



The Analysis of Curriculum Merdeka Development in English Education Study Program

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Abstract

Curriculum Merdeka is a diverse and content-optimizing intracurricular learning curriculum that gives learners enough time to explore concepts and strengthen their competencies. The development of this independent curriculum has implications for many things, namely changes in the previous curriculum, changes in learning models, learning media, evaluation of learning outcomes, and last but not least, the collaboration of universities with other universities that characterize the independent campus. The purpose of this study is to analyze the development of the Independent Curriculum that runs in the English Tadris study program, IAIN Palangka Raya. This research uses qualitative approach method. Researchers collect data use the Data that can then be processed and described properly regarding the development of the Independent Curriculum in the English Tadris study program, IAIN Palangka Raya.

Keyword : Analysis, Development, Merdeka Curriculum

INTRODUCTION

The Latin word "currere" (which means "running field") is where the word "curriculum" originates (Riska, 2020). The curriculum is one of the tools used in education to accomplish educational objectives and serves as a model for implementing learning at all levels and forms of education. The curriculum must be in line with the state's concept and founding documents, Pancasila and the 1945 Constitution, which outline a country's way of life.

A curriculum, in the words of Crow & Crow, is a method of instruction or a collection of subjects organized in a sequential manner to finish a program leading to a diploma. Wina Sanjaya also stated that the curriculum is a planning document that contains the objectives to be met, the subject matter and learning activities that students are required to complete, potential strategies, and methods that could be developed. It also contains evaluations created to gather data regarding the accomplishment of objectives, as well as the implementation of documents created in tangible form (Khoirurrijal, 2022)

To keep up with the changing times, breakthroughs in science and technology, students' intellectual capacities, cultural and moral systems, and the requirements of the community, the curriculum should be continuously updated. This suggests that in order to construct a dynamic curriculum that is responsive and relevant to the requirements of the students and society, curriculum writers and teachers must have significant knowledge and awareness of these factors.

Merdeka Belajar, one of the projects of the Minister of Education and Culture, Mr. Nadiem Makarim, aims to create a joyful learning environment. The goal of independent learning is to create a comfortable environment for parents, teachers, and students (Oksari et al., 2022)

Merdeka Belajar is a type of policy adjustment that seeks to recover the core of assessment, which is being lost more and more. The idea behind Merdeka Belajar is to give schools the freedom to include the fundamental competences of the curriculum into their evaluations while also bringing the national education system back in line with the letter of the law (Sherly et al., 2021). The Merdeka curriculum was founded on the idea of individual learning.

A broad and content-optimizing intracurricular learning curriculum, Curriculum Merdeka allows students enough time to explore ideas and develop their competencies. Teachers can customize the learning model to meet the interests and needs of their students by selecting from a wide range of instructional materials (Khoirurrijal, 2022).

This project was created with a focus on particular topics that the government had established to help accomplish the Pancasila Profile more effectively. The goal of this project is to increase awareness of and appreciation for Pancasila ideals in daily life, not to enhance student learning outcomes in specific subject areas. One of the Ministry of Education and Culture's initiatives to address Indonesia's long-standing learning issues, particularly with regard to reading literacy, is the Merdeka Curriculum. It is anticipated that this effort will help students become more literate and aware of Pancasila beliefs.



The creation of this independent curriculum has implications for a wide range of areas, including modifications to the previous curriculum, adjustments to learning models, learning media, assessments of learning outcomes, and last but not least, university collaboration with other universities that define an independent campus. This piqued the author's curiosity to investigate the creation of a distinct curriculum that is implemented, particularly in the English Education Study Program, IAIN Palangka Raya.

MBKM is one of the most significant educational objectives at the higher education level in Indonesia nowadays (Rahmattullah & Syamsu, 2021). Because of this, many scholars have attempted to examine the relevance and execution of the MBKM program in the context of higher-level educational institutions. For instance, Sudaryanto et al.'s (2020) investigation focused on the relationship between the concept of the Freedom to Learn-Independent Campus and the study of Indonesian language and literature education. In a similar vein, Arifin and Muslim (2020) examined and evaluated the Merdeka Belajar policy's application and the challenges associated with doing so in Indonesia's private Islamic universities. In a similar vein, Kurniawan, Saputra, Daulay, and Zubaidah (2020) emphasized that the paradigm present in reality shows that the implementation of the MBKM policy has not been fully implemented due to a variety of issues. This paper examines how the MBKM program has been incorporated into the English Studies curriculum in an effort to bridge a research gap that arises in the age of globalization (Krishnapatria, 2021).

METHOD

The author of this journal paper uses a type of library research approach along with qualitative research techniques. In the social sciences, qualitative research is a special tradition that, in accordance with Kirk & Miller, relies essentially on seeing people in their natural environments and communicating with them in their own words and terms (Angrosino & Rosenberg, 2011; Becker, 1996; Kirk et al., 1986). The literary approach is a method of research that bases its data analysis on textual content. Literature resources include notes, books, journals, magazines, newspapers, manuscripts, and articles that have been published (Sopiansyah et al., 2022).

In order to determine whether students and English teachers at IAIN Palangka Raya are prepared for the implementation of the Merdeka Belajar curriculum in English instruction, a quantitative approach is used (Trichayati & Zaim, 2023). As a result, it is possible to create concepts for research using all available facts and information to their fullest potential. Although the data analysis method used in this study is a content analysis method, data analysis methods also include formulating objectives to be met, defining key concepts, specializing in the units analyzed, looking for pertinent data, and creating conceptual or rational relationships between the data collected to present the data (Angraini et al., 2022).

RESULT AND DISCUSSION

The laws of the government must be followed by all Indonesian universities. Therefore, any educational rule that is implemented at universities must adhere to governmental law. Universities that offer higher education are required to make reference to the national higher education standard (SN-Dikti) in accordance with Permendikbud Number 3 of 2020, dated January 24, 2020, about the National Standards for Higher Education. The MBKM Guide was published in 2020 as a Pocket Guide document for Independent Learning on an Independent Campus by the Directorate General of Higher Education, Ministry of Education and Culture (Naibaho, 2022).

In order to address educational issues, the Minister of Education has created the Merdeka Learning Medeka Campus (Ramadina, 2021). If handled appropriately, Generation Z could turn into Indonesia's "golden generation" in the future thanks to its hyper-customization nature, which is compatible with the Merdeka Learning Medeka Campus concept (Permana & Rahmawati, 2023).

Learning will face several challenges when it comes to independent implementation, particularly for study programs that continue to use "overleaping" courses. Presently, all Indonesian universities are developing the necessary curricula to participate in the government initiative. In order to discuss this program, numerous research and meetings between institutions are held. One of these meetings is a teleconference activity called "webinar" or "web-based seminar," which covers how to link the world of higher education with the industrial world (Susetyo, 2020).

This article proposes programs and activities that can be planned for the English Education Study Program at IAIN Palangka Raya to support the MBKM program in the institution based on a variety of literature resources that have been completed in the research area (Akbar, 2021).

By developing academic guidelines, higher education institutions are intended to develop and assist in the execution of the Merdeka Belajar program. Universities and partners should collaborate to develop and decide on the implemented programs. The Merdeka Belajar Program may take the shape of a nationally recognized curriculum developed by the Ministry or a curriculum created by colleges and institutions included in the Higher Education Database (Medriati et al., 2022). The MBKM program provides freedom and autonomy to educational institutions, eliminates bureaucratization, frees lecturers from onerous bureaucracy, and gives students the chance to choose the

study topics that interest them. Colleges adopt the autonomous and flexible learning approach known as Kampus Merdeka to promote a creative, free, and student-centered learning culture (Suwandi, 2020).

The Ministry of Education and Culture's Independent Learning Guidebook-Independent Campus and Permendikbud RI No. 3 of 2020 both call on higher education to commit to providing and supporting the MBKM Program. Sopiansyah et al. (2002) list the following nine MBKM programs: (1) student exchange; (2) professional work practice; (3) teaching assistance in education units; (4) research; (5) humanitarian projects; (6) entrepreneurial activities; (7) independent studies or projects; (8) village development projects or projects; and (9) state defense training.

There will always be a need for study programs to stay current. A study program must meet a certain degree of excellence to stay competitive and be able to respond to the challenges and trends of the time. Corporate logic, which prioritizes the concepts of efficient financing, risk assessment, and prognostication, is required for a study program, claims Baedowi (2008). Therefore, a very important main capital to carry out renewal is the deployment of all potential resources of study programs and faculties (Suryaman, 2020).

The present curriculum must be routinely designed, developed, organized, and evaluated by the study program. The present curriculum is competitive among similar study programs and pertinent to the needs of stakeholders. When creating study program curricula, consideration must be given to the Presidential Decree No. 8 of 2012 addressing KKKNI, the Permendikbud No. 73 of 2013 on KKKNI in Higher Education, and the Permendikbud No. 3 of 2020 on the National Higher Education Standards (SN-Dikti). Study programs must also follow Unimed Rector Regulation No. 0362/UN33/PRT/2020 for the Implementation of Merdeka Belajar for Faculties and Study Programs and the Indonesian Ministry of Education and Culture's Guidelines for the Implementation of the Merdeka Belajar Campus. (Maipita et al., 2021).

Both in the creation and execution of the curriculum, lecturers play a crucial role. In a similar vein, lecturers are crucial to the successful implementation of the independent learning policy. By collecting resources, textbooks, and learning content, lecturers can collaborate and make a significant contribution to the development of the school curriculum. To ensure that curriculum content meets the requirements of the students in the classroom, teacher engagement in the curriculum creation process is crucial. Lecturers can comprehend the psychology of their students and are knowledgeable about various instructional pedagogies. Additionally, lecturers serve as assessors of students' learning outcomes. Therefore, lecturers must possess skills like those of planners, outcomes, managers, evaluators, researchers, decision-makers, and administrators in order to create an independent curriculum. At every level of the curriculum creation process, teachers can take on these duties. According to a number of studies, teachers should have some degree of independence in the classroom (Anggraini et al., 2022).

The article on the role of teachers in creating an independent learning curriculum covers the following topics: (1) developing specific learning objectives that are consistent with curriculum objectives, subjects, and students, as well as classroom conditions; (2) developing procedures that effectively help students reach predefined learning objectives or competencies; and (3) implementing the learning process as part of curriculum objectives. demonstrates that educators have a significant influence on students' freedom to learn, and it even presents itself as an educational activist because people, particularly free educators and students, form the foundation of the free learning policy (Anggraini et al., 2022).

In contrast to the Merdeka Belajar curriculum, the instructor often completes multiple phases in the lesson plan in terms of knowledge and expertise. In order to comprehend the knowledge in the curriculum as clearly as possible, teachers must have a great willingness to think civilly (Tajul Ariffin and Nor 'Aini, 2002). The people who will be born with an education system that is implemented through a unified concept will have strong knowledge, excellent talents, and good morals, as well as being able to change the tide in communal life (Hasmoril et al., 2011). Developing learning objectives from learning outcomes and conducting diagnostic assessments—which some teachers have not yet done—are examples of indications that occur infrequently. Diagnostic assessments might take the form of written examinations, oral tests, or observations. According to the findings of this study's qualitative analysis, teachers were prepared to implement the curriculum and create lesson plans but still needed some work. Similar findings were found in a different research project by Sundayana (2015) titled "Readiness and Competence of Senior High School English Teachers to Implement Curriculum 2013," particularly when looking at their understanding of the English curriculum and how it was articulated into lesson plans using the principles of syllabus development as recommended in the curriculum.

The stages of curriculum development are taken into account when organizing the curriculum. The key is that organizing takes into account a number of factors, determines how to measure learning outcomes, including the placement of lecturers with the necessary fields of expertise to carry out or carry out the duties of courses and mentoring both academically and with theses, as well as organizing the material, learning activities, and selection of learning resources, tools, and facilities. (Sabudu et al., 2023a).

The independent campus learning program's main objective, according to several study findings, is to increase students' and faculty members' competitiveness in the face of the digitalization and disruption period (Rodiyah, 2021). The English Education Study Programs at IAIN Palangka Raya University must arrange their curriculum in accordance

with the supplied or available structure. In MBKM, there are two types of curriculum organizing systems: freeform and structured. Each study program chooses its own curriculum structure based on its own readiness.

The Merdeka Belajar Curriculum implementation in this study program is broken down into multiple stage models, including initial planning, the learning process, assessment, and evaluation of learning. [1] Planning: The planning stage entails formulating learning outcomes after deciding on graduate profiles, developing profiles into competencies, and developing competencies into learning outcomes. [2] The MBKM policy promotes active learning in the learning process by encouraging the development of creativity, innovation, and critical thinking in problem-solving. [3] Value. The study program makes reference to a structured assessment for autonomous learning activities, where each activity has a credit weight based on the assessment of competency and the length of the activity. [4] Monitoring, activity evaluation, and activity result reports for evaluating learning in MBKM activities. Supervisors and activity assistants are the main sources of information for the value of learning evaluation findings (Baharuddin, 2021).

This study program is broken down into numerous categories, including information about MBKM, practice and readiness of study programs in MBKM activities, and student preparedness and attitudes connected to MBKM activities, in order to produce an alternative implementation of Merdeka Belajar for the students. [1] Based on the data that has been gathered, it is known that the average student is aware of what the MBKM program is due to the fact that universities have started to introduce it to students since the ministry has started to disseminate information about this policy. The availability of curriculum papers, instructions, and operational procedures for MBKM at the university, faculty, and study program levels is one of the preparations for the implementation of the MBKM program [2] in terms of practice and readiness of study programs in MBKM activities. [3] Based on the data gathered, it is known that students expressed readiness in the MBKM program in terms of their readiness for and impressions of MBKM activities. It is common knowledge that the educational process at Merdeka Campus is an illustration of student-centered learning. It is acknowledged that learning at Merdeka Campus provides chances and challenges for the advancement of innovation. Ability requirements, real-world challenges, social interaction, teamwork, self-management, performance demands, goals, and accomplishments, as well as student needs and independence in seeking and obtaining knowledge (Alisjhabana et al., n.d.). Therefore, it's crucial to apply this policy when students are ready.

In creating a different Merdeka implementation The preparation of learning activities by lecturers and heads of study programs includes the creation of learning plans (RPS), descriptions of the course material, and the supply of learning resources, tools, and environments. [1] The lecturer in charge of the course creates learning plans, referred to as RPS, which are then submitted to the study program and given to the supporting lecturer for the subject. The curriculum supplied by the study program, including the names of the courses, has also undergone adjustments to be more current and in line with the spirit of change in the MBKM. This is referenced in the RPS that has been developed. In order to ensure that learning results are developed as planned or included in the study program's MBKM curriculum, RPS is also developed by integrating MBKM. [2] To ensure that learning results are achieved in accordance with the learning objectives, the material is still elaborated with a focus on the subject's successful instructors. The professor in charge of the course explicitly explains the course material in the RPS so that, after one semester, it is clear what materials students must get and what kinds of teaching and learning techniques will be used. [3] Tertiary in RPS, tutitions, and study programs provide the learning resources, tools, and facilities to ensure that everything is well-managed. The learning resources of the universities in question are books and library resources, both physical. and digital, which universities should have prepared for, for example, by giving students access to digital reference books on national or international library websites so they can further enrich their knowledge with a variety of information sources. [4] One of the crucial considerations for the continuity of a learning process in the classroom is the learning environment. In this context, the term "learning environment" refers to a set of circumstances, effects, and stimuli that are external to students and have an impact on them. These impacts might be physical, social, or intellectual (Sabudu et al., 2023b).

IAIN Palangka Raya has also put into practice a number of MBKM-aligned programs in the English Education Study Program, including internships, work experience, teaching assistance in educational units, research, humanitarian projects, independent studies and projects, building villages, and KKN. Some of these initiatives are being carried out with the intention of MBKM, which entails enhancing students' hard and soft skills to enable them to face their future on their own and adapt to a more adaptable environment so that they can become an advanced, superior, and personality generation (Mudrikah et al., 2022)

CONCLUSION

This article proposes programs and activities that can be planned for the English Education Study Program at IAIN Palangka Raya to support the MBKM program at the institution based on a variety of literature resources that have been completed in the study domain. The English Education Study Programs at IAIN Palangka Raya University must arrange their curriculum in accordance with the supplied or available structure. In MBKM, there are two types of curriculum organizing systems: freeform and structured. Each study program chooses its own curriculum structure based on its own readiness. The Merdeka Belajar Curriculum implementation in this study program is broken down into

multiple stage models, including initial planning, the learning process, assessment, and evaluation of learning. In producing an alternative implementation of Merdeka Belajar for the students, this study program is divided into several categories, namely: knowledge about MBKM, practice and readiness of study programs in MBKM activities, and student readiness and perceptions related to MBKM activities. In producing an alternative implementation of Merdeka Belajar in the realm of lecturers and staff, lecturers and heads of study programs prepare several learning activities, such as the preparation of learning plans (RPS), material description, provision of learning resources, learning tools and facilities, and learning environment settings. In the English Education Study Program, IAIN Palangka Raya has also implemented several programs included in MBKM, including agreed programs, namely: internships, work practices, teaching assistance in educational units, research, humanitarian projects, independent studies and projects, building villages, and KKN. By participating in the MBKM INI program, the English Tadris Study Program (TBI) is expected to be a reference source for the implementation of education and learning for all lecturers who teach courses in order to maximize the learning process so that the learning outcomes of graduates of the English Tadris Study Program can be properly achieved.

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