

Sekolah Penggerak : Does Curriculum Design Made Fit with the Program?

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ARTICLE INFO

Research Paper

Article history:

Received: 23 July 2022

Revised: 2 September 2022

Accepted: 10 October 2022

HOW TO CITE

Mulyadi, D., & Mardiana, R. (2022).
Sekolah Penggerak : Does Curriculum
Design Made Fit with the Program?
. *Adpebi International Journal of
Multidisciplinary Sciences*, 1(1).
<https://doi.org/10.54099/aijms.v1i1.292>

ABSTRACT

The Program Sekolah Penggerak is a transformation of the Education program to realize Pancasila students based on holistic student learning outcomes. To achieve this program, this program is supported by an independent curriculum where teachers are expected to provide more holistic. This research is aimed at seeing how the curriculum in this program is structured as well as targets for each stage. This research uses pure qualitative research by using literature and docuseries (literary research). The results of this study explain that there are several stages in the concept of independent learning, namely the planning stage and also the implementation stage where each stage has specific targets along with achievements based on the competence of students. From the results found, the concept of this independent learning curriculum has detailly described the achievements of each stage and how teachers implement them in the classroom. Given that Indonesia is so diverse, the implementation of this independent curriculum requires periodic and detailed evaluation of each region.

Keywords: Sekolah Penggerak, curriculum, independent learning

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INTRODUCTION

A developed nation, everywhere, is always related to good and quality education and the high level of literacy of its citizens. With the liking of its citizens in reading, a nation will be able to compete with other nations because its citizens will be more creative and adaptive to new ideas and circumstances. Reading will also make a nation open to the advantages and disadvantages of other nations and learn from these circumstances (Herman, 2022; Iskanto, 2022).

A great nation is shown by evidence of progress in terms of education. With a good education system, it is hoped that it will be able to produce graduates or professional Human Resources who are able to compete in the international arena along with other developing countries. In today's

global era, quality education is a must. Globalization, which is characterized by the existence of mega competition in all aspects of life, is increasingly difficult to avoid. Consequently, educational institutions in Indonesia are required to be able to produce graduates who have high competence. Therefore, improving the quality of education in Indonesia is a shared obligation and responsibility (Ansori, 2021; Basriani et al., 2021; Iskanto et al., 2021, 2021).

To have quality human resources not only in science and technology but also have a strong character the government designed a law on the education system No 20 of 2003. In the Law in Article 3, it is stated that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. It also covers all levels of education, including in primary schools (Ansori, 2021).

The new Indonesian Minister of Education and Culture, Nadiem Makarim, since issuing circular number 1 of 2020 concerning the policy of independent learning in determining the graduation of students has caused pros and cons from various circles, "Merdeka Belajar" or "Freedom of Learning". The concept of "Freedom of Learning", which is to liberate educational institutions and encourage students to innovate and encourage creative thinking. This concept was then accepted considering the vision and mission of Indonesian Education in the future in order to create quality humanities and be able to compete in various fields of life (Berrill et al., 2020; Iskanto, 2012, 2022).

Program Sekolah Penggerak is an effort to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent, and personality through the creation of Pancasila students. Program Sekolah Penggerak focuses on developing holistic student learning outcomes that include competence (literacy and numeracy) and character, starting with superior human resources (principals and teachers). Program Sekolah Penggerak program is a refinement of the previous school transformation program. Program Sekolah Penggerak program will accelerate public/private schools across school conditions to move 1-2 stages ahead. The program is carried out in stages and integrated with the ecosystem until all schools in Indonesia become the Program Sekolah Penggerak (Kemendikbud, 2021).

In fact, the Program Sekolah Penggerak will not be successful without the support of all parties involved and also the curriculum that supports it the concept of independent learning which is certainly different from the curriculum that has been implemented so far. The curriculum learning process is always an important point because it will be used as a reference by educators in providing material that is in accordance with the learning target for students. The curriculum is also always a scourge for every educator whenever there is a change of a Minister in the ministry of Education.

The implementation of changes in education policy, including the curriculum, is a long learning process so that the Government provides opportunities for educators and education units to implement the Independent Curriculum in accordance with their respective readiness. Just as students learn according to the stage of their learning readiness, educators and educational units also need to learn to implement the Independent Curriculum according to their respective readiness, and gradually become more proficient in using it.

The stages of curriculum implementation are not a regulation or standard set by the Government. This stage is designed to assist educators and education units in setting targets for the

implementation of the Merdeka Curriculum. The readiness of educators and educational units is certainly different, therefore this stage of implementation is designed so that every educator can confidently try to implement the Independent Curriculum. The self-confidence in question is the belief that educators can continue to learn and develop their ability to do their best in implementing the curriculum, and more importantly, in educating. The ability to continue learning is an important capital for educators.

This stage is developed as a learning step or process to make changes to learning practices and assessments that educators need to do when they use the Independent Curriculum. Technically, educators can implement the Independent Curriculum at different stages. However, philosophically each stage is designed so that educators still refer to the principles of learning and assessment (Learning Principles and Assessment Principles can be studied in the Learning and Assessment Guide). For example, learning according to the stage of student achievement is a highly recommended practice.

Nevertheless, its implementation does not have to be directly on differentiated learning. Educators who are not yet confident to implement it, can start practicing by applying the simplest stage, namely by conducting an assessment at the beginning of learning and then becoming more sensitive to the learning needs of different students

Seeing the importance of the curriculum in every learning, researchers are interested in researching the concept of independent learning with a focus on how the curriculum is compiled and the stages of curriculum preparation that can later support the learning process with the concept of independent learning. The importance of this research is aimed at proving the importance of the Sekolah Penggerak program in providing new paradigm of the learning process. This is also not so many researches doing it as the program has just begun in the last two years

LITERATURE REVIEW

2.1. The Concept of Sekolah Penggerak

Program Sekolah Pengerak is a program to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent and personality through the creation of pancasila students. The driving school program focuses on developing holistic student learning outcomes which includes kiteration competencies and numeracy competencies and character that begin with Human Resources that are waiting for the Principal and teachers(Rachmawati et al., 2022)

Program sekolah penggerak is a refinement of the previous school transformation program. The driving school program aims to accelerate public and private schools to move 1- 2 stages ahead. This program is carried out in stages and integrated with the ecosystem so that all Indonesian schools become and follow the driving school program.(Pendidikan & Kebudayaan, 2020)

The Transformation of Program Sekolah Pengerak includes the following steps:

1. This program is a collaboration between the Ministry of Education and Culture and local governments so that the commitment of local governments is the main key
2. Interventions are carried out holistically starting from elementary schools, learning, planning, digitization and assistance to local governments

3. It has a context space that covers all school conditions, not only excellent schools, both public and private.
4. Mentoring is carried out for 3 school years and the school continues transformation efforts independently
5. The program is carried out integrated with the ecosystem so that all schools in Indonesia become Driving Schools

Program Sekolah Penggerak is a program to improve the quality of student learning consisting of 5 types of interventions to accelerate schools to move 1-2 stages ahead within a period of 3 school years. In general, the final picture of the Mobilizing School Program, will create learning outcomes above the level of expected with a safe, comfortable, inclusive and enjoyable learning environment. Through student-centered learning, we will create program and budget planning based on self-reflection, teacher reflection, so that there are improvements in learning and schools carry out expansion (Kemendikbud, 2021).

The coverage of Program Sekolah Penggerak are as follows :

1. **Learning.** Schools will implement learning with a new paradigm with a simpler and holistic learning outcomes model, as well as with a *differentiated learning* approach and *Teaching at the Right Level* (TaRL). Teachers will receive training and assistance to increase their capacity to apply learning with a new paradigm
2. **School management.** Program Sekolah Penggerak also targets improving the competence of principals. The principal organizes school management in favor of learning through *instructional leadership training*, mentoring, and consultation. In addition, capacity building also includes training and mentoring teachers to improve the quality of learning.
3. Program Sekolah Penggerak will optimize the use of digital technology to facilitate the performance of principals and teachers
4. **Self-evaluation and evidence-based planning.** Program Sekolah Penggerak provides data on student learning outcomes, as well as assistance in interpreting and utilizing this data to carry out program and budget planning
5. **Partnership** between central and local governments through consultative and asymmetric assistance. Within the regional scope, the Program Sekolah Penggerak will also increase the competence of supervisors to be able to assist principals and teachers in school management to improve student learning outcomes.

2..2. The Concept of Merdeka Belajar

The basic principle of an independent curriculum is to focus on students. There are four main programs of the education policy "Merdeka Belajar". The program includes the National Exam Standards (USBN), National Examinations (UN), Learning Implementation Plans (RPP), and Zoning New Student Admission Regulations (PPDB). The new policy direction of usbn implementation, said the Minister of Education and Culture, in 2020 will be implemented with exams organized only by schools. The exam is conducted to assess the competence of students which can be carried out in the form of written tests or other more comprehensive forms of assessment, such as portfolios and assignments (group assignments, written works, and so on). "With that, teachers and schools are more

independent in assessing student learning outcomes. USBN's own budget can be diverted to develop the capacity of teachers and schools, in order to improve the quality of learning,".

Furthermore, regarding the UN exam, 2020 is the implementation of the UN for the last time. "The implementation of the UN in 2021 will be changed to a Minimum Competency Assessment and Character Survey, which consists of the ability to reason using language (literacy), the ability to reason using mathematics (numeracy), and strengthening character education," explained the Minister of Education and Culture.

The implementation of the exam will be carried out by students who are in the middle of the school level (for example grades 4, 8, 11), so as to encourage teachers and schools to improve the quality of learning. The results of this exam are not used for the basis of selection of students to the next level. "This policy direction also refers to good practices at the international level such as PISA and TIMSS," said the Minister of Education and Culture..

As for the preparation of the Learning Implementation Plan (RPP), the Ministry of Education and Culture will simplify it by trimming several components. Under the new policy, teachers can freely choose, create, use, and develop the rpp format. The three core components of rpp consist of learning objectives, learning activities, and assessment. "The writing of the lesson plan is carried out efficiently and effectively so that teachers have more time to prepare and evaluate the learning process itself. One page is enough," explained the Minister of Education and Culture.

In accepting new students (PPDB), the Ministry of Education and Culture continues to use a zoning system with more flexible policies to accommodate access and quality inequalities in various regions. The PPDB composition of the zoning path can accept students at least 50 percent, the affirmation path at least 15 percent, and the displacement path a maximum of 5 percent. As for the achievement path or the remaining 0-30 percent, it is adjusted to regional conditions. "The district has the authority to determine the final proportion and determine the zoning area," the Education Minister said.

The Minister of Education and Culture hopes that local and central governments can move together in leveling access and quality of education "Equalization of access and quality of education needs to be accompanied by other initiatives by local governments, such as the redistribution of teachers to schools that lack teachers," said the Minister of Education and Culture.

2.3. The Concept of Curriculum

The curriculum is defined as a series of purposefully planned learning activities (Thipatdee, 2020) a mean to create learning opportunities for students in a qualified structure, involving all activities, experiences, materials and methods, knowledge, values, attitudes and skills that are consciously designed to achieve well-defined goals with a specific group of students. Moreover, it is the most fundamental element of whole education since it acts as a guide to reach targeted education which connotes curriculum is an element that determines the quality and impact of the education system. As a substantial element, it includes knowledge and skills students must know in that specific field. To fully achieve these, it is necessary to prepare a curriculum that fits students perfectly (Pak et al., 2020)

Before elaborating on the concept of curriculum theory, first of all, the word curriculum and then the concept of theory should be explained. Like the word "education," the idea of "curriculum" has been defined in a variety of ways. Because of this, the vocabulary used in the International Journal of Curriculum and Instructional Studies, curriculum, is extremely disorganized. Curriculums change in time which is parallel with the educational philosophy of the dominant academicians and administrators. Teachers' role in implementing curriculums have changed for the past decades. Traditionally the role of teachers was perceived as "executors" of the innovative ideas of the policymakers. Nowadays, there is a consensus in related literature approving the fact that teachers have a leading role in implementing curricula. In this respect, it can be said that curriculum changes gradually let teachers act more freely. Also, Change is a part of our life so the curriculums should be designed to meet this end and teachers should adapt these changes.

Teachers are educated according to one educational philosophy and they tend to use this philosophy during their professional life. Their curriculum orientation is both related to the goals of education, to the relative importance of the subject matter, and to how teachers and students should interact. Curriculum reform can only be successful when teachers' ideas are considered and confronted. Otherwise, teachers will maintain their hidden agendas in the privacy of their classrooms and the process will result in a deceiving public exercise of reform and a waste of energy and. Teachers are those who ultimately decide the fate of any educational enterprise. Reforms that seek to by-pass teachers or to be overly prescriptive will not succeed.(Pak et al., 2020)

METHOD

This study is in the form of a literature review, which was prepared by examining the studies on the concept of curriculum concept in the literature and how it was developed. The data analysis used is critical. Critical analysis analysis is the interpretation of the text and responding to the meaning behind an event scientifically. Then the data source used in this study is secondary data. Where secondary data is data collected through journals, books, proceedings and others.

The data in this study was obtained through the analysis of documents and literature related to the driving risk program. On the other hand, the data in this study was obtained through FGD which was widely carried out where researchers became assessors in this driving school program so that a lot of data through official exposure was obtained.

RESULT AND DISCUSSION

The implementation of changes in education policy, including the curriculum, is a long learning process so that the Government provides opportunities for educators and education units to implement the Independent Curriculum in accordance with their respective readiness. Just as students learn according to the stage of their learning readiness, educators and educational units also need to learn to implement the Independent Curriculum according to their respective readiness, and gradually become more proficient in using it.

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This stage can be used by teachers, education units, governments, development partners, as well as organizations or institutions that play a role in supporting the implementation of other curricula. The existence of this phasing shows that teachers and educational units can begin to implement at a lower stage compared to others, but its implementation still adheres to the principles of curriculum design based on the philosophy of Merdeka Belajar and leads to strengthening competencies and character that have been determined.

Several things need to be considered in using the implementation stages of the Merdeka Curriculum:

1. This stage is not a standardized or standardized provision. Education units and/or local governments can develop implementation stages that are more in line with their respective conditions and peculiarities.
2. Each educator and education unit has diverse capacities and readiness, so they can start implementing the Independent Curriculum at different stages, and move to the next stage at different speeds.
3. This stage is used as a material for self-reflection on the readiness of educators and / or educational units so that it is not used as a tool / instrument to measure the performance of educators and / or educational units that have an impact on their careers or well-being.
4. Implementation according to the mutually agreed stage should not have any impact on educators and education units. Therefore, this stage is not a tool for comparing the quality of educational units and/or educators.
5. Leaders and the government support the process of self-reflection of educators and educational units so that they do not direct to implement the Independent Curriculum at a certain stage
6. This stage is used as a material for discussion between educators in educational units and in learning communities in which educators are a part. The discussion discussed what needs to be done to implement the Independent Curriculum according to their respective stages.

If the implementation of the aspects of the Independent Curriculum is still in the early stages, provide support because over time they will become more proficient and confident to move to the next stage. Questions that can be used to spark discussions with the head of the education unit and/or educators include:

1. What do educators and / or heads of education units consider to implement aspects of the Independent Curriculum at the stage they choose?
2. What strategies are agreed upon by educators in the education unit to implement the Independent Curriculum according to its stage?
3. What strategies will the education unit use to improve the implementation stage in the future?
4. What support do educators and/or the head of the education unit need to implement the Independent Curriculum according to its stage?
5. What support do educators and/or the head of the education unit need to be able to implement the Independent Curriculum in the next stage or more proficient?

Stages of Implementation of the '*Kurikulum Merdeka*' in the Education Unit

No	Aspects	Early Stages	Development Stage Implementation of Learning	Ready Stage	Advanced Stage
1	Implementation of the project to strengthen the profile of Pancasila students	<ul style="list-style-type: none"> Implementing a project to strengthen the profile of Pancasila students with a smaller or more number than recommended by the Ministry of Education and Culture, Research and Technology The project is oriented towards producing artifacts (products such as food, beverages), has not focused on understanding the concept and / or solving problems (problem solving) 	<ul style="list-style-type: none"> Implementing a project to strengthen the profile of Pancasila students with the amount as recommended by the Ministry of Education, Culture, Research and Technology Project begins with the identification of problems that are guided or directed more by teachers so that project activities begin to be oriented towards understanding concepts and / or problem solving (problem solving) according to the theme 	<ul style="list-style-type: none"> Implementing a project to strengthen the profile of Pancasila students with the amount as recommended by the Ministry of Education, Culture, Research and Technology Project begins with the identification of problems facilitated by teachers so that project activities begin to be oriented towards understanding concepts and / or problem solving (problem solving) according to the theme 	<ul style="list-style-type: none"> Implementing a project to strengthen the profile of Pancasila students with the amount as recommended by the Ministry of Education, Culture, Research and Technology The project begins with the identification of problems that are more carried out based on student initiatives and is facilitated by teachers and / or community partners involved as facilitators or resource persons so that project activities are oriented towards understanding the concept and / or problem solving (problem solving) according to the theme
2	Application of learner-centered learning	Teachers use teaching methods that vary but are still dominated by roles such as instructors who direct the activities of learners throughout the learning process	Teachers use varied and student-centered learning methods, as well as methods that are appropriate to the learning objectives	<ul style="list-style-type: none"> Teachers use varied and learner-centered learning methods, and according to learning objectives and the needs of learners The role of facilitator is more dominant, demonstrated by providing more opportunities for students to learn independently, taking 	<ul style="list-style-type: none"> Teachers distinguish learning methods according to the needs, achievements/performance, and interests of students. Teachers are more skilled at acting as facilitators by providing more opportunities for learners to learn independently and take responsibility for their

				responsibility for their learning process	learning process
3	The integration of assessment in learning	<ul style="list-style-type: none"> Teachers conduct assessments at the beginning of learning but are not used to design learning or to identify learners who need more attention. Teachers started to do assessments several times (not only when approaching the reporting/report card period) but assessments were carried out only to provide grades to students and have not been used to design learning Teachers only use assessments provided in textbooks and/or teaching modules 	<ul style="list-style-type: none"> Teachers conduct formative assessments at the beginning of learning and the results are used to identify learners who need more attention When designing the assessment, the teacher begins to pay attention to the suitability between the assessment and the learning objectives. 	<ul style="list-style-type: none"> The teacher conducts a formative assessment at the beginning of learning and the results are used to design the next learning that is in accordance with the achievements of the majority of students in his class (not yet a differentiated learning plan) The teacher conducts an assessment to get feedback on the learning needs of the learners and determine the follow-up 	<ul style="list-style-type: none"> The teacher conducts a formative assessment at the beginning of learning and the results are used to design differentiated learning according to the stage of student achievement (teaching at the right level) Teachers are able to make learning adjustments throughout the learning process so that all students achieve learning objectives. The education unit develops policies that encourage teachers to use assessment results in designing curriculum and learning.
4.	Learning according to the learning stage of students (primary and secondary education)	Based on the formative assessment at the beginning of learning, the teacher teaches all students in his class according to the Learning Outcomes phase of the majority of students in his class.	Based on the formative assessment at the beginning of learning, the teacher teaches all students in his class according to the phase of learning achievement of the majority of students in his class and by paying special attention to some students who need different	<ul style="list-style-type: none"> Based on the formative assessment at the beginning of learning, students in the same class are divided into two groups according to their learning achievements. Thus, each student can learn according 	<ul style="list-style-type: none"> Based on the formative assessment at the beginning of learning, students in the same class are divided into two groups according to their learning achievements. Thus, each student can learn according to their learning

			treatment (material and / or learning methods).	to their learning achievements. • The school organizes an additional course of lessons for students who are not yet ready to study according to their classes.	achievements. • The school organizes a variety of programs such as additional lessons for students who are not ready to learn according to their class and for students who need enrichment or more challenges.
5.	Collaboration between teachers for curriculum and learning purposes	Teachers have not collaborated for intracurricular learning purposes, but have collaborated for the purposes of a project to strengthen the profile of Pancasila students.	Teachers collaborate in the learning planning process at the beginning or end of the semester, for example discussions about student learning progress at the end of the semester, sharing good practices, sharing information about teaching tools, etc., and collaborating for the purposes of projects to strengthen the profile of Pancasila students.	Teachers collaborate in learning planning at the beginning of the semester (planning) and in the learning process throughout the semester, for example through discussions about student learning progress, sharing good practices, sharing information about teaching tools, etc., and collaborating for the purposes of projects to strengthen the profile of Pancasila students and are involved in curriculum evaluation in education units	Teachers collaborate for learning planning at the beginning of the semester and in the learning process throughout the semester, for example through discussions about student learning progress, sharing good practices, sharing information about teaching tools, etc., for the purposes of projects to strengthen the profile of Pancasila students, and are involved in the development of the operational curriculum of the education unit. The education unit has policies and mechanisms that encourage teacher collaboration for intracurricular learning activities and projects, for example through class observation, learning reflection activities, good practice sharing activities, etc.
6	Collaboration with	Teachers through the	Teachers coordinate with other	Teachers coordinate with	Teachers communicate with

	parents/families in learning	education unit provide information about the learning progress of students to parents / guardians at the time of receipt of the report card and when students experience learning problems Communication tends to be one-way, from the education unit / teacher to parents / guardians, for example teachers provide advice to parents / guardians about what should be done to support the learning process of students	teachers through the education unit to provide information about student learning progress to parents / guardians at the time of receipt of the report card and periodically in the learning process. Communication tends to be one-way, from the education unit / teacher to parents / guardians, for example teachers provide advice to parents / guardians about what should be done to support the learning process of students	other teachers through the education unit to provide information about student learning progress to parents / guardians at the time of receipt of the report card and periodically in the learning process. Communication tends to be a two-way dialogue, where the education unit / teacher and parents / guardians, look for ideas and agreement on what should be done together to support the learning process of students	other teachers through the education unit providing information about the learning progress of students to parents / guardians at the time of receipt of the report card and periodically in the learning process There are periodic communication channels for parents to provide feedback on the curriculum and learning. Parents have the opportunity to be involved in learning, for example as resource persons in intracurricular and / or in projects to strengthen the student profile of Pancasila Communication involves three parties, namely teachers-students-parents to discuss the stages of learning and follow-up that needs to be done to support the student learning process
7	Collaboration with communities/communities /industries	The education unit has designed community / community / industry involvement in the intracurricular learning process and projects to strengthen the profile of	The education unit involves the community / community / industry only to support unsustainable activities or activities that are not related to intracurricular learning or projects to strengthen the profile of Pancasila students.	The education unit involves the community / community / industry to support intracurricular learning or project to strengthen the profile of students, for activities that have a longer	The education unit involves the community / community / industry in a sustainable manner to support intracurricular learning and projects to strengthen the profile of Pancasila students The

		Pancasila students, but it has not been implemented.		period of time	communities / industries involved are more diverse according to the objectives of intracurricular learning and projects to strengthen the profile of Pancasila students
8	Reflection, evaluation and improvement of the quality of curriculum implementation	Reflection and evaluation of curriculum implementation and learning tends to be one-way from the leadership of the education unit, and has not been based on data.	Reflection and evaluation of curriculum implementation and learning carried out by some teachers The reflection and evaluation are not based on data, but the assessment of each teacher is based on personal experience and / or the views of colleagues Some teachers adjust learning planning based on the results of the reflection and evaluation	Reflection and evaluation of curriculum implementation and learning is carried out by some teachers. The results of the reflection (experiences and perceptions of teachers and peers) are complemented by data on student learning outcomes, as well as parental / guardian input. Education Report Card also began to be used data for reflection and evaluation Some teachers adjust learning planning based on the results of the reflection and evaluation.	Reflection and evaluation of curriculum implementation and learning is carried out by the majority or all teachers. The results of the reflection (teacher experience and perception) are complemented by data on the Education Report Card Teachers in small teams (based on subject groups in one phase, class teachers in one phase, and / or various subjects in one phase / level) discuss and collaborate to carry out learning planning based on the results of reflection and evaluation. The education unit already has policies regarding curriculum reflection and evaluation (for example through learning communities, regular teacher meetings, policies on writing report cards and providing feedback to students).

*taken, adopted and translated from Kemdikbud presentation

Nick Kelly (2019) states that teachers need to continue to develop their professional capabilities in response to frequent shifts in school, policy, social, and technological contexts. A shift in any one of these contexts can lead to changes in professional expectations, something that occurs frequently for Australian teachers due to shifts in educational policy. First assess student needs and decide on the curriculum elements in light of needs assessment. They adapt and supplement the official curriculum's learning outcomes (Kelly et al., 2019; et al., 2021). Instead of following coursebooks, they decide on their teaching topics (syllabus), supply and write their material (content), and use their teaching methods and techniques. (Kayir, et al., 2021) In practice, the curriculum must indeed be good and can be understood easily by stakeholders, but the more important thing is how teachers throughout Indonesia can understand how they independently design an independent curriculum in accordance with the demands of their students in their respective regions. It is in accordance with.

At the curriculum planning stage, this independent curriculum has entered the rules of how students and colleagues can collaborate in designing the curriculum so that what is made by a teacher can be easier to implement and accepted by students. This is in line with what was conveyed by Patricia L. Samson (2019) who stated that In understanding the concept of participatory collaboration, described a culture of participation that supports pedagogical approaches that allow for increased engagement of learners in molding the face of the education they receive via participatory choice, personal voice, and co-production A participatory culture is detailed as one that includes: minimal barriers to access and participation, support for sharing contributions, mentorship (novice to expert), connection to one another, a sense of ownership for creativity, and a sense of collectivism.

While at the implementation stage, the concept of Merdeka Belajar curricula have more in common in implementing the curricula based in the target emerged for students. As Gülçin Karakuş said that Curriculum implementation is a fulfillment of officially prepared course content and process an application of ideas and innovations to teach knowledge, skills, concepts, and interpretations daily classroom activities involving students and teacher a way to reduce differences an activity conducted to implement an idea or reform, a black box a structure that aims to transform curriculum into classroom activities and to create an attitude towards students accepting and participating in these activities instruction of subjects as determined by rules a systematic process that foresees successful completion of each stage, from the lowest level to the highest.

The main purpose of curriculum implementation is also stated in literature as; to provide students with knowledge and skills to ensure students benefit from existing opportunities at the highest level to first create a change and then provide development for education to ensure that student gains knowledge, experience and also make students use all of them effectively.

From several concepts about the curriculum that are created and implemented in several countries, the concept of the Independent Curriculum in particular has met the rules needed for a curriculum. The biggest challenge in Indonesia is whether the already good curriculum can be implemented evenly throughout Indonesia with variations in the quality of its teacher resources.

CONCLUSION

The independent curriculum in the driving school program has conceptually met the rules that provide flexibility for education stakeholders in the Education unit but what needs to be considered is how the concept can run well and as expected. This is because the quality of human resources varies greatly in Indonesia. The preparation of teaching materials and lesson plans that are the task of the teacher must be really explained how the mechanism is so that the learning objectives do not deviate.

Some of the things that must be done are by: Providing training and socialization of the curriculum model in a more massive and structured manner so that the launched learning targets can be successful and evenly distributed throughout Indonesia. Conduct periodic evaluations from the lowest level to the highest level so that problems that exist both at the planning and implementation stages of the curriculum can be immediately found solutions. Collaborate with all stakeholders so that each group can make a positive contribution to this curriculum

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