Implementation of Merdeka Curriculum on Learning Outcomes of Pancasila Education Subjects at SMP Negeri 9 Surakarta

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Abstrac

This study aims to evaluate the implementation of the independent learning curriculum in the learning outcomes of Pancasila Education in class VIII at SMP Negeri 9 Surakarta. The research method used is quantitative, with data collection procedures starting with determining the sample using simple random sampling technique. Data were collected through the results of the midterm exam of Pancasila Education subject, with the population and research sample consisting of 32 students of class VIII A at SMP Negeri 9 Surakarta. Data analysis techniques using inferential analysis techniques, namely the t test, the t test used is paired sample t-test. The results showed a significant difference between the results of the midterm exam in the odd semester, which got an average score of 78.31 while the midterm exam results in the even semester after the implementation of the independent learning curriculum got an average score of 84.75. This research also contributes to the literature on teaching and learning Pancasila Education. Through analyzing student learning outcomes after the implementation of the Merdeka Curriculum, this study can identify learning strategies that are more effective in improving students' understanding of Pancasila values.

Keywords: Merdeka Curriculum; Learning outcomes; Pancasila education.

Introduction

Curriculum is a centralized system consisting of various learning components and procedures that have been designed to achieve national and institutional goals (Westbury et al., 2016:729). In Indonesia, the curriculum often changes according to changing needs and technological developments (Mukminin, 2019). To date, there have been eleven curriculum changes in Indonesia, which often occur after a change in the Minister of Education (Dewi, 2021). Although not mandatory, this phenomenon shows that curriculum changes usually occur after a new Minister of Education is appointed.

The implementation of the 2013 Curriculum faced mixed perceptions from various parties. In the 2014/2015 school year, a new phenomenon occurred where two curricula were implemented simultaneously, namely the 2006 KTSP and the 2013 Curriculum, which showed the unpreparedness of the 2013 Curriculum to be implemented nationally (Widodo, 2016). Curriculum 2013 is often a complaint because it is too detailed and rigid, and forces teachers to follow predetermined

learning steps, which in turn takes a lot of time for administrative matters. Then, during the COVID-19 pandemic, there was a major change in the world of education with the shift from face-to-face learning to digital-based distance learning (Cahyadi, 2022). This led to new thinking about the importance of technology in the 21st century and required teachers to understand and apply technology in learning (Purnomo, 2023).

The emergence of technology in learning is a process of transforming learning activities into digital ones that results in adjustments in educational components, ranging from subjects to assessment processes. This change is accompanied by rapid changes in learning and curriculum implementation, causing confusion and speculation. Teachers have to adapt to new schemas after having just received training and knowledge applied previously, and have to apply new schemas to students.

Starting from the adoption of distance learning during the COVID-19 pandemic, the government developed a simplified learning module from the 2013 Curriculum, to be implemented at the primary to secondary

education levels. This idea was later realized into Merdeka Belajar Curriculum, also known as the Prototype Curriculum (Faiz et al., 2022). Its implementation has started in the 2021/2022 school year, involving more than 2,500 educational institutions in 34 provinces and 110 districts/cities. For the 2022/2023 school year, it is planned to involve around 10,000 educational institutions in 34 provinces and 250 districts/cities in the Mover School program (Sutrisno, 2021).

The driver program aims to unify information nationally with the help of technology and form teachers who are active in learning, supported by facilitators and education practitioners (Zamjani et al., 2020). The implementation of Merdeka Belajar Curriculum is carried out in stages and does not require every school to adopt it immediately. The decision gives schools the freedom to implement or not implement Merdeka Belajar Curriculum depending on their readiness in terms of teachers, teaching staff, facilities, and infrastructure (Zamjani et al., 2020).

The implementation of Merdeka Belajar Curriculum and the learning process involves digitalization (Widyastuti, 2022). This aims to ensure that access to teaching materials can spread quickly and evenly throughout the country. Learners are also given the convenience of accessing teaching materials through digital links that have been provided. In this learning process, learners can develop and experience a deeper understanding because learning is no longer rushed in completing teaching materials. Learners have the freedom to develop their thoughts more deeply on the teaching material delivered by the teacher. Thus, it is hoped that the implementation of the Merdeka Belajar Curriculum can improve students' Civics learning outcomes in junior high schools. The term "merdeka" means freedom and not bound, so that "freedom of learning" can be interpreted as freedom for students to learn and develop their interests, talents, and abilities according to their wishes (Widyastuti, 2022). The principle of independent learning has similarities with the humanistic approach that considers students as learning subjects who have innate potential that can be developed, as well as a learning process that is based on students' desire to achieve the desired learning outcomes (Widyastuti, 2022).

The independent learning curriculum not only gives freedom to students in developing their potential, but also gives freedom to teachers to design learning and implementation plans (Khoirurrijal et al. 2022). With the implementation of the independent learning curriculum, all planning and lesson plans become simpler by only covering the essential components. This allows teachers to have more time to conduct learning evaluation.

The learning independence curriculum that is currently being implemented has a distinctive program called the driving school program (Zamjani et al., 2020). This program involves mobilizing teachers, practitioners and facilitators. The mobilizing teachers serve as leaders in each school to implement the values of the independent learning curriculum. They also act as informants or resource persons in providing training to teachers in other schools to empower them. The mobilizing teacher aims to create teachers who are visionary, creative and critical in their efforts to empower their students in exploring various subject matter (Zamjani et al., 2020).

The urgency of this research is to provide a better understanding of the effectiveness of the Merdeka Curriculum in achieving Civics learning objectives. So that the implication for this research is an increase in the quality of learning.

Literature Review

Independent Curriculum

Currently, Indonesia is developing a new curriculum called the Merdeka Curriculum or Independent Curriculum. This curriculum emphasizes students' freedom of thought and encourages teachers to change their educational paradigm from traditional to more contemporary (Purnomo, 2023). The Merdeka Curriculum aims to respond to the challenges in education that have existed before, especially to overcome the learning crisis that has long been experienced and has worsened due to the pandemic where the crisis is reflected in low learning outcomes, including in basic things such as students' reading literacy skills (Khoirurrijal et al. 2022:20). Characteristics of the independent curriculum according to (Kemendikbud, 2022) are the development of soft skills, focus on essential materials, and flexible learning.

Learning Outcomes

Bloom, Englehart, Furst, Hill, and Krathwohl in (Halawi, McCarthy, and Pires, 2009:375) explains that learning outcomes are changes in behavior that involve three domains, namely the cognitive domain (knowledge and intellectual abilities), affective (attitudes, interests, values, and appreciation), and psychomotor (manipulative physical skills). Then according to Nana Sujana in (Nurrita, 2018:175) learning outcomes refer to the competencies and skills that students get after completing a learning activity in class that has been designed and implemented by a teacher in a particular school or class.

Method

Setting and Participant

The research used is a quantitative method. The population is all students of SMP Negeri 9 Surakarta following the learning in the subject of Civics. The sample in this study were students from class VIII C totaling 32 people at SMP Negeri 9 Surakarta. The research technique used simple random sampling. Data were collected through the results of the midterm exam of Pancasila Education subject. Data analysis using inferential analysis techniques, namely the t test, the t test used is paired sample t-test.

Data Collection

In this study, the data collection method is the midterm exam results in both the odd and even semesters of the 2022/2023 school year. In the odd semester of 2022, the 2013 curriculum was used, while in the even semester of 2022, the independent learning curriculum was used. To analyze the data, inferential analysis techniques were used with the t-test, namely paired sample t-test. The t-test was conducted using statistical package for social science (SPSS) software version 22 for windows, and previously a prerequisite test was conducted in the form of a normality test. The normality test is described in table 1 below:

Tabel 1. Uji Normalitas

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters a,b	Mean	.0000000
	Std. Deviation	7.48156818
Most Extreme Differences	Absolute	.166
	Positive	.089
	Negative	-.166
Test Statistic		.166
Asymp. Sig. (2-tailed)		.022c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Data is declared normal if the Sig. (2-tailed) value> 0.05, the value obtained is 0.22> 0.05 so it can be concluded that the data is normally distributed and meets the requirements for the paired sample t-test.

Result and Discussion
Result

Based on the results of the paired sample t-tests determined that the sig value (2-tailed) <0.05 states that there is a significant difference between the two data, based on the data in table 2 which states that the value of 0.00 <0.05 states that there is a significant difference between the application of the 2013 curriculum and the application of the independent learning curriculum on the learning outcomes of Pancasila Education for class VIII students of SMP Negeri 9 Surakarta.

Based on the paired sample t-test and the average value in the odd semester (application of the 2013 curriculum) and even semester (application of the independent learning curriculum), it can be concluded that there is a significant effect on the application of the independent learning curriculum on the learning outcomes of Pancasila Education at SMP Negeri 9 Surakarta.

Discussion
Implementation of Independent Learning Curriculum

Merdeka Belajar curriculum was implemented at SMP Negeri 9 Surakarta in 2021 during the even semester. Three people were selected to participate in this driving school program, including the principal and two homeroom teachers. The implementation of Merdeka Belajar Curriculum begins with the socialization stage of the curriculum which will be implemented at the end of the odd semester.

Furthermore, the introduction and implementation of Merdeka Belajar Curriculum for teachers in these schools lasts until the end of the 2021 school year, and this leads to the assessment process in Merdeka Belajar Curriculum. Information on socialization related to the implementation of Merdeka Belajar Curriculum is also available to

teachers through the Ministry of Education and Culture's official website and YouTube channel, which features learning materials with guaranteed quality and quality.

The implementation of Merdeka Belajar Curriculum at SMP Negeri 9 Surakarta has changed from contextual learning to differentiated learning. According to the results of an interview with Mrs. Sri Hastuti S.H, homeroom teacher VIII at SMP Negeri 9 Surakarta, and teacher of the Pancasila Education study field, the Merdeka Belajar Curriculum approach has been implemented successfully in this school. This implementation is successful because it is carried out in stages and is supported by information and socialization involving a series of trainings.

This gives teachers sufficient time to prepare teaching materials in their subject areas of expertise. In addition, teachers' experience in managing their subject areas is pre-established, especially based on their experience with the 2016 KTSP curriculum.

The implementation of Merdeka Belajar Curriculum in elementary schools allows teachers to focus more on one subject area only, so that administrative preparations such as syllabus and Learning Implementation Plan (RPP) can be done more efficiently. This also results in more efficient evaluation time, both for teachers and students.

Civics Learning Outcomes

After testing the value of student learning outcomes, the data results are as follows :

Tabel 2. Paired Sampel Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	UTS KURIKULUM 2013 - UTS KURIKULUM MERDEKA	-6,438	3,618	,640	-7,742	-5,133	-10,064	31	,000

Based on the results of the paired sample t-tests presented in Table 2, the Civics learning outcomes in class VIII SMP Negeri 9 Surakarta based on the midterm exam results in the odd semester obtained an average value of 78.31 and in the even semester obtained an average value of 84.75 with the KKM value set at 76.

Conclusion

is a significant difference in learning outcomes between the Midterm Exam (UTS) scores between the 2013 Curriculum and the Merdeka Curriculum. The results showed that in the 2013

Curriculum, the average UTS score was 78.31, while in the even semester of the Merdeka Curriculum, the average UTS score increased to 84.75. In addition, the KKM value set is 76.

Thus, it can be concluded that the implementation of Merdeka Curriculum significantly improves student learning outcomes compared to the 2013 Curriculum. These results show that curriculum changes can have a positive impact on student achievement, with the average UTS score exceeding the set KKM. This indicates that Merdeka Curriculum can be a more effective alternative in improving the quality of education and student academic achievement.

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