



PLANNING THE IMPLEMENTATION OF THE MERDEKA CURRICULUM AT MTS NEGERI 31 JAKARTA

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Abstract

The curriculum comes from Latin, namely "curro or currere and ula or ulums, in the form of a verb to run which means to run fast or undergo, then becomes the noun curricula or curriculum". Meanwhile, when associated with curriculum education, it is a number of subjects that must be mastered by students. The implementation of an independent curriculum in madrasah is the implementation of a curriculum that provides space for creativity and innovation to madrasahs in developing an operational curriculum at the education unit level. The method used in this research is descriptive qualitative method, where descriptive research in this case is research that aims to describe the planning for the implementation of an independent curriculum. While the sources taken are from scientific books that have been published and interviews with the Head of Madrasah with the intention of being used as reference material. The results of this study show, related to the implementation of the independent curriculum implementation at MTs Negeri 31 Jakarta.

Keyword: Planning, Merdeka Curriculum, Merdeka Learning

I. INTRODUCTION

Planning is a fundamental management function, especially within educational institutions. The success or failure of school activities often hinges on effective planning, as it lays the foundation for organized and goal-oriented work (Sahnan, 2017). Educational planning involves preparing a set of alternative decisions for future activities aimed at achieving goals with optimal effort, while considering the economic, socio-cultural, and overall realities of a country (Albab, 2021). Effective planning not only directs the objectives to be achieved but also ensures that efforts are not wasted, thereby emphasizing the strategic importance of planning in any institution (Aisyah, 2018)

When implementing new educational policies, such as the Merdeka Curriculum at MTs Negeri 31 Jakarta, planning becomes even more critical. The implementation guidelines must be accompanied by a thorough evaluation process. Evaluation methods can range from non-experimental designs, such as outcome and formative evaluations, to more structured quasi-experimental and experimental designs. This careful planning and subsequent evaluation ensure that the curriculum is implemented effectively and that the institution's goals are met.

In the context of primary education, planning is essential to guide schools towards achieving their established goals. Good planning is characterized by meeting specific requirements and including all necessary elements, ensuring that the system operates smoothly and efficiently (Sahnan, 2017). Education, as one of the pillars of human civilization, requires continuous and conscious effort. The process of education, which has been ongoing since the dawn of humanity, must be carefully thought out and meticulously planned at every level—from national to institutional (Permadi et al., 2021).

According to Law Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a conducive learning environment, enabling students to develop their potential in various aspects, including religious spiritual strength, intelligence, and noble character. This definition highlights the importance

of planning in every educational endeavor, ensuring that the objectives of national education—such as developing knowledgeable, creative, and responsible citizens—are achieved (Banurea et al., 2023).

Education is a noble endeavor that extends beyond formal institutions. It is a lifelong process of learning and leadership development, which underscores the need for thorough and thoughtful planning (Husamah et al., 2015). As MTs Negeri 31 Jakarta embarks on implementing the Merdeka Curriculum, meticulous planning and evaluation will be crucial to its success.

II. METHOD

The purpose of this study was to reveal and describe the Planning the Implementation of The Merdeka Curriculum at MTs Negeri 31 Jakarta. The research takes a qualitative descriptive method. The subjects of this study include several stakeholders involved in managing the the Implementation of The Merdeka Curriculum at MTs Negeri 31 Jakarta. In line with the qualitative technique, the researcher actively analyzes the data, enriching information, correlations, comparisons, and discovering patterns based on the original data (Suryabarata, 2011). To obtain the necessary data, the researcher utilized several data collection techniques including observation, interviews, and documentation. The collected data are then analyzed through continuous and inductive qualitative analysis involving data reduction, data presentation, and data conclusions (Kurniawan, 2018). Data validity is ensured through persistent observation and triangulation techniques, which involve checking the validity of numerous sources using different methods and times (Helaluddin & Wijaya, 2018).

III. RESULT AND DISCUSSION

Education is a cultural process to improve human dignity. Education is a process of socialization through human interaction towards cultured human beings. In this context, students are confronted with human culture, fostered and developed in accordance with their cultural values, and nurtured their ability to become cultured humans (Sukirman, 2007).

In general, education and especially schooling basically intends to educate members of society so that they can live in integration with other members of society. This implies that the curriculum as a means of achieving educational goals contains a general culture as well, such as: values, attitudes, knowledge, skills and general activities that are very important for social life (Sukirman, 2007).

Education based on Law Number 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. In national development, education is defined as an effort to improve human dignity and is required to produce higher human quality to ensure the implementation and continuity of development. Quality education must be fulfilled through improving the quality and welfare of educators and other education personnel. Curriculum renewal in accordance with science and technology without setting aside noble values of manners, ethics and supported by the provision of adequate facilities and infrastructure, because education carried out here may and lasts a lifetime which is the responsibility of the family, school, community and government. Now many people measure the success of an education only in terms of results. In order to succeed national education, significant human resources (HR) are needed in a country. Because the better human resources (HR) a country has, the more advanced the country will be and can alleviate the problems experienced by the Indonesian people. To deal with the various problems and challenges above requires the need for structuring the national education system including curriculum improvement. Law Number 20 of 2003 concerning the National Education System Article 1 point 19 explains that the curriculum is a set of plans and arrangements regarding the objectives,

content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. The curriculum in Indonesia since the time of independence until now has undergone many changes. The latest curriculum used in Indonesia is the 2013 Curriculum and there are now several schools that have used the new paradigm curriculum, including driving schools (Lince, 2022).

Education is a conscious effort to form intelligent and moral learners. Education in Indonesia is very diverse and has many peculiarities, such as pesantren, madrasah diniyah, ma'had ali, majelis taklim, home schooling, kejar paket, open universities, educational units under ministries and local governments, and communities (Musfah, 2022).

Apart from all these views, education is actually something noble, an education is not only limited to formal institutions but education also exists in the informal environment, because in essence we are born until the end of life. Learning is how we develop to continue to be good leaders on this earth (Husamah et al., 2015).

The curriculum comes from Latin, namely "curro or currere and ula or ulums, in the form of a verb to run which means to run fast or undergo, then becomes the noun curricula or curriculum". Meanwhile, if it is related to curriculum education, it is a number of subjects that must be mastered by students (Aslan, 2016).

The curriculum is a set of objectives, content, and related plans and arrangements. Learning materials and methods used to guide the implementation of learning activities to achieve educational goals. The curriculum has a function in education, namely as a tool in the process of achieving educational goals. The curriculum has key components and supporting components that are interconnected to achieve educational goals. The curriculum component is an interrelated and inseparable system that reflects a unified whole. Curriculum composition is an important part of the learning process. The curriculum has four main components: objectives, materials, learning strategies and assessment (Ihsan, 2022).

The curriculum is designed to produce changes in the quality of student learning to meet educational goals. This means that curriculum implementation is a process of change to obtain results that are close to achieving ideal educational goals. Based on this, all curriculum work, from design, implementation and evaluation, is a cyclical change (Smith & Lovat, 2003). This means that curriculum implementation, whether old or new, is a change, not only changes in curriculum content or learning processes, but also personal, social and professional changes, because curriculum implementation changes teachers' perceptions, philosophies, attitudes, values and educational practices in the classroom (Lince, 2022).

The Merdeka curriculum is one of the curricula in Indonesia, this curriculum refers to the national standards of education. The implementation of the Merdeka curriculum has the aim of preparing humans to have productive, creative and innovative personalities. In this case, teachers are required to further improve their performance so that the knowledge given to students can be absorbed properly so that student learning motivation increases (Lince, 2022).

The Indonesian Ministry of Education and Culture some time ago emphasized that there is a new policy in the world of education, the policy is "Merdeka Belajar". Merdeka Belajar is a new policy initiated by the minister who is a member of the advanced Indonesia cabinet Nadiem Anwar Makarim. Merdeka Belajar was born from the many problems that exist in education, especially those focused on actors or human empowerment (Baro'ah, 2020).

The implementation of an independent curriculum in madrasas is the implementation of a curriculum that provides space for creativity and innovation to madrasas in developing an operational curriculum at the education unit level. The independent curriculum learning system is designed in such a way that student character is formed, and does not focus on the ranking system which according to some studies is only disturbing, not only for teachers but also for children and their parents. In addition, with ranking, discrimination will also arise where there is a dilation between the smart and the stupid. This is certainly very wrong if applied in the world of education, because in essence children have their own intelligence within themselves

or what is often called multiple intelligence. Multiple intelligence is a theory developed by Dr. Howard Gardner, a modern psychologist at Harvard University, where according to Gardner intelligence is defined as the capacity to solve problems and to create products in a conducive and natural environment. The potential possessed by even the smallest child must be valued, many children have obstacles or difficulties in learning but if their intelligence is valued and continues to be developed, the child will become a superior child in their field. So that later a competent person will be formed, and have a character embedded in him (Baro'ah, 2020).

One of the differences between the Merdeka curriculum and the previous curriculum is the scientific approach (Lince, 2022). In terms of content / content standards regarding regulations, for example in madrasas, we used to use our curriculum content standards in KMA 193 194 if now KMA 347. One difference is that in the past there were terms KI and KD, now there are no CP and this tends to be more concise. In terms of learning, it provides freedom for teachers and students to be creative. Learning is not always in the classroom, it can go directly to the field, for example, if you want to research trees, you can see it directly. Then there is another differentiated learning system where it is emphasized that one class varies, there are those who capture learning only with the lecture method and immediately understand, some use visual methods (using projectors) and can only understand so the teacher must understand differentiated learning and understand the character of the child.

Strengthening the profile of Pancasila students in madrasah is projected on 2 (two) aspects, namely; 1) Profile of Pancasila Students, and 2) Profile of Rahmatan lil alamin Students. In KMA Number 347 of 2023, it is explained that Madrasahs in implementing the Merdeka Curriculum use P5 P2RA. The Pancasila Student Profile and Rahmatan lil Alamin Student Profile, hereinafter referred to as the student profile, are students who have a mindset, attitude and behavior that reflects the noble values of universal Pancasila and upholds tolerance for the realization of national unity and unity and world peace. The Learner Profile also has knowledge and thinking skills, among others: critical thinking, problem solving, metacognition, communication, collaboration, innovation, creativity, information literacy, faith, noble character, and moderate in religion.

In the learner profile, there are several dimensions and values that show that the learner profile does not only focus on cognitive abilities, but also attitudes and behaviors according to their identity as Indonesians and global citizens: (Direktorat KSKK Madrasah Kementerian Agama RI, 2022)

- a. Believing, fearing God Almighty, and having noble character;
- b. Global diversity;
- c. Working together;
- d. Independent;
- e. Critical reasoning;
- f. Creative.

At the same time, students also practice moderate religious values, both as Indonesian students and global citizens. This value of religious moderation includes: (Direktorat KSKK Madrasah Kementerian Agama RI, 2022)

- a. Civilized (*ta'addub*);
- b. Exemplary (*qudwah*);
- c. Citizenship and nationality (*muwatanah*);
- d. Taking the middle path (*tawassuť*);
- e. Balanced (*tawāzun*);
- f. Straight and firm (*I'tidāl*);
- g. Equality (*musāwah*);
- h. Deliberation (*shūra*);
- i. Tolerance (*tasāmuħ*);
- j. Dynamic and innovative (*taťawwur wa ibtikār*)

P5 P2RA is a refinement of the previous program, namely strengthening character education in schools/madrasas. Now it is more specific if previously it was inserted in various activities, now it is given its own time. In junior high school, there are 7 themes and 6 values, while P2RA has 10 dimensions. In madrasah, we use a global theme, namely garbage bins to protect nature, in semester 2, local wisdom, namely batik and build the soul and body. So there are two dimensions, namely from P5 and P2RA combined into one.

In implementing the Pancasila Student Profile and Rahmatan lil Alamin Student Profile Strengthening Project, the education unit applies the following principles: (Direktorat KSKK Madrasah Kementerian Agama RI, 2022)

- a. Holistic, meaning designing activities as a whole within a theme and looking at the interconnectedness of things to understand them deeply.
- b. Contextual, meaning efforts to base learning activities on real experiences encountered in daily life.
- c. Learner-centered means that the learning scenario encourages learners to be the subject of learning, who actively manage their learning process independently, including having the opportunity to choose and propose project topics according to their interests.
- d. Explorative, meaning the spirit to open wide space for self-development and inquiry, both structured and free.
- e. Togetherness, means that all activities are carried out collaboratively by madrasah residents with mutual cooperation and mutual cooperation.
- f. Diversity means that all activities in madrasah are carried out while respecting differences, creativity, innovation and local wisdom inclusively within the framework of the Unitary State of the Republic of Indonesia.
- g. Independence means that all activities in the madrasah are initiated from, by and for the madrasah community.
- h. Benefit means that all activities in the madrasah must have a positive impact on students, madrasah and the community.
- i. Religiosity, meaning that all activities in the madrasah are carried out in the context of devotion to Allah SWT.

Strengthening the learner profile project is expected to be an optimal means of encouraging students to become lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila, and Islam Rahmatan Lil Alamin. (Direktorat KSKK Madrasah Kementerian Agama RI, 2022)

In preparing the P5 P2RA model, namely by forming a team that is facilitated by homeroom teachers assisted by other teachers. In terms of determining what themes will be used in implementing P5 P2RA, namely by holding a meeting by the teacher council.

In implementing the P5 P2RA model, MTs Negeri 31 plans to divide the theme of each class, classes 71 - 73 have the theme of local wisdom of batik while 74 - 76 use the theme of building the soul of the body, namely making creations on the wall and to allocate time for the implementation of P5 P2RA, the madrasah is given the freedom to implement it and determine the time that has been regulated in the KOM (Madrasah Operational Curriculum).

The criteria for the completeness of learning outcomes in SMI are regulated in the KOM, namely in the past there was a KKM now there is no KKM, but there is still a value limit according to the school agreement. However, if there are students who have not completed the same module in a class then a differentiation approach is needed, namely not having to be forced to be the same in class

IV. CONCLUSION

MTs Negeri 31 Jakarta has embraced this curriculum by adopting the P5 P2RA model, which incorporates themes such as local wisdom and creative projects that are designed to resonate with students' cultural backgrounds and personal development. The flexibility in time

allocation and the shift away from rigid assessment criteria (KKM) towards a more differentiated approach highlight the curriculum's adaptability to meet diverse student needs. In conclusion, the Merdeka Curriculum at MTs Negeri 31 Jakarta represents a significant shift towards a more holistic and inclusive educational framework. By prioritizing character building, cultural wisdom, and critical thinking, this curriculum aims to cultivate well-rounded individuals who embody the values of Pancasila and contribute to both national and global communities. The successful implementation of this curriculum will not only impact the immediate educational environment but also set a precedent

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