



Kurikulum Merdeka planning in schools: Case study at SMA N 1 Kalidawir

Evy Ramadina

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Tulungagung, Indonesia

evyramadina@uinsatu.ac.id

ABSTRACT

Changes in the learning system caused by adjustments to conditions and needs during the pandemic, as well as gaps in the use of digital platforms, have an impact on strengthening learning loss and learning gaps. Educational programs and learning processes focusing on student needs will reduce learning loss. Effective curriculum management is encouraged to meet the resources students need so that learning gaps do not occur in educational institutions. This research aims to analyze Kurikulum Merdeka planning in high schools for guidance for other schools facing similar challenges regarding Kurikulum Merdeka planning amidst educational changes in Indonesia. This research was designed using a qualitative research method with a case study approach. The research began by collecting, processing, analyzing, and compiling a report. The research results explored Kurikulum Merdeka's planning at SMA Negeri 1 Kalidawir. Planning is the first step in realizing curriculum management. Kurikulum Merdeka planning stages at SMA N 1 Kalidawir began with forming a special team, understanding information from Kurikulum Merdeka guide from the government and resource persons, holding House Training (IHT), and then developing KOSP (educational unit operational curriculum).

ARTICLE INFO

Article History:

Received: 25 Nov 2023

Revised: 11 Feb 2024

Accepted: 14 Feb 2024

Available online: 17 Feb 2024

Publish: 21 Feb 2024

Keyword:

Curriculum management;
curriculum planning; Kurikulum
Merdeka

Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Perubahan sistem pembelajaran yang disebabkan penyesuaian kondisi dan kebutuhan saat pandemi, serta kesenjangan penggunaan platform digital berdampak pada menguatnya *learning loss* dan *learning gap*. Program pendidikan dan proses pembelajaran yang fokus pada kebutuhan peserta didik akan mengurangi adanya *learning loss*. Pengelolaan kurikulum yang efektif didorong untuk memenuhi sumber daya yang dibutuhkan peserta didik sehingga tidak terjadi *learning gap* pada lembaga pendidikan. Penelitian ini bertujuan untuk menganalisis perencanaan kurikulum merdeka pada sekolah menengah atas, supaya dapat memberikan panduan bagi sekolah-sekolah lain yang tengah menghadapi tantangan serupa terkait perencanaan kurikulum merdeka di tengah perubahan pendidikan di Indonesia. Penelitian ini didesain menggunakan metode penelitian kualitatif dengan pendekatan studi kasus, penelitian dimulai dengan mengumpulkan data, mengolah data, menganalisis data, dan menyusun laporan. Hasil penelitian mengeksplorasi perencanaan Kurikulum Merdeka di di SMA Negeri 1 Kalidawir, perencanaan merupakan langkah awal dalam mewujudkan pengelolaan kurikulum. Tahapan perencanaan kurikulum merdeka di SMA N 1 Kalidawir dimulai dengan pembentukan tim khusus, memahami informasi dari panduan kurikulum merdeka dari pemerintah dan narasumber, mengadakan In House Training (IHT), kemudian mengembangkan KOSP (kurikulum operasional satuan pendidikan).

Kata Kunci: Kurikulum Merdeka; manajemen kurikulum; perencanaan kurikulum

How to cite (APA 7)

Ramadina, E. (2024). Kurikulum Merdeka planning in schools: Case study at SMA N 1 Kalidawir. *Inovasi Kurikulum*, 21(1), 529-544.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



Copyright

2024, Evy Ramadina. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: evyramadina@uinsatu.ac.id

INTRODUCTION

After the COVID-19 pandemic, students' learning spaces were no longer limited to face-to-face classrooms; they began adapting to virtual learning environments, which are believed to support students' rights to learn both directly and independently. However, in these virtual learning settings, not all students have demonstrated strong self-directed learning commitments, leading to occurrences of learning loss. The presence of technology alone does not automatically resolve educational challenges, proper planning is required to ensure that integrating technology into the learning process results in meaningful teaching and learning experiences. Information and communication technology should enable students to learn anytime and anywhere (Aisa & Lisvita, 2020). The shift in learning systems due to the adjustments necessitated by the COVID-19 pandemic has contributed to an increase in learning loss and learning gaps, one of which stems from disparities in digital platform usage. According to a UNESCO report, a significant challenge lies in the digital divide, particularly in students' access to technological devices (Rahimah, 2022).

Therefore, the government's breakthrough is by simplifying and improving the curriculum. Educational institutions are given the autonomy to implement the Kurikulum 2013, Kurikulum Darurat, Independently Simplified Kurikulum 2013, or kurikulum merdeka in 2022. Mendikbudristek issued a decree regarding the implementation of the kurikulum merdeka as stated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 262/M/2022 concerning changes to the decision of the Minister of education, culture, research and technology number 56/M/2022 concerning guidelines for implementing the curriculum in the context of learning recovery, followed up by the management of educational institutions (Iskandar et al., 2023). The Kurikulum Merdeka policy from the central government is relatively short, approximately one month to the new academic year. This policy causes schools to quickly prepare the things needed to implement the Kurikulum Merdeka, one of which is SMAN 1 Kalidawir, which formed a special team to plan the implementation of the Kurikulum Merdeka. Kurikulum Merdeka planning is intended to facilitate the education system in achieving educational goals and provide connections between the knowledge students will gain (Puspitasari et al., 2018).

The Kurikulum Merdeka is expected to make students capable of dealing with technological developments so that they can survive in various situations and utilize the knowledge they gain to contribute to the family, community, and country in solving the problems of everyday life. (Cholilah et al., 2023). Achieving student competency is undoubtedly not easy; it requires effort and cooperation from various parties involved in the education process. The Kurikulum Merdeka launched is a light for the world of education, especially education in schools. This Kurikulum Merdeka hopes that every student has freedom in learning, learning without coercion, commitment, and independence in learning. As Ki Hajar Dewantara thought, independent education should not be accompanied by orders and coercion (Rahayuningsih, 2022). All stakeholders must be involved in planning the Kurikulum Merdeka according to the potential and needs of students. The curriculum development team and teachers must agree on learning objectives so that the curriculum planning process can occur holistically (Uliatunida, 2020).

However, the implementation of the kurikulum merdeka in schools has not been carried out comprehensively, there are several gaps in its implementation, including differences in school readiness, gaps in student learning outcomes at each level and schools do not yet have comprehensive digital literacy competencies which results in difficulties using technology to implement the educational process. SMA N 1 Kalidawir is one of the schools in East Java that has successfully implemented the Kurikulum Merdeka with a changing independent category. Kurikulum Merdeka planning at this school can be a source of learning and inspiration for other schools implementing the Kurikulum Merdeka. Hence, further research is needed to get a complete picture, especially of Kurikulum Merdeka's planning.

Cholid Abdurrahman in his research stated that Islamic education curriculum planning is expected to produce a curriculum that can develop all the potential of students, with good curriculum planning it will answer the demands aimed at Islamic education to be able to compete with non-Islamic education and be able to respond to the needs of globalization and the era of development of science and technology. (Abdurrohman, 2022). Furthermore, in their research, Gustinar Napitupulu et al. stated that the implementation of Kurikulum Merdeka management consists of four stages: planning, implementation, and evaluation (Napitupulu et al., 2023). In her research, Mira Marisa stated that the independent learning curriculum policy is new in improving the quality of Indonesian education (Marisa, 2021). Other research explains that the stages of curriculum planning include estimating, formulating objectives, policies, steps, programming, scheduling, and financing (Silitonga et al., 2022).

These studies are limited to curriculum planning in the context of Islamic education, and have not comprehensively discussed Kurikulum Merdeka planning at the senior secondary education level nor the benefits of the independent learning curriculum policy, which is part of society 5.0. Therefore, this research discusses Kurikulum Merdeka planning, which is beneficial for educational institutions in its application, so that academic goals are achieved. This research aims to describe the Kurikulum Merdeka planning at SMA N 1 Kalidawir in detail, including elements of objectives, policies, procedures, learning facilities, and programs. Hopefully, this discussion will be comprehensive regarding Kurikulum Merdeka planning at the high school level by involving teachers and the curriculum development team in the planning process, because curriculum planning does not stop with the curriculum development team alone. Still, teachers as educators in the classroom are also involved and play an essential role in curriculum planning.

LITERATURE REVIEW

Kurikulum Merdeka

The curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods used as guidelines for implementing learning activities to achieve specific educational goals. Saylor and Alexander (Abdurrohman, 2022) state that the curriculum is all efforts carried out by a school or college to produce the expected learning outcomes, both inside and outside the educational institution. The curriculum is a set of educational process plans to create a learning process for students to achieve academic goals and improve their competencies. The world of education is dynamic, and the development of knowledge is very significant in various fields, including technology, as well as cultural changes that occur every day in society, so curriculum changes are necessary to facilitate education that is pro-student and adaptive to change.

Students were born and grew up in different times. If the curriculum is not adaptive, then learning cannot be appropriate to the context, and the knowledge students gain will not develop. The presence of a Kurikulum Merdeka answers the need for a curriculum that is student-centered and adaptive to change (Ramadan, 2021). In this case, students are seen as complete students who have the freedom within themselves to commit to learning without any external orders. The policy of independent learning is not without a reason, the research that occurred is related to *Programme for International Student Assessment* (PISA) in 2019 shows that there are assessment results for students who occupy the sixth position from the bottom, namely 74 out of 79 countries, related to the fields of mathematics and literacy (Marisa, 2021). This boundlessness provides opportunities for teachers to design meaningful learning processes to improve the literacy and numeracy competencies of students in Indonesia. Freedom in education can foster an independent spirit (Dwipratama, 2023).

The curriculum should be able to encourage students to maintain national values, diversity, and concern for others for social welfare and national progress. However, the COVID-19 pandemic has caused this *learning loss* in the world of education, for example, students study in virtual classes, but do not get

meaning from their learning experience. Suppose this condition is not taken into consideration. In that case, it will not only have an impact on the PISA position of students in Indonesia, but students will experience learning suffering due to a decline in their grades in understanding the true meaning of learning. (Zarkasyi et al., 2024). Learning is considered only a transfer of knowledge, without forming competence. These competencies are useful for students to survive when facing problems and are useful for society in everyday life. The Kurikulum Merdeka is more flexible and uses a student-centered educational approach. With this, students will be more optimal in developing their potential because they are actively involved in learning (Devi et al., 2024). The Kurikulum Merdeka also focuses on developing students' character based on the Pancasila Student Profile (Umar et al., 2023).

The Ministry of Education and Culture has a primary strategy in helping schools prepare to implement the Kurikulum Merdeka. The primary strategy is providing an merdeka belajar platform so that teachers can learn independently through videos, a webinar series to provide information about the kurikulum merdeka, encouraging teachers to learn and share good practices through learning communities, providing resource persons to share good practices with teachers, having a help center that facilitates teaching staff, school leaders or the education ecosystem when they have questions, and inviting education partners to develop the best methods in providing education, so that teachers can contribute and work on the merdeka belajar platform. School readiness in implementing the Kurikulum Merdeka is not the same; schools can implement the Kurikulum Merdeka according to the circumstances and capabilities of the school. Suhandi and Robi'ah (2022) explain three stages in implementing the kurikulum merdeka:

1. Mandiri belajar (independently learning), the education unit applies the current curriculum and several teaching materials from the Kurikulum Merdeka.
2. Mandiri berubah (independently change): The kurikulum merdeka began to be implemented in educational units as a whole.
3. Mandiri berbagi (independently sharing): The education unit implements the Kurikulum Merdeka and compiles a toolkit, such as teaching modules or others. These good practices are shared with other teachers or schools as learning resources.

Curriculum Planning

Planning is preparing, determining, and utilizing resources in an integrated and rational manner so that the activities to be carried out can run effectively and efficiently toward the expected goals. (Uliatunida, 2020). Curriculum planning is related to preparing teaching materials so that students get the learning experience as expected (Puspitasari et al., 2018). The preparation of curriculum planning is preceded by ideas that will be expressed and developed in the program. Curriculum ideas can come from 1) a stated vision, namely a statement about the ideals or hopes an educational institution wants to achieve in the long term, and 2) needs. *Stakeholders* (students, society, graduate users), and the need for further study. 3) the demands of developments in science and technology & the times, 4) the views of experts with various backgrounds and 5) the trend of the globalization era, which requires someone to have a lifelong learning ethos, social "awareness", economic, political, cultural and technological (Fanani, 2022).

Students are individuals who undergo the educational process at school. Each student is unique with their own learning profile and needs. This is a consideration for teachers when compiling teaching materials. Curriculum planning is expected to facilitate the birth of a student-centered curriculum. The curriculum plays an important role in education, because it is related to determining the direction, content, and process of education, which ultimately determines the qualifications of graduates of an educational institution (Anggraini et al., 2022). Therefore, the curriculum development team and school administrators must understand the needs of students well, so that the curriculum prepared can truly suit the needs of students. Rohman (2018) explains the criteria that must be considered in compiling curriculum content as follows:

1. The curriculum's content must be up to date, meaning it must keep up with the rapid expansion of knowledge and new discoveries.
2. The curriculum content makes it easy to understand the main principles and generalizations.
3. Curriculum content contributes to development skills, habit think freedom, and discipline based on knowledge.
4. The curriculum's content contributes to the development of essential morality and is concerned with the evaluation and use of knowledge.
5. The content of the curriculum has meaning and purpose for the students.
6. Curriculum content provides a measure of success and a challenge.
7. The curriculum content contributes to balanced growth, namely the overall growth of students, including personality, social growth, and development as teaching staff.
8. Curriculum content directs daily actions and directs further learning and experience.

One of the roles of the curriculum is a tool to achieve educational goals, so curriculum preparation must be adaptive to changes and developments in science and technology. The existence of the curriculum criteria above guarantees that the school is committed to developing a curriculum that makes it easier for students to achieve educational goals. In this modern era, students need to have competence in solving everyday life problems, not just memorizing concepts. So, curriculum planning must focus on students' learning needs that are contextually appropriate and adaptive to current developments. With these competencies, students will become creative and innovative people in solving problems in social life. For educational institutions, the curriculum functions as a tool to achieve educational goals (Rohman, 2018). According to Teguh in (Uliatunida, 2020), curriculum planning can use steps- the following steps:

1. Forecast (*forecasting*) means an attempt to project future needs based on the present and using the past as a mirror. Through forecasts, the resulting curriculum is truly in line with what is expected by all parties, namely schools, students, parents, society and the government;
2. Formulation of goals (*objectives*) is the hope that will be achieved from the planned curriculum.
3. Policy (*policy*) is the embodiment of the vision and mission of education with nuances of human essence based on human and political philosophy in the context of the political, social, economic and cultural situation of the community;
4. Steps (*procedure*) are the stages in planning, implementing and evaluating the curriculum;
5. Programming (*programming*) is a plan on efforts to achieve the goals of the curriculum;
6. Scheduling (*schedule*) is the determination of time in curriculum planning; And
7. Financing (*budgeting*) is a funding implication in curriculum planning.

METHODS

The research method used is qualitative, because research is carried out systematically, factually and accurately to discover the facts, nature and relationships of the phenomena being investigated. This research was designed with a case study design to describe objective conditions regarding the object under study. Case studies aim to provide a comprehensive picture of a problem or phenomenon, so that they can provide appropriate solutions or suggestions for the problem (Mujab et al., 2023). Data collection uses interviews, observation, and documentation methods. Primary data was obtained in the form of statements from staff, teachers, deputy principals and principal of SMA N 1 Kalidawir through the results of in-depth interviews related to kurikulum merdeka planning and documents related to kurikulum merdeka planning. Meanwhile, secondary data comes from observation results (the process of observing the curriculum planning process carried out by the curriculum team and teacher planning as a derivative of school planning), interview transcripts, field notes, photos, and other information that can complement primary data. Data from observations, interviews and documentation are carried out in a condensation

process (selecting and abstracting data that provides answers to the research focus), then the selected data is presented in a more focused and straightforward way, so that conclusions are obtained which are an interpretation of the data presented. This research uses triangulation techniques of methods, sources and theories. In checking the validity of the data, researchers compared data from observations, interviews with several informants, and documentation results. Apart from that, researchers also use various perspective theory to avoid subjectivity study.

RESULTS AND DISCUSSION

Curriculum Planning

There are 3 categories of kurikulum merdeka, namely: mandiri berbagi (independent sharing), mandiri berubah (independent change) and mandiri belajar (independent learning) with various considerations. SMAN 1 Kalidawir chose the mandiri berubah (independent change) category by implementing a gradual curriculum at the levels, first year implemented in grade 10 only, and in the second year in grades 10 and 11. As stated by the informant regarding the formation of a team to support kurikulum merdeka planning, as follows:

“Dalam mempersiapkan kurikulum merdeka, pengelola SMAN 1 Kalidawir berupaya optimal dengan membentuk beberapa tim khusus di antaranya yaitu tim pengembang kurikulum, tim IT, dan tim P5, setiap tim memiliki jobdesk masing-masing” (M, Juni 2023).

“Kita saling berkolaborasi karena mendapatkan wawasan dari berbagai arah sehingga lebih bermakna” (N, Juli 2023).

“Guru saling bekerja sama dan berkoordinasi yang tergabung dengan MGMPs dan MGMP Kabupaten” (S, Juli 2023).

The stages of preparing curriculum guidelines are forming a special team, then digging up information including procedures from various sources such as decrees, guidelines from the government, and merdeka belajar platforms. This is then continued with a discussion of the information obtained in a forum with teaching staff and educational staff, which every year *IHT* is held. Then, the preparation of the educational unit's operational Kurikulum Merdeka is adjusted to the conditions, needs, and vision and mission of the institution. The formation of a school curriculum development team is very necessary to be more optimal in dealing with the dynamics of the educational curriculum. The stage for forming a school curriculum development team is to hold a meeting attended by school administrators including the head, deputy head, teaching staff, school staff, committee heads, and others who need to be involved. The aim of the meeting was to jointly discuss the formation of a school curriculum development team that is competent in carrying out the mandate of school curriculum development. The school curriculum development team that is formed consists of a curriculum development team, a syllabus development team and an RPP development team, this can also be developed according to school policies. In general, the curriculum development team manages curriculum development including preparation, preparation, implementing and monitoring the curriculum. The curriculum development team focuses on curriculum development, such as studying applicable curriculum guidelines, following workshop curriculum development, and compiling a curriculum development program.

The management took quick steps in preparing the Kurikulum Merdeka, namely by studying curriculum guidelines from the government, seeking information from various sources such as the Merdeka Belajar platform, and holding training on implementing the Kurikulum Merdeka by inviting expert speakers to provide explanations regarding the curriculum. As stated by the informant regarding preparations for implementing the kurikulum merdeka, as follows:

“Wakil Kepala Sekolah Bidang kurikulum SMAN 1 Kalidawir dalam melakukan persiapan kurikulum merdeka juga melaksanakan studi tiru. Studi tiru merupakan suatu konsep belajar pada suatu

lembaga yang dianggap lebih kompeten dalam suatu bidang. Studi tiru bertujuan untuk membawa manfaat, pengambilan suatu kebijakan baru, perbaikan sistem, peningkatan mutu, kolaborasi, dan lain-lain. Pelaksanaan studi tiru bermanfaat menambah referensi maupun bekal dalam perencanaan kurikulum merdeka sehingga akan berdampak pada optimalnya implementasi kurikulum merdeka di sekolah” (M, Juni 2023).

“Di SMAN 1 Kalidawir yang pasti sebelum tahun ajaran baru ada IHT terkait implementasi kurikulum merdeka. Lembaga sangat mendorong bapak dan ibu guru untuk selalu mengakses platform merdeka mengajar dan mengikuti diklat” (N, Juli 2023).

“Kami MGMP Bahasa Indonesia secara terjadwal mengadakan diklat” (S, Juli 2023).

At the beginning of every new academic year, SMAN 1 Kalidawir holds *IHT (In-House Training)*, which aims to improve the competence of teachers and managers related to the educational process in schools. IHT activities such as training, kurikulum merdeka planning, joint discussions discussing preparation for learning in class in accordance with the kurikulum merdeka, sharing experiences of good practices during learning, assistance in reducing CP to TP, and motivation. Benchmarking studies can be carried out by holding forums such as training or seminars where resource persons from driving schools explain a program at their institution. Then there is a dialogue session between the resource persons and participants, namely teachers who manage educational institutions. In applying the results of a replication study, pay attention to several things such as school conditions and needs. This is important because to achieve a goal, it is necessary to recognize an institution's potential and be supported by references to the results of replicating studies of good practices from other institutions.

Factors influencing Merdeka curriculum planning include student profiles, school environment, supporting facilities, and infrastructure. Apart from that, curriculum preparation at school also pays attention to adjusting new curriculum policies with innovation and adapting the curriculum to school conditions based on government guidelines. As stated by the informant regarding the preparation of teaching materials by the Kurikulum Merdeka policy, as follows:

“Kesahihan apa yang menjadi amanah kurikulum merdeka dan penyesuaian antara kebijakan baru ini dengan kondisi sekolah. Kemudian juga inovasi-inovasi agar kurikulum merdeka bisa dilaksanakan secara maksimal sesuai dengan tujuan yang diharapkan. Faktor selanjutnya yaitu kemerdekaan guru dalam menyusun ATP karena guru adalah eksekutor di kelas sehingga lebih memahami kondisi lingkungan kelas” (M, Juni 2023).

“Saya berinovasi pembelajaran dengan berkomitmen pembelajaran yang nyaman dan menyenangkan sehingga peserta didik lebih mudah menerima pembelajaran. Menteri pendidikan menggabungkan penerapan problem based learning dan project based learning dari situlah nanti akan muncul inspirasi inovasi. Inovasi saya membuat LKPD berbasis digital yang bisa diakses melalui digital, hal ini karena peserta didik lebih suka bermain gadget sehingga saya alihkan dengan mengakses LKPD” (N, Juli 2023).

“Saya berusaha mengaitkan materi dengan lingkungan terdekat peserta didik agar mereka lebih peka dengan lingkungannya, saya juga menggunakan IT dalam beberapa materi pembelajaran” (S, Juli 2023).

The kurikulum merdeka is overseen by the merdeka belajar (independent teaching) digital platform, which includes various features for sharing information, references and inspiration for educators throughout Indonesia. This merdeka belajar platform really helps educational institution managers in planning kurikulum merdeka by adjusting the conditions in each school. The discussion on this Merdeka Belajar platform is quite detailed in each aspect, such as curriculum guides, learning outcomes, learning documents, and assessments. So, educators need to be "IT literate" to make planning and implementing the Kurikulum Merdeka easier. The government's kurikulum merdeka guidelines explain the steps for implementing the kurikulum merdeka, including understanding the outline of the kurikulum merdeka, understanding learning and assessment, understanding the operational curriculum development of

educational units in the kurikulum merdeka, as well as understanding the development of the Student Profile Strengthening Project Pancasila.

Kurikulum Operasional Satuan Pendidikan (Educational Unit Operational Curriculum)

A Kurikulum Merdeka at the educational unit level that contains all learning process plans as a guide for the entire process of maintenance learning is called the Educational Unit Operational Curriculum (Kurikulum Operasional Satuan Pendidikan/KOSP). KOSP will be meaningful if its development is in accordance with the principles of preparing KOSP, namely appropriate to the context, essential, accountable, and centered on students and educational units. The components that need to be considered in preparing KOSP are: 1) Characteristics, vision, mission, and objectives of the educational unit, 2) planning and organizing learning, 3) evaluation, mentoring, and professional development. The Educational Unit Operational Curriculum (KOSP) of SMAN 1 Kalidawir has been validated at the provincial level. This validation indicates that KOSP SMAN 1 Kalidawir has fulfilled the procedures in the government guidelines. As the informant's statement regarding KOSP which is applied to the learning process, is as follows:

"Kita menggunakan Kurikulum Operasional Satuan Pendidikan (KOSP). Amanat kurikulum merdeka dari pemerintah kita berusaha terjemahkan sesuai kondisi sekolah kami. Dan untuk KOSP alhamdulillah kami sudah aman sudah divalidasi sampai provinsi" (M, Juni 2023).

"Di SMAN 1 Kalidawir memiliki pedoman kurikulum merdeka sebagai acuan guru. Pembuatan pedoman kurikulum ini juga melibatkan guru dengan melalui MGMP dan IHT" (N, Juli 2023).

"Bagian kurikulum membuat pedoman kurikulum merdeka sebagai acuan guru. Bagian kurikulum membersamai kami seperti membuat ATP, kami didampingi, diarahkan dan diberi contoh format" (S, Juli 2023).

The principal as the leader of the institution plays an active role in the kurikulum merdeka planning process at SMAN 1 Kalidawir. The principal's role is to facilitate curriculum planning needs, provide solutions to problems faced by teachers and other teams as curriculum managers in the school, the principal also plays the role of supervisor. The Deputy Principal for Curriculum plays a role in curriculum planning from the start, starting from reviewing decision letters, looking for information, and then facilitating teachers to prepare learning plans according to the Kurikulum Merdeka. The Deputy Principal for curriculum accompanies teachers to provide references for learning plans, motivation and direction so that teachers actively participate in independent training which will have an impact on increasing competence, skills and innovation in carrying out meaningful learning processes in the classroom.

Learning Program Planning

Teachers who better understand class conditions and students' needs can determine the organization of material that will help students achieve learning goals. The learning plan needs to be accompanied by an assessment plan because assessment is an integral activity in the learning process. The efforts of educational institutions to prepare their students to achieve educational goals through programs and services that are planned in an integrated manner and according to the needs of students are outlined in systematic planning in the form of a curriculum. Every educational activity that is to be provided to students should be regulated in the curriculum. However, what needs to be emphasized is that the curriculum does not dictate to students, but the curriculum adapts to students' learning needs. In line with the statement from the informant regarding learning planning according to the kurikulum merdeka which has a good impact on students, as follows:

"Landasan kami yang paling mendasar yaitu adanya Permendikbudristek No.262/M/2022, di dalamnya terdapat daftar nama-nama sekolah di seluruh Indonesia dan seluruh jenjang yang akan

melaksanakan kurikulum merdeka secara mandiri. Ada 3 tipe secara mandiri yaitu mandiri belajar, mandiri berubah, mandiri berbagi. Kami memilih tipe mandiri berubah di mana penerapan kurikulum merdeka di kelas 10, untuk kelas 11 dan 12 masih menggunakan kurikulum sebelumnya. Kami memutuskan menerapkan kurikulum merdeka di tahun itu yaitu bulan Juni regulasi turun dan bulan Juli memasuki tahun ajaran baru dengan alasan kami memilih belajar bersama dengan berbagai pihak di tahun pertama itu meskipun masih sama-sama awam dengan kurikulum merdeka” (M, Juni 2023).

“Saya sangat mendukung implementasi kurikulum merdeka terutama di SMAN 1 Kalidawir. Kurikulum merdeka memberikan dampak yang luar biasa yaitu peserta didik lebih aktif dari sebelumnya” (N, Juli 2023).

“Ajaran baru di bulan juli dan kebijakan turun di bulan juni, jadi kami persiapkan” (S, Juli 2023).

The curriculum development team prepares national assessments by consistently implementing good learning practices. From these consistent, reasonable practice efforts, it is hoped that the assessment results will also be good enough to be more accurate as material for institutional evaluation. Likewise, teachers prepare national assessments with good practices, namely by committing to learning goals and being independent in the learning process. Diagnostic assessments carried out by teachers are also helpful in understanding students' needs. Recognizing specific criteria will provide teachers with inspiration for what innovations to implement to optimize the learning process. Teachers can carry out diagnostic tests according to the character of their respective subjects. Assessment planning begins with formulating assessment objectives, then selecting or developing assessment instruments. Diagnostic assessment or initial assessment to see student profiles. The assessments that need to be planned are diagnostic assessments, formative assessments and summative assessments. Formative assessment aims to provide feedback for teachers and students regarding the learning process. Formative assessments are carried out during the learning process to determine student development. Meanwhile, summative assessments are carried out at the end of the learning process to find out or measure students' understanding of the material they have studied.

One of the breakthroughs in the kurikulum merdeka is the development of the Pancasila Student Profile Strengthening Project (Proyek Penguatan Profil Pelajar Pancasila) called P5. P5 focuses on building student character. We strive to plan the P5 program as simple as possible but meaningful, so that its implementation can be consistent and sustainable. P5 has six dimensions: faith, independence, cooperation, global diversity, critical reasoning, and creativity. The educational program designed to achieve the Pancasila Student Profile is by forming a special P5 team. The purpose of forming this special team is to optimize programs that prioritize the learning process, not just producing products. SMAN 1 Kalidawir believes that learning will truly be achieved if good processes are prioritized.

Integrating P5 in classroom learning, teachers not only direct and assess students, but the teacher's role is more than that. Teachers should be good role models for their students so that the values of Pancasila will be optimal in achieving them. Integrating P5 in classroom learning can start by getting used to praying, working in groups, and socializing with friends.

The applied skills and expertise program is named *double track job center* which is an integrated program organized by the East Java Education Service and supported by the Sepuluh November Institute of Technology (Institut Teknologi Sepuluh November/ITS) and the Business and Industrial World (Dunia Usaha dan Dunia Industri/DUDI). The double-track program provides learners with supporting expertise, soft skills, and hard skills. The double-track program is an innovative educational service for high school students to improve specific skills. Double-track program. This starts from the needs of students, through the double-track program, students are given additional competencies in the form of skills and expertise that can be useful after graduating from high school. Apart from that, the double-track program can improve the quality of education. Skills and expertise are critical and needed by students, especially after

graduating from high school, both for work and college. Graduates will receive a professional certificate, which can be used as a complement to the diploma to apply for jobs after graduation.

The P5 program in the Kurikulum Merdeka is ultimately aligned to become one unit with the double-track program at Kalidawir 1 Public High School. The double-track program and P5 collaborate and become a medium for students' independent learning. Implementation of P5 and programs *double track* complement each other. In implementing P5, students will undergo a process that contains Pancasila values, and its implementation is supported by the students' abilities obtained from the program. *Double track*. Each school has its own P5 program autonomy, taking into account the school's situation and the surrounding environment. P5 implementation planning includes: designing the time and dimensions of the Pancasila Student Profile, forming a facilitation team, identifying the level of readiness of the educational unit, selecting a general theme which is then explicitly determined, and designing the project module. P5 planning can be modified according to school needs and conditions.

Implementing P5 utilizes the potential in the school and environment, such as the election of the OSIS chairman, which is routinely held every year, program utilization double track, and the wisdom of the school environment. Like P5, which was held on February 21, 2023, with the theme of entrepreneurship, with the topic "Building *Entrepreneur* Traditional Food". This theme builds the values of the Pancasila Student Profile in an independent dimension through *entrepreneurship*, then cooperation, where students work together to process and sell food. Then, it also fosters the value of diversity and critical and creative reasoning, where students try to rebrand traditional food to be more popular with the public. In this P5 activity, the entrepreneur theme is a double-track program that also plays an important role. Students practice the knowledge gained from participating in the double-track program in the field of culinary arts. Then, the multimedia field plays a role in designing activity pamphlets, product pamphlets, and publications on social media. If you need loudspeakers like *sound*, then the field of electronic engineering can help prepare *sound*. The fashion and beauty system can also play a role in this activity by helping prepare costumes, accessories, and makeup special to make the bazaar activities more interesting.

It is not just programs but the double track that plays a role; subjects also influence the success of P5. The science of counting is essential in making food so that the composition matches the measurements; it is also needed in the entrepreneurial process. The entrepreneurial process requires literacy and numeracy skills such as estimating capital, material costs, production costs, and profits. Then, also understand the techniques for marketing products to potential consumers as attractively as possible. This requires literacy to add references. In realizing the Pancasila Student Profile, learning must be appropriate to the needs and profile of students, teaching and learning activities encourage students to become a generation of lifelong learners, learning prioritizes increasing competence, is relevant to the context, and is sustainable. The KOSP that applies to SMA Negeri 1 Kalidawir is a reference for all school administrators in carrying out education and learning with adjustments to the use of condition analysis of SMA Negeri 1 Kalidawir and the Analysis of School Environmental Conditions.

Discussion

The curriculum in Indonesia has undergone several changes. The question of this change is not about the quantity of change, but what needs to be understood together is that this change is expected to be able to prepare a curriculum that can prepare students to become competent individuals, so they can face changing times and can have an impact on themselves and the surrounding environment. A good curriculum does not just appear; it requires curriculum planning. After planning the curriculum, the teacher translates the curriculum into learning through lesson planning and assessment first. Teachers can start by understanding learning outcomes, formulating learning objectives, developing a flow of learning

objectives from learning objectives, and designing learning and assessment. Teacher learning is planned through teaching modules (Ardianti & Amalia, 2022). It is not easy for teachers to make students active; professional teachers are needed to teach, educate, guide, direct, train, assess, and evaluate (Pratiko, 2019).

Planning is a process in which participants at many levels make decisions about learning goals, how to achieve these goals through teaching-learning situations, and reviewing the effectiveness and meaningfulness of these methods (Oktapiani, 2019). This curriculum planning is intended to ensure that the learning experience obtained by students is comprehensive and their commitment is maintained in achieving learning goals and national education goals. Curriculum planning requires good management to ensure ongoing organization, implementation, and supervision. The planning function has an important position in curriculum management, as a starting point for providing maximum educational services through a curriculum that suits the needs of students. This curriculum planning will impact determining educational goals, choosing ways for educational institutions to assist students in achieving their goals, the basis for leaders' decision-making in making policies, and developing strategies for running quality-oriented educational institutions. Strategy is an instrument that cannot be avoided in school management (Komarudin et al., 2022).

Without curriculum planning, students cannot get a comprehensive learning experience. Curriculum planning is carried out for all levels of education. Planning for the Kurikulum Merdeka at SMAN 1 Kalidawir begins with identifying the needs and conditions of educational institutions and forming special teams with their respective duties and functions. The management of SMAN 1 Kalidawir carried out in-depth searches and identification regarding the Kurikulum Merdeka policy information so that its implementation was based on the curriculum objectives. The next step is to identify, revise, and develop curriculum goals and objectives by understanding guidelines from the government and various sources. Kurikulum Merdeka planning at SMAN 1 Kalidawir aligns with the conditions of the school environment, including the vision, mission, school goals, and student profiles. The school vision is the future goal or ideals that the school wants to achieve. The mission describes what processes must be taken to realize the vision. In general, curriculum planning considers the characteristics of students, community needs, and the scope of knowledge so that you know the future direction. You can determine what can support you in achieving the goals you want to aim for. So, curriculum planning must focus on objectives, content, activities, resources, and evaluation instruments (Oktapiani, 2019).

Without curriculum planning, students cannot get a comprehensive learning experience. Curriculum planning is carried out for all levels of education. Planning for the Kurikulum Merdeka at SMAN 1 Kalidawir begins with identifying the needs and conditions of educational institutions and forming special teams with their respective duties and functions. The management of SMAN 1 Kalidawir carried out in-depth searches and identification regarding the Kurikulum Merdeka policy information so that its implementation was based on the curriculum objectives. The next step is to identify, revise, and develop curriculum goals and objectives by understanding guidelines from the government and various sources. Kurikulum Merdeka planning at SMAN 1 Kalidawir aligns with the conditions of the school environment, including the vision, mission, school goals, and student profiles. The school vision is the future goal or ideals that the school wants to achieve. The mission describes what processes must be taken to realize the vision. In general, curriculum planning considers the characteristics of students, community needs, and the scope of knowledge so that you know the future direction. You can determine what can support you in achieving the goals you want to aim for. So, curriculum planning must focus on objectives, content, activities, resources, and evaluation instruments (Oktapiani, 2019).

The personal involvement of the school principal, deputy principal for curriculum, teachers, and the team influences the success of Kurikulum Merdeka planning. The school principal plays an active role as a supervisor by listening to and following up on the aspirations of teaching staff and educational staff,

motivating them to improve the competence of teaching staff and educational staff through training provided by the government and educational units. The role of the Deputy Principal for the curriculum sector is to search for and identify various information, provide alternative learning plan references to teachers, and provide reference formats for preparing ATP for teachers. Teachers act as facilitators for students in implementing the Kurikulum Merdeka, identifying conditions in the field to be evaluated and improved in future planning (Rahimah, 2022).

The results of the analysis and identification then gave rise to several innovations to overcome the obstacles and challenges faced in achieving the goals of this Kurikulum Merdeka planning. In the Kurikulum Merdeka, students can choose subjects according to their interests. SMAN 1 Kalidawir's innovation is to overcome this policy by offering subject packages. This innovation enables students to choose subjects not only based on their interests but also by considering their future goals. This is not intended to limit students' choices, but as a form of helping direct students to achieve their goals. SMA N 1 Kalidawir has a double-track program as a form of innovation in increasing student competency. P5 program planning also includes innovations to adapt existing resources and the school environment. At SMAN 1 Kalidawir, the P5 program collaborates with the *double-track* program. So that P5 is carried out by the expected values, students can practice the knowledge gained from the *double track* program into a product that can be displayed and promoted to the general public. Students' learning experiences must be relevant to their needs. So, the Kurikulum Merdeka planning involves students, such as providing opportunities for students to give feedback on the program they received (Rahayu, 2022).

Teachers need to understand this and use it as material for future curriculum planning because curriculum planning is not only at the beginning before the learning period, but based on the principles of curriculum planning, it is a continuous process. Curriculum planning is carried out continuously so that implementation can run smoothly and achieve predetermined goals. In planning a Kurikulum Merdeka, it is necessary to pay attention to the dynamic internal and external conditions of the school and new government policies. It is hoped that the new curriculum development planning will allow schools to be better prepared to face and adapt to current developments in a realistic, practical, and acceptable manner (Silitonga et al., 2022). Factors that influence curriculum implementation are planning factors. This planning factor includes the efficient use of human resources and other resources. Curriculum planning also requires precise planning regarding organization and mechanisms, stages, time, logistical requirements, resources, and financing. (Salabi, 2020).

Based on research findings at SMAN 1 Kalidawir, factors that need to be considered in planning a Kurikulum Merdeka include: diversity of students, school environment, availability of facilities and infrastructure, policy adaptation, and innovation according to the school environment. The Merdeka Curriculum emphasizes the aspects of students' independence and courage in learning, and gives teachers the freedom to develop learning methods that suit students' needs. (Mujab et al., 2023). Every student has the same opportunities, even though they have their character and uniqueness. The diversity of students will become a special diversity collaboration if the school, especially teachers, can become good facilitators by directing and helping to explore students' potential. Teachers can implement learning differentiation in the classroom because of the diversity of students. In planning learning differentiation, teachers conduct initial assessments through diagnostic tests to identify students' potential, characteristics, needs, stages of development, and learning achievement. This is an effort so that students learn according to their profile, so that they are not burdened by demands that are not yet within their capacity, but can still achieve learning goals. (Kamal, 2022).

Environmental conditions can influence school curriculum planning because learning is an interaction process between educators, students, and their environment. Learning experiences are all forms of student activity in interacting with the environment (Oktapiani, 2019). Kurikulum Merdeka planning must be integrated with the school's internal and external environment in learning materials and the Pancasila

Student Profile Strengthening Project (P5) program. This Pancasila Student Profile is a form of effort to strengthen Pancasila values for students, so that students become more familiar with their environment and understand the wisdom values in their environment. (Fauziah *et al.*, 2023). Understanding background, interests, and current developments will make it easier for school administrators to design a positive environment for students to gain meaningful learning experiences. SMAN 1 Kalidawir collaborates with P5 with the double-track program, *making* this collaboration a medium for students' independent learning. Students with the Pancasila profile are expected to have a strong and stable character and be able to respect human rights and fight for them. (Wise, 2023).

CONCLUSION

The kurikulum merdeka planning for SMAN 1 Kalidawir follows the changing independent category. The planning stages for the Merdeka curriculum at SMA N 1 Kalidawir are the formation of special teams such as: 1) the school curriculum development team, the IT team, and the P5 team, 2) understand information from the government's kurikulum merdeka guide and sources; 3) hold *In House Training* (IHT), 4) then develop KOSP (educational unit operational curriculum). Apart from that, some Factors need to be considered in planning the Merdeka curriculum, including the diversity of students, the school environment, availability of facilities and infrastructure, policy adaptation, and innovation according to the school environment. After curriculum planning, aspects of learning planning based on the Merdeka curriculum at SMA N 1 Kalidawir include: understanding learning outcomes, formulating learning objectives, developing a flow of learning objectives, and designing learning and assessments. Project for Strengthening Pancasila Student Profiles and Programs *Double Track* at SMA N 1 Kalidawir, collaborate and become a medium for students' independent learning. The elements of kurikulum merdeka planning at SMA N 1 Kalidawir include the objective element, which is a translation of the school's vision and mission, the policy element, which is the basis for implementing the kurikulum merdeka, procedures for implementing the kurikulum merdeka, clear budget sources, and the existence of educational programs that support the achievement of objectives. Schools should monitor the learning planning carried out by teachers to ensure that the implementation of curriculum planning focuses on achieving student competency, so that it is not just completing the material. Suggestions for further research include the development of research on the implementation of Kurikulum Merdeka planning so that policymakers in schools obtain data for evaluating the achievements of curriculum planning.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

REFERENCES

- Abdurrohman, M, C. (2022). Perencanaan kurikulum pendidikan Islam. *Jurnal Rayah Al-Islam*, 6(1), 11-28.
- Aisa, A., & Lisvita, L. (2020). Penggunaan teknologi informasi dalam pembelajaran online masa COVID-19. *JoEMS (Journal of Education and Management)*, 3(4), 37-50.
- Anggraini, D. L., Yulianti, M., Nurfaizah, S., & Pandiangan, A. P. B. (2022). Peran guru dalam mengembangkan kurikulum merdeka. *Jurnal Ilmu Pendidikan dan Sosial (JIPSI)*, 1(3), 290-298.

- Ardianti, Y., & Amalia, N. (2022). Kurikulum merdeka: Pemaknaan merdeka dalam perencanaan pembelajaran di sekolah dasar. *Jurnal Penelitian dan Pengembangan Pendidikan*, 6(3), 399-407.
- Cholilah, M., Tatuwo, A. G. P., Komariah, & Rosdiana, S. P. (2023). Pengembangan kurikulum merdeka dalam satuan pendidikan serta implementasi kurikulum merdeka pada pembelajaran abad 21. *Jurnal Sanskara Pendidikan dan Pengajaran*, 1(2), 56-67.
- Devi, S., Asbari, M., Insan, U., & Indonesia, P. (2024). Kurikulum merdeka yang memerdekakan manusia : Perspektif Munif Chatib. *JISMA: Journal of Information Systems and Management*, 3(1), 48-52.
- Dwipratama, A. A. (2023). Study of Ki Hadjar Dewantara's educational thinking and its relevance to Kurikulum Merdeka. *Jurnal Inovasi Kurikulum*, 20(1), 37-48.
- Fanani, M. (2022). Sekolah formal studi kasus MTS Salafiyah. *Risalah, Jurnal Pendidikan dan Studi Islam*, 8(1), 216-236.
- Fauziah, F. N., Saddhono, K., & Suryanto, E. (2023). Implementation of local wisdom-based Indonesian learning to strengthen Pancasila Student Profiles (P5): Case studies in vocational high schools. *Journal of Curriculum and Teaching*, 12(6), 283-297.
- Hendriana, D. Educational robotics in Kurikulum Merdeka. *Inovasi Kurikulum*, 20(1), 49-60.
- Iskandar, S., Rosmana, P. S., Apriliani, D., Husna, M., Azahra, R., & Zahra, V. N. (2023). Kurikulum merdeka sebagai upaya mengatasi learning loss yang terjadi di Indonesia. *Innovative: Journal Of Social Science Research*, 3(2), 58-68.
- Junaidi, Z., Yusri, Y., & Amin, W., K. (2023). Pengembangan manajemen sumber daya manusia pada lembaga pendidikan Islam. *Journal on Education*, 5(3), 40-52.
- Kamal, M. (2022). Persepsi murid terhadap pentaksiran rakan sebaya. *International Journal of Education and Pedagogy (IJEAP)*, 4(1), 82–94.
- Komarudin, K., Siregar, D. R. S., Zahrudin, Z., & Maftuhah, M. (2022). Manajemen strategi dalam lembaga pendidikan. *Yasin*, 2(5), 680-694.
- Marisa, M. (2021). Inovasi kurikulum “Merdeka Belajar” di era society 5.0. *Santhet: (Jurnal Sejarah, Pendidikan dan Humaniora)*, 5(1), 72-82.
- Mujab, S., Rosa, A. T. R., & Gumelar, W. S. (2023). Analisis implementasi kurikulum merdeka (Studi kasus SMK Al Huda Kedungwungu Indramayu). *Jurnal Pendidikan dan Konseling*, 5(2), 538-545.
- Napitupulu, G., Silalahi, M., & Gultom, S. (2023). Implementasi manajemen kurikulum merdeka belajar dalam peningkatan mutu pendidikan di SMA Negeri 1 Bandar. *Journal on Education*, 6(1), 97-106.
- Oktapiani, M. (2019). Perencanaan kurikulum tingkat satuan pendidikan di Indonesia. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 2(1), 71-96.
- Pratiko, H., H. (2019). Implementasi kurikulum 2013 dan permasalahannya (studi kasus di SMK Ganesa Kabupaten Demak). *Jurnal Pawiyatan*, 26(1), 1-9.
- Puspitasari, R., Rahmah, F. N., Nugroho, A. A., Khamidah, F. N., & Sutrimo, M. S. (2018). Analisis kesiapan sekolah terhadap perubahan kurikulum. *Jurnal Idaarah*, 2(2), 280-288.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementation of independent curriculum in driving school. *Jurnal Basicedu*, 6(4), 313-319.

- Rahayuningsih, F. (2022). Internalisasi filosofi pendidikan Ki Hajar Dewantara dalam mewujudkan profil Pelajar Pancasila. *Social: Jurnal Inovasi Pendidikan IPS*, 1(3), 177-187.
- Rahimah, R. (2022). Peningkatan kemampuan guru SMP negeri 10 Kota Tebingtinggi dalam menyusun modul ajar kurikulum merdeka melalui kegiatan pendampingan tahun ajaran 2021/2022. *Ansiru PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 6(1), 92-106.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret kurikulum merdeka, wujud merdeka belajar di sekolah dasar. *Jurnal Basicedu*, 6(4), 174-187.
- Ramadina, E. (2021). Peran kepala sekolah dalam pengembangan kurikulum merdeka belajar. *Jurnal Mozaic Islam Nusantara*, 7(2), 131-142.
- Rohman, F. (2018). Manajemen kurikulum dalam pendidikan islam. *Jurnal Nizhamiyah*, 8(2), 22-42.
- Salabi, A. S. (2020). Efektivitas dalam implementasi kurikulum sekolah. *Education Achievement: Journal of Science and Research*, 1(1), 1-13.
- Silitonga, E. P., Purba, J., & Turnip, H. (2022). Paradigma dan perencanaan kurikulum. *Jurnal Pediaqu: Pendidikan Sosial dan Humaniora*, 2(3), 147-155.
- Suhandi, A. M., & Robi'ah, F. (2022). Guru dan tantangan kurikulum baru: Analisis peran guru dalam kebijakan kurikulum baru. *Jurnal Basicedu*, 6(4), 36-45.
- Umar, U., Ockta, Y., & Mardesia, P. (2023). A Correlational Study: Pedagogical and professional competence of physical education teachers in relation to the implementation of the merdeka curriculum. *Journal of Physical Education and Sport*, 23(12), 3325-3331.
- Uliatunida, N. (2020). Perencanaan kurikulum untuk mencapai tujuan pendidikan. *Jurnal Ilmu Pendidikan dan Dakwa*, 2(1), 35-48.
- Zarkasyi, A. H., Himam, A. S., Lubis, R. H., Prameswari, S. K., Badriya, I., & Gontor, U. D. (2024). Inovasi kurikulum. *Jurnal Inovasi Kurikulum*, 21(1), 305-316.