



Implementation of Independent Learning Curriculum Management in Improving the Quality of Education at SD Negeri 115 Palembang

Yus Meri Yanti¹, Alhadi Yan Putra², Pahlawan³

^{1,2,3} Master of Educational Management, University of PGRI Palembang, Indonesia

Jln A.Yani Lrg Gotong Royong 9/10 Ulu Plaju Palembang

Email : yusm60349@gmail.com . alhadian.putra@univpgri-palembang.ac.id . 2009pahlawan@gmail.co.id

Abstract. *This study aims to describe and analyze the Merdeka Learning Curriculum to understand the supporting and inhibiting factors in the implementation of the Merdeka Learning Curriculum to improve the quality of education at SD Negeri 115 Palembang. This research uses a qualitative method with a field research approach through data and data sources. Data collection techniques include observation, interviews, and documentation. The research findings indicate that the implementation of the Independent Learning Curriculum management in improving the quality of education at SD Negeri 115 Palembang can be summarized through several stages: planning, organizing, actuating, and evaluating. There are two factors that influence the improvement of educational quality, namely supporting factors, which include school leadership, coordination, cooperation, and teachers' skills in managing the classroom. The inhibiting factors include facilities and infrastructure, education funding, and the still limited quality of teachers or educators. In improving the quality of education at SD Negeri 115 Palembang, it can be concluded that the implementation of management has not yet reached an optimal level. However, its success is notable, even though it is not yet widespread due to several inhibiting factors. To anticipate the inhibiting factors, it is necessary to improve facilities and infrastructure, which require support from the school principal and guidance from relevant parties, such as socialization and training from the Education Department or external trainers, so that the skills of teachers and educational staff become more professional and developed.*

Keywords : *Implementation, *Merdeka Belajar* Curriculum, Quality Improvement in Education*

1. INTRODUCTION

Education is the most important thing that is mandatory for all human beings living in any part of the world, meaning that all human beings have the right to get a proper education so that their quality continues to develop (Trispiyanti, 2021). Everyone has the right to get education regardless of class in order to gain broader knowledge and insight. Because schools are so important to create a quality generation in Indonesia, everyone, both from the government and the community, must support it. Schools must make every possible effort to maximize the potential and quality of their education. A well-planned management system, good human resources, the right cost of education, and good facilities and infrastructure are all factors that can help achieve this. With sufficient facilities, learning at school will be better (Adilah, Suryana, 2021)

The curriculum is an important part of education and has a great impact on all educational activities. Therefore, curriculum management is very important because the curriculum is very important for the success of teacher and school education (Rosmana, et al., 2022) that the curriculum plays an important role in determining the success of an education system. The curriculum includes all the learning plans created by the school and teachers to

help students achieve their academic goals. An effective curriculum requires planning, implementation, evaluation, and assessment. Schools and teachers must be able to provide effective education that produces graduates who are capable and ready to face the challenges of the future. During my pre-observation at SD Negeri 115 Palembang, I found several problems faced by teachers. They do not understand the independent curriculum and only use it as one of the implementations; they still teach according to their own knowledge; and they are still confused when assessing the learning process. Therefore, the curriculum management method used is not effective enough to encourage an independent curriculum. Therefore, this is a new example of stage C at SD Negeri 115 Palembang. Then, the learning process made by educators is currently lacking. In reality, teachers' ability to manage learning varies depending on their educational background, motivation, and love for their work. Teachers who manage their learning carefully by utilizing all available resources and paying attention to the intellectual development and psychological development of students will produce better graduates compared to teachers who manage their learning without considering various factors that can affect their learning outcomes (Sanjaya W, 2007) With good learning management, teachers do not only convey the subject matter, but it also inspires, motivates, and guides students to reach their maximum potential. This will produce graduates who are better prepared to face challenges in the real world, both in terms of knowledge, skills, and attitudes.

In addition, high-quality education is still expensive for most of our society. This shows that most educational institutions in Indonesia still do not pay attention to the quality of education. Errors in curriculum management will result in wrong educational patterns, and wrong patterns will produce less consistent educational results. If the quality of Indonesian education declines, the government will need to hire more skilled foreign workers to manage human resources. This is due to the lack of high-quality schools, which results in a shortage of potential human resources in Indonesian education. The human resources produced in Indonesia are of poor quality due to the lack of good schools. Students cannot maximize their potential when they do not receive a quality education. As a result, the country lacks talented and high-quality people who can contribute significantly to the growth and progress of the nation.

2. LITERATURE REVIEW

Curriculum Management

In their book "Principle of Management an analysis of Management Function", Harold Koontz and Cygil O'Donnel say that management is an effort to achieve a goal through the

actions of others. Therefore, the manager organizes the work of others, as is the planning, organization, placement, movement, and control.

Management is a term used to describe how an organization is managed effectively and efficiently. Organizations are considered effective if the investments are made correctly and generate the expected profits. In addition, an organization is considered effective if its management applies the right principles so that its operations can achieve the goals that have been set (Tilar, 2009).

Curriculum management is a term that can be used to describe curriculum management. This is used to ensure that the learning process runs well and efficiently, as well as that there is feedback and relationships with each other (Utomo, 2017: 116). Planning and organizing the curriculum is the goal of management in curriculum planning. The ability to "manage" generally refers to a person's skills and ability to plan, organize, lead, and control resources to achieve specific goals effectively and efficiently.

Freedom of Learning

According to the Ministry of Education and Culture (Kemendikbudristek, 2019), independent learning is a learning program policy that aims to restore the national education system. It gives the school, teachers, students, and all school resources the freedom to innovate, be creative, and learn independently. Teachers are the main driving force in restoring the education system (Ministry of Education and Culture, 2019). The Independent Learning policy is designed to improve the quality of Indonesian human resources to compete in the era of the industrial revolution 5.0. The program includes four major changes, including expanded national-based school exam (USBN) assessment, national exams changed to assessment-based, lesson plans changed to teaching modules, and a zoning system for admissions. Independent learning is the process of discovering the greatest potential of teachers and students to create something new and improve the quality of more independent learning.

Crosby (in Hadith and Nurhayati, 2010:85) said that quality is compliance with standards. The product has quality if it is in accordance with the standards that have been determined. The ability of the education system to effectively manage and process education with the aim of producing high-quality output is the standard of education quality in this study. If schools implement strategic management correctly, they can achieve educational standards. On the other hand, if schools do not implement it, they will not be able to achieve their goal of improving the quality of education (Adilah, Suryana, 2021).

Quality is an ever-changing condition related to products, labor, processes, and tasks as well as an environment that meets or exceeds customer expectations. Due to these changes in

quality, it is necessary to improve the skills of the workforce, production processes, and tasks as well as changes in the company environment. Improving the quality of education should also be a key consideration to ensure that products meet and exceed customer expectations. Otherwise, the community will lose the opportunity. For example, the success of a society in the field of development is determined by economic indicators and the quality of its human resources. Responsiveness is the willingness of education staff to help students and be responsive in providing services. Guarantee, namely the existence of knowledge, competence, politeness, respect for customers and trustworthy nature possessed by education personnel. Attention, namely the ease of conducting good communication relationships, personal attention and understanding the needs of customers Direct evidence, namely the existence of physical facilities, equipment, facilities and infrastructure, education personnel and adequate communication facilities.

3. METHODS

This study is a qualitative descriptive research. Although it was initially explained that this study used a quantitative approach, this study is more appropriately categorized as qualitative research, where the researcher becomes the main instrument to collect data directly in the field with the aim of interpreting the phenomenon that occurs (Anggito & Setiawan, 2018). This research focuses on natural findings and interprets the phenomena and events experienced by the research subjects.

In qualitative descriptive research, researchers describe symptoms or phenomena that appear systematically, factually, and accurately, without aiming to explain the relationship between variables. This study describes the condition of the population based on facts found in the field. The methods section outlines the steps followed in executing the study and provides a brief justification for the research methods used. This section should contain sufficient detail to allow the reader to evaluate the appropriateness of your methods and the reliability and validity of your findings. Additionally, the information should enable experienced researchers to replicate your study.

4. RESULTS

Research Results

The researcher conducted this research through interviews and did not do it directly with the informants needed. The researcher made observations at SD Negeri 115 Palembang

to find out the environmental conditions. The research was carried out according to the initial plan, and a permit was given to SD Negeri 115 Palembang.

The research was conducted at SD Negeri 115 Palembang for two months. starting July 22 and taking place on September 22, 2024. This research is adjusted to school hours and the schedule of informants or parties needed by the researcher. Prior planning and observation allowed the selection of informants, including principals, curriculum waka, committees, and teacher representatives, to obtain information about the actual events that occurred at SD Negeri 115 Palembang to support the research.

Picture 1 of SD Negeri 115 Palembang school building



The researcher obtained eight informants who were directly submitted by the researcher to SD Negeri 115 Palembang, as well as recommendations from the school to provide additional information that is very important for the research. The eight pieces of information are:

Informant Identity Table 1

| N o | Informant's Name | Gender | Position | Education |
|--------|-------------------------|--------|--------------------------------------|-----------|
| 1 | Mega Sari,S.Pd.,Gr | P | Principal | S1 |
| 2 | Syanuartri,S.Pd.,Gr | P | Waka Kurikulum | S1 |
| 3 | Soleha, S.Hum | P | Vice President of Student Affairs | S1 |
| 4 | Sucitra | L | Committee Chairman | S1 |
| 5 | Titien Yuriana,S.Pd | P | Classroom Teacher | S1 |
| 6 | Slabs Widarmi,S.SI | P | Classroom Teacher | S1 |
| 7 | Nurana Yulianti,S.Pd.Gr | P | Classroom Teacher | S1 |
| 8 | Ermila Katra ,S.Pd.I | P | Teacher of the Field of Study | S1 |

To obtain data and facts relevant to the situation in the field, the researcher conducted interviews with the above informants and collected information about the research subjects. These informants were selected to help researchers adjust their research.

The researcher conducted interviews with school principals and teachers as follows:

a. Planning

The design of the educational curriculum at SD Negeri 115 Palembang before entering the new school year. we carry out the planning process by holding a coordination meeting with teachers when students are on holiday, the curriculum has the goals and achievements of the school's vision and mission which emphasizes the realization of quality education, excellence in achievement, faith, piety and noble ahlaq, mutual cooperation, global vision, critical thinking, creative and innovative. based on an interview with the principal Mrs. Mega Sari, S.Pd.Gr.

Improving the quality of educators through training that focuses on forming a profile of Pancasila students, realizing outstanding student achievements both in academic and non-academic fields, and creating students with a broad outlook based on Pancasila values. based on an interview with Mrs. Syanuartri, S.Pd., Gr

From the explanation above, it can be concluded that the creation of the school work program has been done well, involving teachers and education staff in meetings and deliberations, and adjusting it to the needs of students at SD Negeri 115 Palembang.

b. Organizing

For the organizational structure, the election meeting and the division of tasks are carried out at the beginning of the year. To ensure the success of the learning process at each level of the school, teachers are placed according to their own abilities and the education staff in understanding the condition of the students. According to an interview with the principal of the school, Mrs. Mega Sari, S.Pd., Gr., the process of organizing in schools begins at the beginning of the school year by holding a meeting that discusses the grouping of tasks and distributes these tasks to teachers or staff who are experts in the field.

c . Actuating

Based on an interview with Mrs. Mega Sari, S.Pd., Gr., it was concluded that one of the main objectives of the school program is to form an effective teacher working group to increase knowledge, especially in the use of technology and information media in the learning process. In addition, collaboration between school residents and coordinators is very important to carry out the work program well. Good management and supervision from the principal, as well as

teacher cooperation, are key in ensuring that the program can be implemented effectively in order to improve the performance and professionalism of teachers and staff.

d. Evaluasi (Evaluating)

Based on interviews with Mrs. Mega Sari, S.Pd., Gr., and Mrs. Syanuartri, S.Pd., Gr., it can be concluded that the evaluation at SD Negeri 115 Palembang is carried out periodically every two months through a meeting between the principal, teachers, and staff to discuss achievements and obstacles in the implementation of learning. This meeting aims to find a joint solution so that the learning process can run better. The evaluation was carried out either directly through the meeting, or indirectly with the assignment to the deputy principal in the field of student affairs and curriculum for certain programs.

The results of the study also show that the implementation of the independent learning curriculum at SD Negeri 115 Palembang has improved the quality of education. Although there are factors that support and hinder the implementation of this curriculum, the periodic evaluations carried out show that the process is going well.

5. DISCUSSION

The results of the research on the implementation of the curriculum at SD Negeri 115 Palembang show that curriculum management consists of steps such as planning, organizing, implementing, and evaluating the curriculum. So, the supporting factors of the implementation of the independent curriculum to be able to improve the quality of education are the socialization of speakers from outside, for example, the cooperation of learning groups from the union of teacher working groups often called KKG, the existence of participating in training seminars to improve the quality of a teacher, providing direction to the learning process carried out during the learning process, can provide facilities well for students and teachers themselves.

According to the results of an interview with the principal of SD Negeri 115 Palembang, the goals and programs of the independent learning curriculum have been determined based on instructions and training results from the Ministry of Education and Culture and the local education office. The results of this training include learning achievements that are tailored to school goals, as well as the results of analysis and evaluation that are used as a reference for curriculum development. Curriculum planning at SD Negeri 115 Palembang involves various stakeholders, such as teachers, school committees, parents of students, education offices, and education observers. School principals, teachers, and the community participate directly in the curriculum planning and development process, which is carried out regularly every year.

Following the direction from the office and the Ministry of Education, the organization of the independent learning curriculum at SD Negeri 115 Palembang is different from other public schools. It consists of organizing as a whole as well as strategies and readiness to organize the curriculum. As revealed by the principal of SD Negeri 115 Palembang, Mrs. Mega Sari, S.Pd., Gr, in her interview, the school has a reference from the ministry of education for organizing its curriculum. According to the principal, there are several rules that must be followed by public schools, but the Operational Curriculum of the Education Unit used in schools is not in accordance with these rules.

At SD Negeri 115 Palembang, the Independent Learning Curriculum has been implemented for two years. In previous years, learning was different because teachers conducted initial assessments to assess students' abilities. This is especially true for grades I, II, IV, and V, which apply the independent learning curriculum. According to my interview with Mrs. Mega Sari, S.Pd., Gr., the principal, the basic things that are done during the implementation of learning are to conduct initial tests, especially in grades I, II, IV, and V, to find out the abilities of each student and get an idea of the needs of the students.

Currently, the principal is evaluating the independent learning curriculum at SD Negeri 115 Palembang. No official evaluation from the ministry or central government related to this issue has been given to the school. As expressed by Mrs. Mega Sari, S.Pd., Gr. during an interview:

For officially there is none, especially from the ministry for our school, so far I as the principal of my school is doing a running evaluation of the training that I received before, For now, the principal is doing things such as giving reinforcement reflections to teachers every year to find out what activities have been carried out by teachers over the past few years. We, the difficulties that teachers face, and to find out how proficient teachers are in this free curriculum.

6. CONCLUSION

Conclusions in the researchThe implementation of independent learning curriculum management in improving the quality of education at SD Negeri 115 Palembang includes:

1. Planning

It can be concluded that the creation of the school work program has been carried out well which involves teachers and education personnel in meetings and deliberations and adjusts to the needs of students at SD Negeri 115 Palembang.

2. Organizing

It can be concluded that the organization is carried out well at the beginning of the new school year which includes the preparation of school program plans and the division of tasks to teachers and employees to carry out the program.

3. Actuating

It can be concluded that in the work program, teachers are given guidance through KKG, socialization, and training to improve teachers' professionalism and can cooperate between school residents, teachers and staff so that they can improve effective performance.

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