



Application of the Independent Curriculum in Indonesian Language Learning at SMAN 4 Tapung

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ABSTRACT

This study aims to describe the results of the Implementation of the Independent Curriculum in Indonesian Language Learning at SMAN 4 Tapung. The subjects in this study were teachers at SMAN 4 Tapung. The data in this research are primary data and secondary data. There are three data sources in this study. First, Indonesian teacher, second Indonesian teacher, and third Indonesian teacher. The instrument of this research is joint research. The results of this study are twelve. First, the teacher has implemented the independent curriculum in Indonesian language learning. Second, the implementation of the independent curriculum brings positive changes to student behavior. Third, the learning materials for the independent curriculum are better than before. Fourth, the teacher makes students apply P5 (projects, strengthening, profiles, students, Pancasila). Fifth, the application of various learning facilities in schools. Sixth, the teacher gives freedom in using learning resources. Seventh, the teacher applies the type of assessment for the national exam, namely AKM. Eighth, implementing socialization in AKM and character surveys. Ninth, exercise freedom in designing learning activities according to the context and needs of students in the independent curriculum. Tenth, preparing lessons in Indonesian made by the teacher in the form of teaching modules. Eleventh, the application of methods and strategies in implementing the independent curriculum teaching modules in Indonesian. Twelfth, the teacher applies a student-centered learning model.

Keywords: *Independent Curriculum, Language Learning, Student Behavior*

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INTRODUCTION

Curriculum change is a series of normal processes in the world of education. The presence of a new curriculum is useful for updating, developing and improving the curriculum that is being used. Basically, curriculum change is a form of government effort to develop education. Curriculum changes will certainly cause many changes in the education system in schools, especially in learning activities. Indonesia has experienced

ten curriculum changes starting in 1947, 1952, 1964, 1986, 1975, 1984, 2004, 2006, and 2013. These changes have the aim of perfecting the previous curriculum where curriculum changes are adapted to the demands and developments of the times and science. and technology.

In an era of ever-evolving education, implementing a relevant and effective curriculum is very important. One of the curricula that has been introduced in Indonesia is the Merdeka curriculum. In this introduction, we will discuss the application of an independent study program for learning Indonesian. The Merdeka curriculum offers an innovative and comprehensive learning approach, and learning Indonesian plays an important role in developing students' communication skills and understanding. Education has an important role in forming quality individuals who are ready to face the challenges of the times. To meet these needs, the education system in Indonesia continues to undergo transformation. One of the latest efforts is the implementation of the Independent Curriculum which provides flexibility and relevance in learning. Education plays an important role in producing skilled individuals who are ready to face the challenges of the times. To meet these needs, the Indonesian education system continues to undergo transformation. One of the latest efforts is implementing an independent curriculum that provides flexibility and consistency in learning. According to Rusman (2009: 21) in Noermanzah (2015: 1) that the curriculum that will be applied to students is an experience gained from their active participation in the learning process guided by the teacher.

In the context of learning Indonesian, the Merdeka curriculum aims to enrich students' learning experiences and improve their language competence. This curriculum recognizes the importance of understanding and good use of Indonesian in various communication situations.

The application of the Merdeka curriculum to learning Indonesian emphasizes the principles of inclusiveness, relevance and active participation of students. Teachers are encouraged to pay attention to the needs and interests of students, as well as integrate learning materials with their daily realities. In this case, Indonesian is seen as an important communication tool in social, cultural and professional life.

The purpose of applying the Merdeka Curriculum to learning Indonesian is that the Merdeka curriculum aims to develop students' communication skills in Indonesian effectively and appropriately. Students will learn to speak fluently, use a wide vocabulary, correct grammar and understand different contexts of communication. The application of the Merdeka curriculum in learning Indonesian also aims to enrich students' understanding of Indonesian culture and nationality. By learning the Indonesian language, students learn and appreciate the diversity of culture, traditional values, literature and Indonesian literary works. The Merdeka curriculum encourages students to develop critical and analytical thinking skills when learning Indonesian. Students will learn to analyze Indonesian texts, evaluate arguments, identify logical weaknesses, and formulate opinions based on evidence and clear thinking.

The application of the Merdeka curriculum in learning Indonesian also aims to encourage students' creativity and self-expression. Students will be given the opportunity

to write poetry, short stories, essays and other creative works, as well as participate in presentations and discussions that spark their imagination and creativity. The Merdeka curriculum encourages students to be independent and innovative in learning Indonesian. Students will be encouraged to seek, acquire and independently use learning resources and develop new ideas in Indonesian. The implementation of the Merdeka curriculum in Indonesian language learning also aims to instill love and appreciation in students for Indonesian as the national language. Students will gain a deep understanding of the beauty of the Indonesian language, the importance of maintaining the authenticity of the language, and the pride of speaking Indonesian well.

With the achievement of these goals, it is hoped that the implementation of the Merdeka curriculum in Indonesian language learning will produce generations who are fluent in speaking, have a deep understanding of culture and nationality, as well as the ability to think critically and innovatively.

The reason for choosing the title Application of the independent curriculum in Indonesian language learning is the curriculum introduced and implemented in Indonesia. Therefore, choosing a name that contains an independent curriculum shows its relevance to the current context of education in Indonesia. The title emphasizes the study of Indonesian as a core subject that must be studied in the context of the Merdeka curriculum. This shows the importance of learning Indonesian as part of an independent curriculum and its implications for the development of students' language skills. The Merdeka Curriculum has an innovative learning approach where students are given freedom and independence in their learning.

In the context of learning Indonesian, the title reflects the application of this innovative approach in an effort to develop students' communication and comprehension skills. By including the name Kurikulum Merdeka, it helps emphasize the goals and benefits of the curriculum. The application of the Merdeka curriculum in learning Indonesian aims to achieve more optimal learning outcomes such as the development of students' communication skills, creativity and understanding of language and culture.

RESEARCH METHODOLOGY

The research method for implementing the Merdeka curriculum in Indonesian language learning can be carried out using a qualitative research approach which includes the following steps: Select a school or class that uses the Merdeka curriculum for Indonesian language learning. Make sure the sample you choose covers different levels of education and different school contexts.

Data collection by directly observing the Indonesian language learning process implemented by the Merdeka curriculum. Observe the interactions between teachers and students, teaching strategies used, teaching materials and assessment methods. Conducting interviews with Indonesian teachers involved in implementing the Merdeka curriculum. Ask about their preparations for implementing the Merdeka curriculum, their experiences and challenges, and their opinions on the effectiveness of the curriculum. Analysis of the collected data, both observational data and interview results. superior models, themes, and

features of the Merdeka curriculum implementation for Indonesian language learning. An overview of progress in achieving Merdeka curriculum goals, the effectiveness of teaching strategies and teachers' perceptions of weaknesses in the curriculum. Interpret the data analyzed and draw conclusions regarding the implementation of the Merdeka curriculum in learning Indonesian.

turning its back on the successes, challenges and opportunities in the implementation of the Merdeka curriculum and suggestions for improvements that can be made. Through a qualitative research approach and collecting relevant data, this research is expected to provide a better understanding of the application of the Merdeka curriculum to Indonesian language learning. The results of this study can assist teachers and educational decision makers in designing and perfecting the implementation of the Merdeka curriculum in learning Indonesian.

RESULT AND DISCUSSION

Based on the data collected in this chapter, the research results will be presented in the form of implementing the independent curriculum in Indonesian language learning. This discussion explains the implementation of the independent curriculum in Indonesian language learning in relation to carrying out the implementation of the independent curriculum in the school. In this study it was found that there was an application of the independent curriculum in Indonesian language learning. Information in this study is presented in a descriptive form. This is intended to streamline the presentation and facilitate understanding and analysis.



Figure 1. Respondents' perceptions of an independent curriculum in learning Indonesian.

Based on Figure 1. It can be seen that there were 3 respondents from the 100% test, namely Indonesian language teachers at SMAN 4 TAPUNG. The question is, is there an independent curriculum in Indonesian in this school? all respondents answered yes, meaning that all respondents knew about the independence curriculum in learning Indonesian.

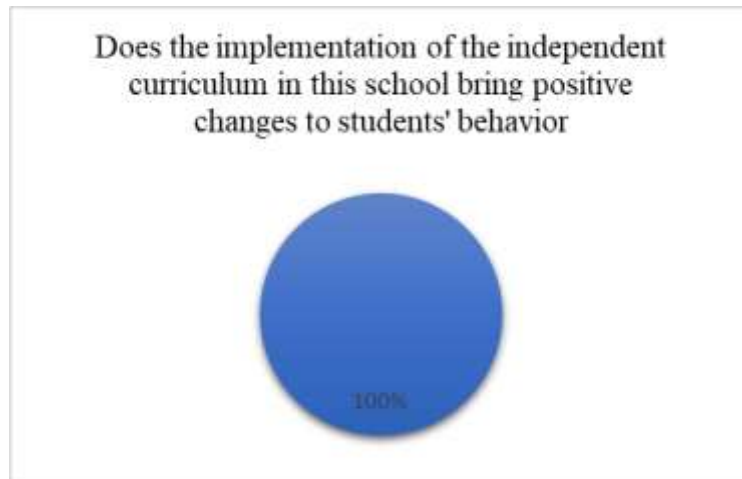


Figure 2. Respondents' perceptions of implementing the independent curriculum at this school led to positive changes in student behavior.

Based on figure 2. It can be seen that the respondents from the 100% study were 3 people, namely Indonesian teachers at SMAN 4 TAPUNG. This implementation of the curriculum in schools has a positive impact, namely changes in student learning, in the independent curriculum students are given the opportunity to show interest in their talents and learning, this aims to form students with a spirit of competence and good character.

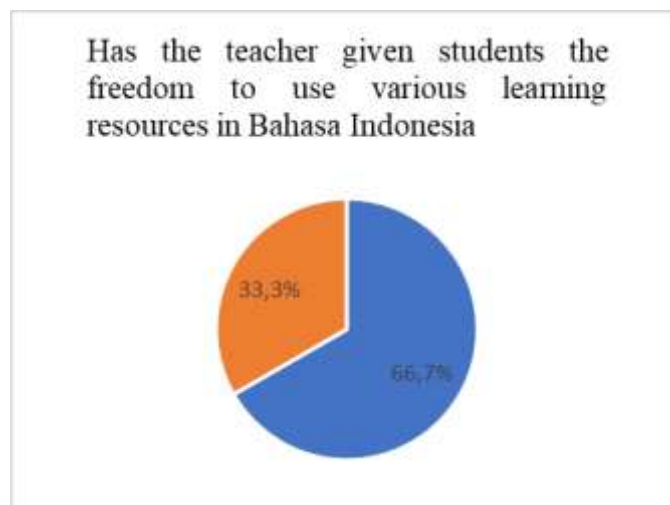


Figure 3 Respondents' perceptions of freedom for students to use various learning resources in Indonesian.

Based on Figure 3. Most 66.7% answered yes, and as many as 33.3% answered no. One of them is giving freedom to use a variety of learning resources to be able to assist students in facilitating the learning process.

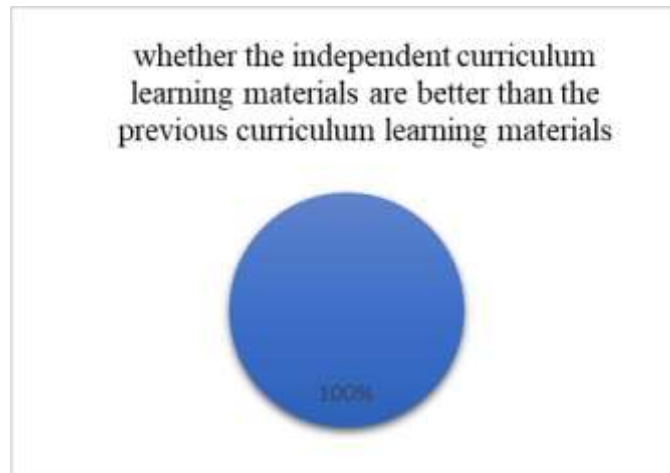


Figure 4. Respondents' perceptions of the independent curriculum with the previous curriculum.

Based on Figure 4. It can be seen that 100% of all respondents know information about the independent curriculum program with the previous curriculum. The question is whether the learning materials for the independent curriculum are better than the previous curriculum learning materials? all respondents answered yes, which means that all respondents knew the difference between the independent curriculum and the previous curriculum.



Figure 5 Respondents' perceptions regarding the application of learning facilities and learning facilities available at school.

Based on Figure 5. It can be seen that 100% of all respondents know about the application of learning facilities and facilities available in schools. The question is whether the teacher applies learning tools such as laboratory libraries and other learning facilities available at school in the Indonesian language learning process. All respondents answered yes, which means that all respondents knew about the application of learning facilities and facilities available at school in the Indonesian language learning process.

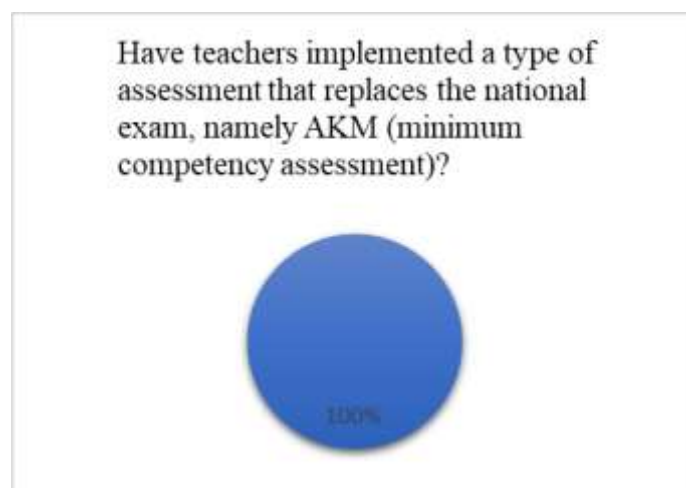


Figure 6. Respondents' perceptions of AKM (minimum competency assessment)

Based on Figure 6. It can be seen that 100% of all respondents know about the application of the type of assessment of the national exam exception. The question is whether the teacher has implemented the type of national exam exception assessment, namely AKM (minimum competency assessment). all respondents answered yes, which means that all respondents knew the AKM program (minimum competency assessment).

CONCLUSION

The curriculum is very important in this process while studying curriculum development in line with kehowana in the field. Based on research on "Implementation of the Independent Curriculum in Indonesian Language Learning at SMAN 4 Tapung, it can be interpreted that the Implementation of the Independent Curriculum at SMAN 4 Tapung begins in July 2022. However, the implementation of the Independent Curriculum carried out by Indonesian teachers at SMAN 4 Tapung is not optimal, because it is still in the adjustment stage even though it has been almost a year since it was implemented. It needs to be deepened so that the steps in implementing the Merdeka Curriculum are more mature and can be carried out properly according to the goals to be achieved. teach . Indonesian teachers still often use models. mixed learning between the 2013 Curriculum and the Merdeka Curriculum. Indonesian teachers also don't really understand in detail about differentiation learning and often have difficulty applying it in learning. The solution to this problem is that teachers must expand their knowledge and try new things, including varying learning methods to practice creativity and abandon old habits. Teachers also need to deepen insights about differentiated learning so that they can apply it properly and on target. In addition, teachers also need to share experiences with other teachers who experience similar problems to add insight into how learning is done and develop good learning tools.

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