

MANAGING INDEPENDENT LEARNING CURRICULUM AT SD IT ASH-SHIDDIQIYYAH: A CASE STUDY

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Abstract

This study aimed to determine the implementation of independent learning curriculum management at SD IT Ash-Shiddiqiyyah Berjan Purworejo. The type of research used is qualitative research, and the method used in data collection is by conducting in-depth observations, in-depth interviews and documentation, then data analysis techniques through the data reduction stage, data presentation and conclusion. The results of the study show that the implementation of the independent learning curriculum at SD IT Ash-Shiddiqiyyah Berjan Purworejo started in the 2022/2023 academic year gradually, namely for grades one and four. The implementation of independent learning curriculum management at SD IT Ash-Shiddiqiyyah Berjan Purworejo follows curriculum management functions, namely planning, organizing, implementing and evaluating. Planning is carried out through the stages of analyzing the condition of the school and needs analysis and is determined through meetings. The organizing process is done by determining the curriculum design and developing a master plan. Implementation of the curriculum is divided into several activities, namely the activities of the principal, educators (teachers), student activities, learning process activities and non-academic development activities, and learning media maintenance activities. The evaluation uses the CIPP model (Context, Input, Process, Product).

Keywords: implementation; curriculum management; independent learning curriculum

Abstrak

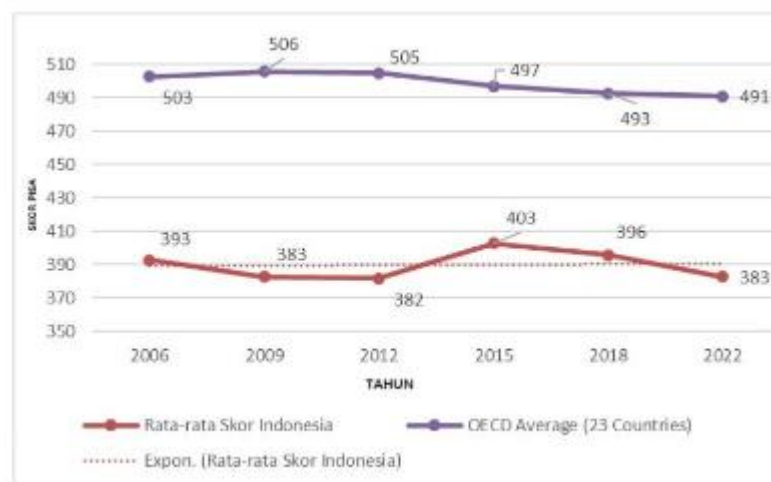
Penelitian ini bertujuan untuk mengetahui implementasi manajemen kurikulum belajar mandiri di SD IT Ash-Shiddiqiyyah Berjan Purworejo. Jenis penelitian yang digunakan adalah penelitian kualitatif, dan metode yang digunakan dalam pengumpulan data adalah dengan melakukan observasi mendalam, wawancara mendalam dan dokumentasi, kemudian teknik analisis data melalui tahap reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi kurikulum belajar mandiri di SD IT Ash-Shiddiqiyyah Berjan Purworejo dimulai pada tahun ajaran 2022/2023 secara bertahap yaitu untuk kelas satu dan empat. Implementasi manajemen kurikulum belajar mandiri di SD IT Ash-Shiddiqiyyah Berjan Purworejo mengikuti fungsi manajemen kurikulum yaitu perencanaan, pengorganisasian, pelaksanaan dan evaluasi. Perencanaan dilakukan melalui tahapan analisis kondisi sekolah dan analisis kebutuhan dan ditetapkan melalui rapat. Proses pengorganisasian dilakukan dengan menentukan desain kurikulum dan menyusun masterplan. Pelaksanaan kurikulum dibagi menjadi beberapa kegiatan, yaitu kegiatan kepala sekolah, pendidik (guru), kegiatan siswa,

kegiatan proses pembelajaran dan kegiatan pengembangan nonakademik, serta kegiatan pemeliharaan media pembelajaran. Evaluasi menggunakan model CIPP (Context, Input, Process, Product).

Kata Kunci: *implementasi; manajemen kurikulum; kurikulum merdeka belajar*

A. INTRODUCTION

Referring to the results of the 2022 PISA assessment, Indonesia is ranked 67th out of 81 participating countries in the science aspect, with an average score of 383. Analysis of the PISA results trend over time reveals that the progress of Indonesian students' science literacy tends to stagnate, and does not even show a significant increase. In fact, science achievements in 2022 actually decreased compared to the score achieved in 2006 (Limiansih et al., 2024) as shown in the following figure:



Education in Indonesia until now continues to strive to improve quality to achieve national education goals that have been set. National education goals based on uu no. 20 of 2003, namely developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state. Education is closely related to a process that has the goal of supporting physical development, developing skills, thoughts and feelings, as well as developing social abilities so that it leads to the development of trust and faith. (Gunawan & Amaludin, 2021, p. 138) Therefore, based on these national education goals, education should foster personality, character and physical and spiritual progress in the human mindset. With instruction, a person will receive coaching and self-development to become a quality soul for the nation and state.

As a form of effort to achieve educational goals, the government, through the Ministry of Education, continues to develop and compile curricula deemed capable of responding to the challenges of advancing human civilization. Advances in science and technology mark the progress of civilization, so the community's need for educational products is also experiencing a shift. The needs of society in the era of the progress of civilization are school graduates who have competence in various fields of expertise following advances in science and technology. (Ningsih et al., 2022, p. 570) To produce graduates following the development of civilization and the needs of society, the materials and educational methods must be adjusted. The step to adjusting educational materials and methods is to develop a new curriculum relevant to these developments.

The curriculum is a central structure that must be realized in school education to carry out learning activities. The curriculum is the spirit of education that must be evaluated and renewed innovatively, periodically and dynamically according to the times. The independent learning curriculum is a form of government effort in dealing with the progress of this civilization. Independent learning is an educational process to create happy learning situations. The Merdeka Learning Curriculum is an initiative program from the Minister of Education and Culture, Nadiem Makarim, planned since 2021. In addition, the minister of education also designed the independent learning program, which included: KIP schools, digital-based schools, achievement and character development, driving teachers, new curricula, revitalizing vocational education, encouraging campuses and schools, and developing language and cultural progress. (Aida & Fauzi, 2022, p. 3) The existence of the independent learning program is expected to create a happy and enjoyable learning atmosphere so that national education goals can be realized.

The Independent Learning curriculum has not been widely implemented in Indonesia due to the need for improved understanding of its implementation among schools. The key to implementing this curriculum is that teachers and students are independent. (Roqib & As Sabiq, 2022, p. 3) Although the Indonesian government, especially the Ministry of Education and Culture (Kemendikbud), has instructed all schools in Indonesia to apply the independent learning curriculum as a new curriculum. The term independence here refers to the level of independence teachers, and students have to give each other freedom to exploit knowledge at school. The Independent Curriculum aims to provide flexibility for schools in organizing the learning process, with a focus on character development and 21st century competencies such as critical thinking, creativity, and collaboration (Rosa et al., 2024).

Integrated Islamic Elementary School (SDIT) is an Islamic educational institution dominated by religious development activities carried out expressly in these educational institutions. SD IT Ash-Shiddiqiyah Berjan Purworejo is an elementary school in Berjan Hamlet, Gintungan Village, Gebang District, Purworejo Regency. SD IT Ash-Shiddiqiyah Berjan Purworejo has started implementing the independent learning curriculum as a reference for its educational activities. The implementation of the independent learning curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo will begin in the 2022/2023 school year. The implementation of the independent learning curriculum is still being carried out in stages, namely the 2022/2023 academic year will be implemented for grades 1 and 4, and the 2023/2024 academic year will be implemented in grades 1,2,4 and 5 and in the 2023/2024 academic year it will be implemented in its entirety from stages 1 to grade 6.¹

Research on the independent learning curriculum has been carried out by several previous researchers, including analysis by Muslim HU with the title Management of Independent Learning Curriculum in Islamic Education Institutions: Theoretical Review with the results of the research that the implementation of the independent learning curriculum in Islamic educational institutions is carried out through planning, organizing, actuating, and evaluating activities.(Muslim, 2023) Nursikah Intan et al. compiled research on independent curriculum management with the title Implementation of Independent Campus Learning Curriculum Management at the Tarbiyah and Teacher Training Faculty of North Sumatra State Islamic University and concluded that curriculum development has three stages, namely the curriculum design stage, learning implementation, and learning evaluation.(Intan et al., 2023) Desrianti and Yuliana Nelisma conducted research titled Implementation of the Merdeka Learning Curriculum from an Islamic Education Management Perspective. The results of the study showed that Merdeka Learning returned educational literacy to its core as a strategic momentum to realize the goals of National Education so that literacy in religious spirituality, self-control, personality, intelligence, noble character, and students' skills in restoring education.(Nelisma, 2022)

Despite previous research, there is still a need to study the implementation of independent learning curriculum management at SD IT Ash-Shiddiqiyah Berjan Purworejo. Therefore, this study aims to address this gap. This study aims to determine the effectiveness of independent learning curriculum management at SD IT Ash-Shiddiqiyah Berjan Purworejo.

¹ Interview with Ngabdul Kharis, Principal of SD IT Ash-Shiddiqiyah Berjan Purworejo, dated May 06, 2023

B. METHOD

This This research uses a qualitative method aimed at describing and analyzing a phenomenon, event, social activity, perceptions and thoughts of people individually or in groups.(Hasyim, 2016, p. 34) The subjects of this study consisted of one principal and three teachers of SD IT Ash-Shiddiqiyah Berjan Purworejo. Selection of research subjects based on understanding of independent curriculum management at the school. Data collection techniques included observation, interviews, and documentation.(Kurniawan, 2018, p. 45) Data analysis techniques involved data reduction, presentation, and conclusion/verification.(Miles & Huberman, 1992, p. 16) The data validity test was carried out using the source triangulation technique. Triangulation is a method used to test the validity of the information obtained. The triangulation method aims to test knowledge in which the data can be said to be valid or not regarding the information obtained through research.(Alfansyur & Mariyani, 2020, p. 78)

C. RESULT AND DISCUSSION

1. Independent Curriculum Learning

The independent curriculum has a offers a range of extracurricular activities with better content, giving students ample time to investigate ideas and hone their skills (Muhardini et al., 2023, p. 841). The independent learning curriculum is a curriculum that fosters self-reliance and innovative thinking by giving children the chance to learn in a comfortable, stress-free, joyful, and pressure-free environment while also showcasing their abilities (Fadhli, 2022, p. 154). Independent learning aims for teachers, students and parents to have a pleasant atmosphere.(S. W. Nasution, 2022, p. 139) This independent learning policy is implemented to obtain students with graduates who excel in facing the complex challenges of changing times. In addition, the separate learning policy also leads to an increase in student character education which will form the character of students with an independent spirit in their freedom to explore knowledge, attitudes and skills from the surrounding environment.

2. Independent Curriculum Learning Elementary School

The independent learning curriculum at the elementary school level aims to produce students who can utilize technology to support learning activities. There is also a learning method that appears and has been adapted to existing conditions, namely the Blended Learning learning method. The blended learning method is a method to facilitate the learning process. The learning process in question is that it can carry out learning activities using the internet or online.(Indarta et al., 2022, p. 3018) The independent learning curriculum at the elementary school level can be

adapted to the needs of students and teachers determined by the school in implementing curriculum activities. Implementing the independent learning curriculum at the elementary school level is still the same as that carried out at other levels of education. It's just that, at the elementary school level, the independent learning curriculum is implemented in grades 1 and 4 of elementary school.(Rahmadayanti & Hartoyo, 2022, p. 7177)

3. Curriculum Management

Curriculum management is a curriculum management system that is cooperative, comprehensive, and systemic to realize the target of achieving the curriculum objectives.(Azkiyani et al., 2020, p. 3) Curriculum Management is all processes together to achieve learning objectives by prioritizing efforts to improve the quality of interactions in teaching and learning activities.(Romansyah et al., 2022, p. 28) Implementation of curriculum management is the realization or application of curriculum management to be implemented. Regarding the implementation of curriculum management, it remains in the realm of the management function itself, namely planning, organizing, implementing and evaluating.(Nasbi, 2017, p. 319)

Curriculum planning is the initial step in planning, implementing and preparing carefully through the stages in a systematic, rational and neat manner to determine activities and ways to achieve goals or objectives.(Sirojuddin et al., 2022, p. 36) According to Bintoro Tjokroamidjojo, as quoted by Dina Amelia Utami, planning is the process of systematically preparing activities to be carried out to achieve specific goals (Utami, 2022, p. 239). Planning a curriculum involves creating educational activities that will help students achieve the desired behavioral changes and gauge how much they have changed for future assessment. Curriculum planning is an effort to manage learning experiences that are applied to guide students so that a behavior change occurs according to what is outlined, as well as an attempt to assess how optimal the change occurs.(Nuha & Faedurrohan, 2022, p. 206) In order to accomplish management objectives, curriculum planning serves as a management guide or tool that includes instructions on the kinds and specific resources required, learning media to be used, actions that must be taken, sources of expenses, personnel and facilities needed, monitoring and evaluation systems, and the role of personnel elements (P. Nasution et al., 2023, p. 1131).

Curriculum organization is the process of designing patterns or designs of curriculum materials to make it easier for students to learn subject matter effectively.(Sugiana, 2018, p. 258) According to Muhammad Ansyar, as quoted by Windy Divaci, Anastasia et al. stated. That curriculum organization is is a way to achieve educational effectiveness by organizing curriculum components,

including activities, learning experiences, and curriculum content, into subjects, programs, lessons, themes, units, and so on (Syafrudin et al., 2023, p. 609) Zainal Arifin, as quoted by Aset Sugiana, argues that curriculum organization is a set of required experiences and information that students must learn and apply in order to master the identified competencies (Sugiana, 2018, p. 259) Curriculum organization, according to the experts above, is the process of assembling curriculum patterns and components into subject structures, program composition, learning methods, learning topics, and units that are intended to facilitate students' comprehension of the material and help them master the established competencies.

Implementation is a form of direction, guidance and motivation carried out by the leadership, both the highest administration to the coordinating leadership, which is given to members in the institution so that they are more optimal in carrying out their duties.(Sirojuddin et al., 2022, p. 36) Implementing the curriculum is a series of processes in learning in educational institutions that can provide certainty for implementing the learning process by utilizing educators in educational institutions.(Yasin, 2022, p. 76) Implementing the curriculum is the process of realizing the curriculum in the realization of learning in schools. With the implementation of the curriculum, teachers must be proficient in designing effective and meaningful (fun) learning, choosing designs and approaches, actively forming competency concepts, and applying success criteria in education.(Sutiyono & Perdana, 2023, p. 98)

Curriculum evaluation is a process of considering the giving of value and meaning to curriculum implementation activities which include curriculum objectives, content, learning outcomes and the relationship between school employees' cooperation in conditioning students as educational objects to stay focused and participate in learning activities, both inside and outside the classroom. According to Nurfaizah, as quoted by Syahrir, curriculum evaluation aims, among other things, to provide information related to the development and implementation of the curriculum, as input for decision-making, to become a basis or benchmark that influences the success or failure of the curriculum, and to provide alternative methods of problem-solving, which can be used in curriculum improvement. The curriculum evaluator (evaluator) must develop various alternatives obtained during the evaluation to determine which option is considered the best choice for further curriculum development.(Syahrir, 2022, p. 510)

Of the several evaluations, the CIPP model is the most widely adopted evaluation for programs, institutions, and curricula, which is widely used and known for its efficacy, comprehensiveness, and reliability, which was adopted in

current research. Some things evaluated in the curriculum are content, input, implementation and learning products. The CIPP evaluation model (Context, Input, Process, Product) is used to evaluate the curriculum.

The CIPP evaluation model is complete because it includes formative and summative evaluations. Evaluation of context, input, process and product can be practiced in decision-making (constructive role) and presentation of information regarding accountability (summative role). The context for collecting and analyzing needs assessment data to determine goals, priorities and targets. The input for obtaining the resources and steps required to identify external programs and materials in gathering information is contained in the dimensions. The process of continuously monitoring programs to inform decision-makers about how well they are being implemented in accordance with plans and instructions, conflicts that arise, staff morale and support, material strengths and weaknesses, and budgetary issues. Decision-makers are more equipped to determine whether to continue, modify, or discontinue a program when they have products to assess outcomes and compare them to predicted results (Syahrir, 2022, p. 510).

4. Independent Learning Curriculum Management at SD IT Ash-Shiddiqiyah Berjan Purworejo

Curriculum Planning, the planning of the Independent Learning Curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo based on the results of interviews with the Principal and Teachers of SD IT Ash-Shiddiqiyah Berjan Purworejo is carried out through several stages, namely:

First, an analysis of the condition of the school, namely the activities carried out to find out the state of SDIT Ash-Shiddiqiyah Berjan Purworejo. The shape of the school includes all the resources owned by the school, both human and other resources. The human resources of SDIT Ash-Shiddiqiyah consist of 6 teaching staff and two teaching staff. The condition of SDIT Ash-Shiddiqiyah resources in the form of facilities and infrastructure consists of 6 classrooms, one library, one leadership room, one teacher's room, one prayer room, one health room, two toilets, one warehouse room, one sports place and one meeting room. The condition of these resources will be used as a measure in assessing school readiness in implementing the independent learning curriculum. SD IT Ash-Shiddiqiyah Berjan Purworejo, based on the resources it has, is considered capable of implementing the independent learning curriculum. However, only in some classes has it yet to be able to implement all lessons or levels fully.²

Second, Needs Analysis, namely that school managers view that analyzing needs is essential and will undoubtedly affect the readiness and condition of

² Interview with Ngabdul Kharis, Principal of SD IT Ash-Shiddiqiyah Berjan Purworejo, dated May 11, 2023

educational institutions in meeting school needs to support educational activities. Requires analysis activities carried out by schools in the context of implementing the independent learning curriculum are by observing student behavior, identifying student prior knowledge, collecting data related to student progress, talking to teachers (homeroom teachers) of previous students, and finding out or reading student report cards from previous classes.³

Third, holding a planning meeting to discuss the results of the condition analysis and needs analysis. A school work program planning meeting on implementing the independent curriculum at SDIT Ash-Shiddiqiyah Berjan Purworejo was held at the beginning of the school year. The meeting participants comprised the school committee, school administrators and representatives of student guardians. The school management, namely the school principal, leads the planning meeting. The work program is prepared based on the consensus agreement of the meeting participants. The meeting chairperson determines and approves the school work program plan once the participants have reached a consensus on the decision.⁴

According to Akhmad Sirojuddin et al., curriculum planning is the first step in the process of carefully planning, implementing, and preparing through the stages in a methodical, logical, and tidy manner, in order to determine activities and ways to achieve goals or objectives. This is how the independent curriculum planning at SDIT above has been implemented (Sirojuddin et al., 2022, p. 36).

Curriculum Organization, the organization of the independent learning curriculum at SDIT Ash-Shiddiqiyah Berjan Purworejo based on the results of interviews with the principal and teachers of SD IT Ash-Shiddiqiyah Berjan Purworejo was carried out through several stages, namely:

First, determine the curriculum design, namely designing the curriculum used by schools to support learning activities in the independent learning curriculum that will be implemented, namely subject-centered design or design with a subject approach. This design presents subjects separately in the form of various topics. This design consists of several issues whose goal is for students to be able to master the learning material from each subject in a systematic and in-depth manner. This design is centered on the content or material taught to students; at SD IT Ash-Shiddiqiyah Berjan Purworejo, the curriculum design still needs to be fixed.⁵

³ Interview with Lisa Oktafianingtyas, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 14, 2023

⁴ Interview with Ngabdul Kharis, Principal of SD IT Ash-Shiddiqiyah Berjan Purworejo, dated May 15, 2023

⁵ Interview with Ngabdul Kharis, Principal of SD IT Ash-Shiddiqiyah Berjan Purworejo, dated May 17, 2023

The second is compiling a curriculum master plan, namely activities in making a master plan at SDIT Ash-Shiddiqiyah Berjan Purworejo used as a basis for directing the school in formulating goals, policies, programs and activities to realize the mission of SDIT Ash-Shiddiqiyah Berjan Purworejo. In practice, to make a curriculum master plan at SDIT Ash-Shiddiqiyah Berjan Purworejo, the In-House Training (In HT) method was used. House Training is a training method for developing teaching and educational staff resources whose implementation is adjusted to requests from the school based on mutual decisions and agreements.⁶

The implementation of curriculum organization at SDIT Ash-Shiddiqiyah Berjan Purworejo has been carried out following the concept of curriculum organization, namely the process of compiling curriculum patterns and components so that they become subject structures, program composition, learning methods, learning topics and units that aim to make it easier for students to understand what is being taught so that they master the competencies that have been set.

Implementation of Curriculum, the implementation of the independent learning curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo based on the results of interviews with the principal and teachers of SD IT Ash-Shiddiqiyah Berjan Purworejo was carried out with the division of activities, namely:

The first is the principal's activity. The principal of SDIT Ash-Shiddiqiyah Berjan Purworejo, in implementing the independent learning curriculum, has an obligation and responsibility to lead other teaching staff to try to understand the meaning and meaning of implementing the independent learning curriculum. The Merdeka Teaching Platform (PMM) provides several stages of understanding for educators and education staff in understanding activities related to the independent learning curriculum.⁷

Second, the activities of educators (teachers). SDIT Ash-Shiddiqiyah Berjan Educators (Teachers) have a significant role in the continuity of curriculum implementation, especially learning activities in class. Before the performance of learning, the teacher must have a lesson plan. The learning plan in the independent learning curriculum is called the Teaching Module. This teaching module differs significantly from the Learning Implementation Plan (RPP) implemented during the 2013 curriculum. The format arrangement is the same, and there are only differences in the words and the placement of the learning outcomes in implementing the independent learning curriculum related to lesson plans, namely teaching modules made by the teacher or homeroom teacher. Teaching modules

⁶ Interview with Aniroh, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 17, 2023

⁷ Interview with Ngabdul Kharis, Principal of SD IT Ash-Shiddiqiyah Berjan Purworejo, dated May 19, 2023

are no longer thematic in form and have been classified according to a subject. In addition, it becomes easier for the teacher to map the material, and the boundaries of the material and learning outcomes become more apparent.⁸

Third, Student Activities. The curriculum implementation is intended for students who are used as the main target of implementing the curriculum in an educational institution. Regarding the change in the use of the curriculum, which has now switched to an independent curriculum, besides being free from the emergency curriculum period due to the widespread Covid-19 outbreak, students are used to participating in learning activities again. Following the systematic implementation of the independent learning curriculum for students, teachers have no obligation to demand and pressure their students to understand learning. Besides that, another marketing system is the absence of rewards for students in the form of academic rankings of student learning outcomes in class. The principle in this independent learning curriculum is that all students have the same potential abilities in learning and do not differentiate one from the other.⁹

Fifth, Learning Process Activities. The learning process follows the independent learning curriculum systematics; students have more lesson hours to understand the material in the form of practical activities compared to theoretical material. In the independent learning curriculum (kurma), the structure and content of the material are more focused on practical activities as a concrete manifestation of students' experience in understanding learning material. In addition, the form and content of learning materials in the independent learning curriculum are more practical activities for students than the activities for understanding material in the form of theory. However, the implementation of practical exercises is also adjusted to the readiness and ability of students to reach practical activities on the learning material.¹⁰

Sixth, Non-Academic Development Activities. The independent learning curriculum has unique material for developing potential skills, interests and talents provided directly by the Ministry of Education and Culture (Kemendikbud). This material is called the Pancasila Student Profile Strengthening Project (P5). In the free learning curriculum systematics, there is a unique material, namely the Pancasila Student Profile Strengthening Project (P5), which, in its implementation, will reveal and discuss a theme chosen by the school. At SDIT Ash-Shiddiqiyah Berjan Purworejo, Sustainable Lifestyle was selected as the

⁸ Interview with Aniroh, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 21, 2023

⁹ Interview with Lisa Oktafianingtyas, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 21, 2023

¹⁰ Interview with Aniroh, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 25, 2023

first theme for implementing the Pancasila Student Profile Strengthening Project (P5).¹¹

Seventh, maintenance of learning media. In implementing the independent learning curriculum, of course, the education service government provides subject package books adapted to the scope of material in the independent learning curriculum systematics. So, the existence of this subject book is very influential on the sustainability of implementing the independent learning curriculum in an educational institution, especially in schools. The distribution of the subject package books from the local education office government arrived last September. Moreover, the subject package books from the local education office were incomplete (subjects), and the number was small, which meant that the book couldn't be distributed to students. Considering the number of books received was small, the school decided to use the books from the local education office as additional reference books.¹²

The implementation of the independent curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo follows the concept of curriculum implementation according to Agus Sutiyono and Muhammad Nabhan Perdana, namely curriculum implementation is the process of realizing curriculum in the realization of learning in schools, and with curriculum implementation, teachers are required to be proficient in designing effective and meaningful (fun) learning, choosing designs and approaches as well as actively forming competency concepts and applying success criteria in education.

Curriculum Evaluation, evaluation activities for the implementation of the independent learning curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo based on the results of interviews with the principal and teachers of SD IT Ash-Shiddiqiyah Berjan Purworejo are realized in several evaluation stages of the CIPP model (Context, Input, Process, Product), namely:

First, Context Evaluation, namely an evaluation carried out by collecting independent curriculum data and analyzing it so that the program's incompatibility with the objectives of the independent curriculum that has been set for later improvement, is seen. Context evaluation at SD IT Ash-Shiddiqiyah Berjan Purworejo is carried out through weekly, monthly and annual meetings.¹³

Second, input evaluation, namely the evaluation of learning activities related to the condition of students who begin to focus on participating in learning

¹¹ Interview with Lisa Oktafianingtyas, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 27, 2023

¹² Interview with Aniroh, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 27, 2023

¹³ Interview with Ngabdul Kharis, Principal of SD IT Ash-Shiddiqiyah Berjan Purworejo, dated May 27, 2023

activities in class, and it is often found that the teacher explains the learning material through concrete actions. The actual actions taken by the teacher aim to train the level of sensitivity and concern of students towards their environment.¹⁴

Third, Process Evaluation. Process evaluation is more directed at students' performance in class, the conditions of the learning process, and the support of teaching staff in an educational institution. SD IT Ash-Shiddiqiyah Berjan Purworejo students actively participate in the class learning process. In contrast, when entering class hours, students are more active in asking and answering some of the teacher's questions spontaneously. It's just that the activity of SD IT Ash-Shiddiqiyah Berjan Purworejo students is limited to academic theoretical abilities, not being active in carrying out a real action. It is related to the conditions of the learning process in the classroom in the application of the independent learning curriculum in which there are more learning activities with practical methods. In supporting teaching staff for the successful implementation of the independent learning curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo, it is known that the support for teaching staff is considered very related, and there is a sound communication system.¹⁵

Fourth, Product/Output Evaluation. Evaluation of products/outputs leads to student learning outcomes as long as the learning activities have implemented the independent learning curriculum and the learning outcomes of these students have been adjusted to the reference standards expected by the SDIT Ash-Shiddiqiyah Berjan Purworejo school. The learning outcomes of these students that have been changed to the reference standards expected by the school will be seen in the number of students who have succeeded in achieving and exceeding the Learning Objectives Achievement Criteria (KKTP).¹⁶

The implementation of the independent curriculum evaluation follows the concept of curriculum evaluation as stated by Mawi Khusni Albar et al. that curriculum evaluation is a process of considering the value and meaning of curriculum implementation activities that include curriculum objectives, content, learning outcomes and the relationship between school staff cooperation in conditioning students as educational objects to stay focused and participate in learning activities, both inside and outside the classroom.(Albar et al., 2021, p. 105) The evaluation model used is the CIPP evaluation model (Context, Input, Process, Product).

¹⁴ Interview with Lisa Oktafianingtyas, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 28, 2023

¹⁵ Interview with Lisa Oktafianingtyas, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 28, 2023

¹⁶ Interview with Aniroh, SD IT Ash-Shiddiqiyah Berjan Purworejo Teacher, dated May 28, 2023

D. CONCLUSION

The implementation of the independent learning curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo started in the 2022/2023 school year in stages, namely for grade one and grade four. The implementation of independent learning curriculum management at SD IT Ash-Shiddiqiyah Berjan Purworejo follows curriculum management functions, namely planning, organizing, implementing and evaluating. The planning of the independent learning curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo is carried out through the analysis of the condition of the school. It needs analysis and is determined through meetings. The organizing process is done by determining the curriculum design and developing a master plan. Implementation of the curriculum is divided into several activities, namely the activities of the principal as a leader in implementing the independent curriculum, the activities of educators (teachers) in implementing the curriculum, especially learning activities in class, student activities as the main target of implementing the independent curriculum at SD IT Ash-Shiddiqiyah Berjan Purworejo and learning process activities as well as non-academic development activities and learning media maintenance activities. The evaluation uses the CIPP model (Context, Input, Process, Product).

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