeka”.

Approximately 5 months after SD Negeri 1 Kedungpilang participated in the Mobilization School Program, based on the narrative from Mrs. Eka Ning Tyas, S.Pd.SD, one can begin to feel how much benefit one gets from participating in the program. The benefits obtained include: (1) Improving the quality of learning outcomes within 3 years; (2) Improving the qualifications of school principals and educators; (3) Digitization of schools (received 16 *chromebooks*); (4) Ability to act as a catalyst for change in other educational units; (5) Accelerating the achievement of Pancasila student profiles; (6) receive intensive assistance; (7) Acquisition of additional budget in the form of BOS Performance for 3 years with a nominal value of Rp. 80,000,000 per year. However, there are still some weaknesses, including: (1) in terms of implementing the curriculum, it cannot be fully implemented; (2) lack of human resources and an unstructured system (shortage of Classroom Teachers, PAI & PJOK); (3) the facilities and infrastructure that are less adequate.

### Conclusion

Based on the results of the study it can be concluded that SD Negeri 1 Kedungpilang designed the KOSP (Educational Unit Operational Curriculum), changed the learning organization and planned according to the uniqueness of the school, taking into account the supporting facilities and infrastructure. The schoolbased learning module covers design, implementation and evaluation, incorporating input from existing stakeholders. The proposed project is a sustainable way of life that pays attention to school environmental problems, which can also develop into global problems, with the aim of shaping student character to increase faith and devotion to God Almighty, creative, critical reasoning, mutual cooperation, cooperation and independence. by a joint decision of teachers, students and parents.

Implement P5 by analyzing school environmental problems. The initial situation of the students was identified by the teacher who was oriented towards understanding concepts and/or solving problems in accordance with the subjects prepared, prioritizing results as changes in character according to the profile of Pancasila students implementing the project. Applied learning focuses on students taking diagnostic tests and dividing into study groups using existing classes. The school also works closely with the surrounding environment and parents of students who are used as resource persons in the implementation of P5. Consultations are carried out regularly in existing forums, prioritizing cross-level reflection and collaboration with colleagues, but this has not been well documented. The principal maintains school operations by implementing a safe, comfortable and enjoyable learning experience for all school students, prioritizing suggestions and input from school members (teachers, students, parents, committee, community and colleagues, as well as current stakeholders). Presenting a system of cooperation between teachers so that they can complement each other in the implementation of education that maintains diversity or religious tolerance. The principal develops the school's professional community, prioritizing the principle of reflection to achieve a shared understanding of shared learning to improve teacher competency and the progress of the education unit.

There are 7 advantages and 3 weaknesses of the “Kurikulum Merdeka” at SD Negeri 1 Kedungpilang, namely (1) Improving the quality of learning outcomes within 3 years; (2) Improving the qualifications of school principals and educators; (3) Digitization of schools

(received 16 chromebooks); (4) Ability to act as a catalyst for change in other educational units; (5) Accelerating the achievement of Pancasila student profiles; (6) receive intensive assistance; (7) Acquisition of additional budget in the form of BOS Performance for 3 years with a nominal value of Rp. 80,000,000 per year. However, there are still some weaknesses, including: (1) in terms of implementing the curriculum, it cannot be fully implemented; (2) lack of human resources and an unstructured system (shortage of Classroom Teachers, PAI & PJOK); (3) the facilities and infrastructures that are less adequate.

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