

COMPARATIVE STUDY: IMPLEMENTATION OF MERDEKA CURRICULUM IN SENIOR HIGH SCHOOLS IN INDONESIA

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Article history: received 21 February 2025; revised 02 March 2025; accepted 04 April 2025

DOI: <https://doi.org/10.33751/jhss.v9i1.11950>

Abstract. The purpose of the study is to analyze the implementation of the independent curriculum in Sekolah Menengah Atas in Indonesia. This research is a descriptive research with a qualitative approach. The subjects of this study are the principal and vice principal of the curriculum. The location of this research is SMA Negeri 1 Sebeku and SMA Negeri 1 Sembakung. Data collection was carried out through interviews, documentation studies, and observations. Data analysis is carried out through stages: 1) collecting data, 2) summarizing and selecting the main things and looking for themes, 3) presenting data in the form of a brief description, and relationships between categories, 4) drawing conclusions, and 5) building and explaining theories. The results of the study showed SMEs at SMA Negeri 1 Sebeku and SMA Negeri 1 Sembakung have been running through several preparations. The curriculum structure is prepared by considering the availability of teachers. The implementation of P5 at SMA Negeri 1 Sebeku is carried out with a block system while SMA Negeri 1 Sembakung uses a regular system. The implementation of IKM at SMA Negeri 1 Sebeku and SMA Negeri 1 Sembakung received support from the Education and Culture Office, school supervisors and parents/guardians of students. In addition, SMA Negeri 1 Sebeku as a driving school also received support from the Driving Teacher Center. In addition, the IKM Strategy at SMA Negeri 1 Sebeku and SMA Negeri 1 Sembakung began with socialization activities and then continued with the improvement of teacher human resources through Workshop and training activities that presented resource persons in house training, independent learning through PMM, carrying out imitation studies at driving schools that have implemented IKM, sharing with fellow teachers and/or with the principal, as well as participating in the Driving Teacher Program.

Keywords: independent curriculum; education management; learning

I. INTRODUCTION

Changes in education policy in Indonesia continue to take place in line with the government's efforts to improve the quality of education in accordance with the times [1]; [2]. One of the important steps in education reform is the introduction of the Merdeka Curriculum, which began to be implemented gradually in 2021. This curriculum is part of an effort to respond to global challenges that require graduates who are more flexible, creative, and able to think critically. Merdeka Curriculum focuses on developing student competencies through a more focused approach to the individual needs of students, where teachers have the flexibility to adjust learning materials according to the local context and potential of students [3]; [4]. The introduction of the Merdeka Curriculum also seeks to improve some of the weaknesses that existed in the previous curriculum, such as the 2013 Curriculum, which was considered too rigid in its structure and implementation [2]. In the Merdeka Curriculum, greater emphasis is placed on mastering core competencies, where students are invited to learn more deeply in certain fields, rather than just pursuing academic graduation [5]. In addition,

this curriculum provides space for schools to be more independent in determining learning programs, and encourages a project-based learning approach that is relevant to real life. Thus, Merdeka Curriculum aims to create a more dynamic and adaptive learning environment, in line with the needs of the 21st century [6]; [7]; [8]. Furthermore, one of the main goals of the Merdeka Curriculum is to encourage flexibility in the teaching and learning process [9]. This curriculum is designed so that teachers are not bound to one rigid approach, but are given the freedom to adjust learning methods according to the characteristics of students and the local context. With this flexibility, teachers can set the tempo, methods, and teaching materials that suit the needs of students, so that the learning process becomes more relevant and effective [10]; [11]. This is expected to help students develop according to their individual potential, without being limited by uniform standards and often not reflecting individual differences between students. Merdeka Curriculum also emphasizes the importance of developing the competencies needed to face the challenges of the 21st century [12]. These competencies include critical thinking skills, creativity,

communication skills, and collaboration, as well as technological literacy. Students are not only invited to master theoretical knowledge, but also challenged to apply that knowledge in real and contextual situations[13]. This approach is expected to prepare students to be more adaptive to rapid global changes, and be able to face the increasingly complex and technology-based world of work and society.

The independent curriculum also emphasizes the importance of character education which is the foundation of 21st century competency development[14]; [15]; [16]. In addition to the cognitive aspect, students are invited to develop soft skills, such as a sense of responsibility, ethics, and empathy, which are very important in building an inclusive and equitable society. By integrating these values in the learning process, this curriculum aims to produce graduates who are not only intellectually intelligent, but also emotionally and socially mature, so that they are able to become agents of change in the future[17]; [18]; [8][19]. The implementation of the independent curriculum at the Senior High School (SMA) level plays an important role because high school is a crucial transition stage for students towards higher education or the world of work. At this level, students are expected to begin developing deeper skills according to their interests and talents, while preparing themselves for future challenges[20]. Merdeka Curriculum allows students to explore various areas through a more flexible and project-based learning approach, so that they can understand the relevance of subject matter to real-world contexts. Thus, students can be better prepared to make important decisions regarding their careers or fields of study that they will pursue in college.

In addition, high school is a period where students need to be equipped with essential 21st-century skills, such as critical thinking, creativity, collaboration, and digital literacy. Merdeka Curriculum offers opportunities for schools to integrate these skills into daily learning[21]. With the freedom for schools to adjust the curriculum according to local needs, students will get a more contextual and diverse learning experience. This is essential to prepare students for an increasingly dynamic world of work, where adaptability and innovative thinking are key to success[22]. Through this curriculum, high school is not only a place to master academic materials, but also a vehicle for students to prepare themselves to become competent individuals and ready to face global challenges.

SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung were both established in 2005 which currently also have "A" accreditation. SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung are State High Schools located in Region 3T of Nunukan Regency, which have implemented an independent curriculum. This is a sign of the ability of school residents to overcome problems found in the field related to the implementation of the independent curriculum. Even SMA Negeri 1 Sebuku has become a driving school. Meanwhile, SMA Negeri 1 Sembakung in the 2023/2024 school year in the registration of SMEs through kemdikbud.go.id chose the option of implementing the independent curriculum with the hope of improving the quality of education through learning

that pays attention to the learning needs and environment of students as the purpose of the independent curriculum. In addition, several teachers of SMA Negeri 1 Sembakung have also passed the selection of the driving teacher program. Therefore, the researcher hopes to find good practices carried out by school residents and opportunities to improve IKM in schools in Nunukan district and other 3T areas.

Previous research on the implementation of the new curriculum in Indonesia shows that there are various challenges and successes in the adoption process. A study by Sukriadi et al. (2022) examined the implementation of the 2013 Curriculum in several secondary schools and found that although the curriculum has the potential to improve students' critical thinking skills, many schools have difficulty in implementing the active learning approach. Some of the obstacles identified include a lack of training for teachers, limited school facilities, and a lack of understanding of effective learning strategies. The results of this study provide an initial overview of the obstacles that may be faced in implementing the Merdeka Curriculum, which has similar goals in terms of developing student competencies [23].

Another research by Pratiwi and Setyawan (2021) highlights the importance of the role of teachers in the successful implementation of the new curriculum. Their study of the implementation of the Independent Curriculum in the initial pilot phase found that teachers who received intensive training were better able to adapt their teaching strategies to the flexibility that the curriculum offered. On the other hand, schools with limited resources have difficulty in maximizing the potential of the curriculum, especially in terms of technology integration and project-based learning. These findings emphasize the need for more comprehensive support, both in terms of teacher training and infrastructure, to ensure the successful implementation of the Merdeka Curriculum in various types of schools in Indonesia. Therefore, this study aims to analyze the implementation of the independent curriculum in Upper Secondary Schools in Indonesia.

II. RESEARCH METHODS

This research is a descriptive research with a qualitative approach. The subjects of this study are the principal and vice principal of the curriculum. The location of this research is SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung. Data collection techniques are carried out through interviews, documentation studies, and observations. Data analysis is carried out through stages: 1) collecting data, 2) summarizing and selecting the main things and looking for themes, 3) presenting data in the form of a brief description, and relationships between categories, 4) drawing conclusions, and 5) building and explaining theories.

III. RESULT AND METHODS

Implementation of the Independent Curriculum at SMA Negeri 1 Sebuku

The preparation of school residents is the things that school residents do to respond and practice the implementation of the independent curriculum which contains attitudes, skills and knowledge that must be possessed and prepared during the implementation of the independent curriculum. In implementing the independent curriculum, SMA Negeri 1 Sebuku has prepared several things starting from socialization, improving the human resources of its teachers, making observations related to the characteristics of the environment, resources and local culture. This is as explained by Mr. JND:

Alhamdulillah, in the preparation in implementing the independent curriculum, we have coordinated a lot as well as socialized teachers about the independent curriculum, invited parents and guardians of students to socialize about the implementation of the independent curriculum, socialization to students [24]. After the socialization, we carried out training related to the independent curriculum by presenting resource persons to improve teacher human resources related to the implementation of the independent curriculum. Not only that, teachers also learn independently through this independent teaching platform related to IKM, ... This is indeed in accordance with the instructions from the Education Office so that teachers actively access this PMM, then there is a webinar related to the independent curriculum, teachers also participate, which is important not to interfere with their teaching hours... (W1a11SBK)

There are many forms of activities carried out by SMA Negeri 1 Sebuku in preparing school residents for the implementation of the independent curriculum. From the expression of Mr. JND, it can be seen that the activity began with socialization as well as coordination with teachers [17], socialization to parents/guardians of students and socialization to students. After the socialization activity, SMA Negeri 1 Sebuku carried out training related to the implementation of the independent curriculum by presenting resource persons to improve the human resources of its teachers. In relation to this increase in teacher human resources, the teachers of SMA Negeri 1 Sebuku are also actively learning independently through the independent teaching platform (PMM), and participating in webinars related to the independent curriculum. The presentation from JND is in line with what was expressed by ABD as follows:

After being declared as a driving school, the school, especially the principal, has provided the opportunity to carry out training internally by carrying out in-house training activities. In addition, we are also encouraged to learn independently through PMM, then share with fellow teachers and have also carried out training by inviting resource persons from the driving teacher center (W1a12SBK).

The expression from ABD strengthens and complements teacher human resource improvement activities related to the readiness of school residents in the implementation of the curriculum which consists of In House Training activities, independent learning through PMM, mutual sharing with fellow teachers and has also carried out training by presenting

resource persons. Then in the continuation of the interview, JND explained that:

A few months ago we had already invited parents as the first observation to take data on the characteristics of the environment ... e the big family of SMA Negeri 1 Sebuku and our community, what the hell is needed ... With this school environment ..., what are the resources of this school, what are our goals, what are the characteristics of the community here, how is the culture of the community here because in implementing the implementation of this independent curriculum, it must have a character towards the school environment, how is the community, what are the advantages of the community in the location of this school, so that those potentials that we can develop are made into projects in ... implementation of this curriculum. So thank God we are ready, because we have socialized, carried out trainings, and have made observations to find out the characteristics of the environment, resources, and local culture (W1a11SBK).

In the continuation of the presentation, JND added that the next activity related to the readiness of the residents of SMA Negeri 1 Sebuku in the implementation of the independent curriculum is to carry out observations related to the environmental characteristics of the SMA Negeri 1 Sebuku extended family, to find out the school's resources, as well as how the culture of the local community is. Because according to JND, in the implementation of the independent curriculum, it must have a character for the school environment, the community, know the advantages of the community at the school location so that those potentials are developed and made into projects in the implementation of the independent curriculum. In conclusion of his presentation, JND revealed that school residents are ready to implement the independent curriculum because they have been socialized, have carried out trainings and have made observations to find out the characteristics of the environment, resources, and local culture.

From the results of the interview, it can be concluded that the residents of SMA Negeri 1 Sebuku are ready to implement the independent curriculum with several preparations consisting of:

1) Socialization; the activity is coordinating as well as socializing to teachers, inviting parents and guardians of students to socialize about the implementation of the independent curriculum, socialization to students as well as about the implementation of the independent curriculum.

2) Improving teacher human resources; the activities are carrying out training related to the independent curriculum by presenting resource persons, implementing IHT, independent learning through an independent teaching platform related to IKM, participating in webinars related to the independent curriculum, sharing/sharing in the school environment.

3) Conducting observations related to the characteristics of the environment, resources and local culture. This activity includes: Taking data on community environmental characteristics, school environment

characteristics, school resources, local community culture and local community excellence.

Implementation of the Independent Curriculum at SMA Negeri 1 Sembakung

Meanwhile, the preparation of the residents of SMA Negeri 1 Sembakung in the implementation of the independent curriculum can be described that SMA Negeri 1 Sembakung has also been prepared with several preparations that have been made to support the readiness of teachers in the implementation of the independent curriculum, which started from 2019. This is as explained by RHN:

Alhamdulillah, yes, ma'am, ... To support the readiness of teachers in the implementation of the independent curriculum from last year, we have held a workshop on IKM by inviting resource persons who are experts in this IKM. Then this year we again held a workshop on assisting the implementation of the independent curriculum by utilizing PMM (W1a1SMB).

Then RHN added that in addition to workshop activities carried out to support teachers' readiness in the implementation of the independent curriculum, the principal also encouraged fellow teachers to actively study the implementation of the independent curriculum independently through the independent teaching platform (PMM) or participate in webinars held by the education quality assurance center (BPMP). Here's an explanation from RHN:

In addition, I as the principal of the school always encourage my fellow teachers to actively study this IKM either independently through PMM (independent teaching platform) or participate in webinars about the independent curriculum held by BPMP and supported by the education office, so we from the principal forward to our fellow teachers in the school (W1a1SMB).

Then for the readiness of students in the implementation of the independent curriculum at SMA Negeri 1 Sembakung, socialization has also been carried out to students as well as diagnostic assessments and socialization to parents/guardians of students. The following is a presentation from RHN:

...For the readiness of students, we have also provided socialization. Then at the beginning of the school year, the curriculum assisted by BK teachers and several teacher friends has conducted a diagnostic assessment to map the interests, talents, and conditions of each student to recognize their learning needs... (W1a1SMB)

Not only that, related to the readiness of the implementation of the independent curriculum, SMA Negeri 1 Sembakung also carried out socialization to parents/guardians of students. The following is an excerpt of the interview with RHN:

... In addition, related to the readiness of this IKM, we have also carried out socialization with parents of students at the

beginning of the school year so that parents can understand a little and provide support in this IKM, especially for their children. And also parents can provide support related to the implementation of P5 according to their abilities, either in the form of raw materials or can even become resource persons, especially those related to local wisdom, yes, ma'am. Because many of our students' parents have traditional craft skills that are locally based such as woven bags or baskets from rattan, woven mats from pandan leaves or making kenabang and so on (W1a1SMB).

From the RHN's presentation, it can be seen that the residents of SMA Negeri 1 Sembakung are ready to implement the independent curriculum. Several preparations have been carried out to support teachers' readiness in the implementation of the independent curriculum, SMA Negeri 1 Sembakung has held a workshop by inviting resource persons since last year. Then this year SMA Negeri 1 Sembakung again held a workshop on assisting the implementation of the independent curriculum by utilizing PMM. The principal also encouraged his teachers to learn independently through PMM and participate in webinars related to the independent curriculum[25]; [26]. In addition to carrying out activities that support the readiness of teachers, SMA Negeri 1 Sembakung also carries out activities that support the readiness of students consisting of socialization activities and diagnostic assessments at the beginning of the school year to map the interests, talents, and conditions of each student so that they can recognize their learning needs. Furthermore, SMA Negeri 1 Sembakung, has also carried out socialization with parents of students so that parents support their children in the implementation of the independent curriculum and provide support related to the implementation of P5 [27]. This is also in line with what was conveyed by AM that the residents of SMA Negeri 1 Sembakung are ready to implement the independent curriculum. The following is an excerpt of the interview with AM:

Alhamdulillah, it is now seen that SMA Negeri 1 Sembakung has implemented an independent curriculum and thank God has also implemented P5..., To support the readiness of teachers in IKM in the 2022/2023 school year, we have carried out an IKM workshop by presenting resource persons because at that time we had chosen to study independently so that the curriculum waka at that time had carried out an IKM workshop by presenting resource persons, We participated in webinars related to IKM, and actively learned independently by accessing PMM using belajar.id accounts, and we motivated each other to participate in the Driving Teacher Program to better understand IKM. So that in the 2023/2024 school year, at the time of registration for IKM we will move forward by choosing to be independent change.... (W1a2SMB)

The excerpt of the interview with AM reinforces what has been conveyed by RHN. Therefore, from the results of the interviews with the two informants from SMA Negeri 1 Sembakung, it can be concluded that the residents of SMA

Negeri 1 Sembakung are ready to implement the independent curriculum with several preparatory activities that have been carried out. The activities are as follows:

1) Activities To support teacher readiness: carry out workshops on the implementation of the independent curriculum by inviting resource persons, hold workshops to assist the implementation of the independent curriculum by utilizing the independent teaching platform (PMM), actively study the implementation of this independent curriculum both independently through PMM, participate in webinars on the independent curriculum held by BPMP, participate in the driving teacher program.

2) Activities for student readiness: providing socialization about the implementation of the independent curriculum since the introduction of the school environment, having conducted diagnostic assessments to recognize their learning needs.

3) Socialization with parents: so that parents understand and provide support for their children related to the implementation of the independent curriculum and can be resource persons in the implementation of the Pancasila student profile strengthening project (P5).

From the results of research at SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung related to the readiness of school residents in the implementation of the independent curriculum, data was found as illustrated in the following table 1.

Table 1. Preparation of School Residents in Curriculum Implementation Independent at SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung

SMA Negeri 1 Sebuku	SMA Negeri 1 Sembakung
Learning principles	Learning principles
a. PJBL and PBL-based learning	a. Fun learning
b. Fun and meaningful learning	b. pay attention to the learning needs of students (Learning is carried out in a differentiated manner)
c. Accommodating differences in students' talents and interests (differentiated)	c. in accordance with the context of the environment, culture and local wisdom
d. Learning that is relevant to the needs of learners	d. Supporting the development of students' competencies
e. Building students' awareness to continue learning	e. Students are aware of their needs for learning.
f. Support knowledge, skills, and attitude competencies	f. Building Students' Awareness to Become Lifelong Learners
Principle of assessment	Principle of assessment
g. Provide complete and thorough information based on initial assessments	a. Begin with a diagnostic assessment
h. The assessments used vary	b. The form of assessment in learning is submitted to each teacher
i. The assessments carried out are in the form of diagnostic assessments, formative assessments and summative assessments	c. Pay attention to the nature and function of the assessment
j. Assessment is used as a material for learning reflection and also as a learning improvement.	d. Used to describe students' learning progress
	e. Used as feedback and reflection material.

Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum at SMA Negeri 1 Sebuku and SMA Negeri Sembakung

The implementation of the Pancasila student profile strengthening project is an activity that is carried out related to co-curricular learning in the form of a cross-disciplinary project that is contextual and based on the needs of the community and the school environment [8]. The implementation of the project to strengthen the profile of Pancasila students can be carried out regularly or with a block system. This is as conveyed by JND: "...Because indeed here the P5 implementation system is a block system, so as long as it is at the end of the full project, everything is like that (W1e11SBK)". The same expression was also conveyed by ABD:

\... The implementation of the P5 project for this year we use a block system. So this block system is the system that we use where every third of the month we will hold for a full week, in the third month we will hold a full project starting from Monday to Sunday. After finishing, continue teaching and learning activities as usual. Because we have 6 themes for all levels, so class X has 3 and class XI is also 3. So the first theme will be carried out in the third month, then the next third will enter the second theme. For the implementation before the implementation of P5, we carried out a simulation first as an initial understanding of the P5 coordinator along with the teachers involved in the project at their respective levels so that there would be no misconceptions (W1d12SBK).

Based on the interview excerpts from JND and ABD, it can be seen that SMA Negeri 1 Sebuku is carrying out the Pancasila Student Profile Strengthening Project with a block system. Where the Pancasila Student Profile Strengthening Project activities are carried out for one week, in the last week of the third month. Before implementing the Pancasila Student Profile Strengthening Project, SMA Negeri 1 Sebuku first carried out a simulation from the coordinator with the teachers involved in the project theme so that there would be no misconceptions.

Meanwhile, SMA Negeri 1 Sembakung carried out the Pancasila Student Profile Strengthening Project with a regular system, which was carried out at the end of learning hours from Monday to Thursday. This is as stated by RHN that:

For the implementation of P5 this semester, we chose 3 themes, namely sustainable lifestyle, local wisdom and entrepreneurship. Each theme is guided by several teachers, and each theme is given a period of 3 months which is carried out in the last 2 hours every day from Monday to Thursday and then carries out the harvest of works at the end of the third month (W1e11SMB).

Based on the interview excerpt from RHN, it can be seen that the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 1 Sembakung is carried out in the last hour every Monday to Thursday. The harvest of works from the project to strengthen the profile of

Pancasila students was carried out at the end of the third month of each theme. The theme of the Pancasila Student Profile Strengthening Project (P5) which was held at SMA Negeri 1 Sembakung this semester is sustainable lifestyle, local wisdom, and entrepreneurship. In addition, AM also added related to the implementation of the project to strengthen the profile of Pancasila students (P5) at SMA Negeri 1 Sembakung:

It has carried out an independent curriculum and last week it has carried out a harvest of works for the first theme, namely sustainable lifestyle with the title of the use of organic goods such as plastic waste, used cans, patchy fabrics and the like (W1eI2SMB).

From the excerpt of the interview, it can be seen that SMA Negeri 1 Sembakung has carried out the harvest of the project to strengthen the profile of Pancasila students (P5) with the theme of sustainable lifestyle which utilizes organic food items such as plastic waste, used cans, patchy fabrics and the like. This is also in accordance with the results of the observations that we carried out at SMA Negeri 1 Sembakung which coincided with the harvest activity.

Principles of Learning and Assessment at SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung

Learning principles are a reference in implementing learning. Meanwhile, the principle of assessment is a reference in carrying out learning assessments. Learning at SMA Negeri 1 Sebuku applies the principle of differentiated learning that is more meaningful and fun. The following is an explanation from JND:

... The application of learning in the Independent Curriculum is indeed we must know exactly the beginning of the characteristics of the student with the student's initial ability, so the implementation is more meaningful and fun because the continuous learning is very relevant according to the context. So that it can accommodate the differences ... The talents and interests of these students are because the students are different... how to learn. Some are happy with the demonstration here, some may be having discussions, some may be ... can independently express it... (W1cI1SBK).

In addition, JND added that learning at SMA Negeri 1 Sebuku implements a continuous learning environment and is in accordance with the local cultural context. JND again explained:

"... The learning builds students' awareness to continue learning to support their knowledge, skills and attitudes competencies that are sustainable in accordance with the local cultural context... (W1cI1SBK)"

Then ABD added that the majority of SMA Negeri 1 Sebuku implements learning based on PJBL and PB. The following was conveyed by ABD:

...For the learning principle, yes, it is in accordance with the theme because for this curr, the majority is more of a project. Because project activities with this activity are of course different, so most teachers have also implemented PJBL-based learning and there are also PBL (W1cI2SBK).

From the presentations delivered by JND and ABD, it can be concluded that learning at SMA Negeri 1 Sebuku applies the principles of differentiated learning, learning that builds student awareness, continuous learning, learning that is in accordance with the local cultural context, and the majority of learning implements project-based learning (PJBL) and problem-based learning (PBL). Likewise, the learning assessments applied at SMA Negeri 1 Sebuku vary, and are carried out at the beginning of learning, during learning, and at the end of learning. Assessment activities are used as reflection materials for learning. The following is an excerpt of the interview with JND related to the assessment applied:

Similarly, assessments are applied in a variety of ways and are carried out starting from the beginning of learning, in the learning process and at the end of learning. So that assessment activities can be used as a material for reflection on learning ... and also for learning improvement (W1cI1SBK).

Furthermore, ABD added that the implementation of the assessment at SMA Negeri 1 Sebuku began with a diagnostic assessment. The following is a presentation from ABD:

Then for the assessment, before we carry out the learning process activities at the beginning of the learning year, each teacher has done what is called a diagnostic assessment to find out how their learning style is, what they like as a form of description later for teachers in the classroom to determine what learning methods and techniques are appropriate to be applied in learning (W1cI2SBK).

Based on the interview excerpts submitted by JND and ABD related to the assessment principles applied at SMA Negeri 1 Sebuku, it can be understood that the implementation of the assessment begins with a diagnostic assessment at the beginning of the school year. The form of assessment used varies, carried out at the beginning of learning and in the learning itself and at the end of learning. Assessments are used as learning reflection materials as well as learning improvements.

Meanwhile, the principles of learning and assessment applied at SMA Negeri 1 Sembakung were conveyed by RHN and AM. RHN conveyed the learning principles applied at SMA Negeri 1 Sembakung as follows:

For learning, as the principal, I always convey to my fellow teachers to apply the principles of learning that are fun for students by always paying attention to their learning needs in accordance with the context of the environment, culture and local wisdom, which supports the development of their competencies so that if they study in a happy and happy atmosphere, it will certainly give them the enthusiasm to

continue learning so that students are aware of their needs for Learning. Thus, it can build students' awareness to become lifelong learners (W1c11SMB).

Based on the interview excerpt from RHN, it can be seen that the learning principles applied at SMA Negeri 1 Sembakung consist of learning principles that are fun for students; learning that always pays attention to the learning needs of students; learning in accordance with the context of the environment, culture, and local wisdom; learning that supports the development of student competencies; and learning that is able to build students' awareness to become lifelong learners.

Then the assessment principles applied at SMA Negeri 1 Sembakung pay attention to the nature and function of assessment that can be used to describe the learning progress of students as explained by RHN:

Then for the implementation of the assessment, we start with a diagnostic assessment at the beginning of the school year to map the interests, talents, types of learning and environmental conditions of students. This diagnostic assessment is carried out by all teachers coordinated by the curriculum waka for cognitive assessment while for non-cognitive assessments it is coordinated by BK teachers. Meanwhile, the assessment in learning is left to each teacher to design their own assessment while still paying attention to the nature and function of the assessment that can be used to describe the learning progress of students. In addition, the assessment can be used as feedback and reflection material in determining the next learning strategy (W1c11SMB).

Based on the interview excerpt from RHN, it can be seen that the assessment principles applied at SMA Negeri 1 Sembakung begin with a diagnostic assessment at the beginning of the school year to map students' interests, talents, learning types and environmental conditions. Meanwhile, the assessment in learning is left to each subject teacher to design their respective assessments while still paying attention to the nature and function of the assessment which can be used to describe the learning progress of students, as well as as feedback and reflection material in determining the next learning strategy.

The same thing related to the principles of learning and assessment at SMA Negeri 1 Sembakung was also conveyed by AM. AM said that:

Learning is carried out in a differentiated manner according to the needs of students. The principle of assessment used is to be submitted to each teacher about the assessment to be used and includes three things of assessment, namely assessment ... At the beginning, the ... during the final learning and assessment (W1c12SMB).

In the excerpt of the interview, AM said that learning was carried out in a differentiated manner, while the assessment used was handed over to each teacher. The assessment carried out includes three assessments, namely assessment at the beginning of learning, assessment in the learning process and assessment at the end of learning. The submission of AM

when related to interview excerpts from RHN, AM is more focused on the assessment carried out in learning. From the results of research at SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung related to the applied learning principles, data were found as illustrated in table 2.

Table 2. The principles of learning and assessment applied at SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung

SMA Negeri 1 Sebuku	SMA Negeri 1 Sembakung
Learning principles	Learning principles
a. PJBL and PBL-based learning	g. Fun learning
b. Fun and meaningful learning	h. pay attention to the learning needs of students (Learning is carried out in a differentiated manner)
c. Accommodating differences in students' talents and interests (differentiated)	i. in accordance with the context of the environment, culture and local wisdom
d. Learning that is relevant to the needs of learners	j. Supporting the development of students' competencies
e. Building students' awareness to continue learning	k. Students are aware of their needs for learning.
f. Support knowledge, skills, and attitude competencies	l. Building Students' Awareness to Become Lifelong Learners
Principle of assessment	Principle of assessment
g. Provide complete and thorough information based on initial assessments	k. Begin with a diagnostic assessment
h. The assessments used vary	l. The form of assessment in learning is submitted to each teacher
i. The assessments carried out are in the form of diagnostic assessments, formative assessments and summative assessments	m. Pay attention to the nature and function of the assessment
j. Assessment is used as a material for learning reflection and also as a learning improvement.	n. Used to describe students' learning progress
	o. Used as feedback and reflection material.

IV. CONCLUSIONS

From the results of this study, it can be concluded that SMEs at SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung have gone through several preparations. The curriculum structure is prepared by considering the availability of teachers. The implementation of P5 at SMA Negeri 1 Sebuku is carried out with a block system while SMA Negeri 1 Sembakung uses a regular system. The implementation of IKM at SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung received support from the Education and Culture Office, school supervisors and parents/guardians of students. In addition, SMA Negeri 1 Sebuku as a driving school also received support from the Driving Teacher Center. In addition, the IKM Strategy at SMA Negeri 1 Sebuku and SMA Negeri 1 Sembakung began with socialization activities and then continued with the improvement of teacher human resources through Workshop and training activities that presented resource persons in house training, independent learning through PMM, carrying out imitation studies in driving schools that have implemented IKM, sharing with fellow teachers and/or with principals, and participating in the Driving Teacher Program.

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