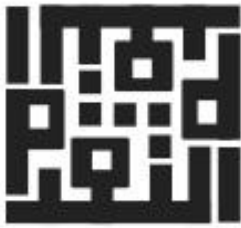

The Influence of the Change of the 2013 Curriculum to the *Merdeka* Curriculum on the Achievement of the School's Vision and Mission in Madrasah Ibtidaiyyah

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ABSTRACT

Along with the development of the times, of course, there are more and more demands to improve quality in the field of education. Therefore, the Ministry of Education and Culture launched a new curriculum policy called the *Merdeka Belajar* to initiate this matter. This policy addresses four topics: the flexibility of educators in compiling teaching modules, providing leeway in regulating the acceptance of new students, and several other new policies in terms of instilling the character of *Pancasila* for students. Thus, changing from the 2013 curriculum to the *Merdeka* Curriculum triggers new challenges that can significantly impact learning outcomes. These challenges can plunder educators in terms of aspects of the media used, different and far more comprehensive assessment systematics, the methods used to convey the learning material they want to teach, and schools in achieving their vision and mission.

Introduction

Education is a forum for developing individual potential. In line with this, education can encourage increasing national life's development and intelligence. Therefore, education indirectly aims to prepare the younger generation for a competitive and innovative spirit. Education requires humans to think, digest, and analyze the issues around them. Moreover, education teaches that humans are creatures always learning and exploring their potential. The existence of education can open up human perspective to know the good and bad of everything and the causes and effects that will be obtained. However, education also requires space to provide facilitators to hone themselves. Schools, which are places for self-development, certainly have an education system and curriculum as an integral part of education.

Nowadays, increasingly sophisticated technology requires us to develop further. The curriculum changes will face more complex problems and adapt to the development of time. Curriculum changes that occur over time are based on something that needs to be clarified. These changes are based on the desire to improve, develop, and continue improving education quality. As holders of curriculum implementation, schools must understand and implement it appropriately, optimally, and entirely with focus and seriousness. One of them is the quality of the implementation of the educational process.

Some time ago, the government launched a curriculum program named the *Merdeka* curriculum. The transition between the 2013 and *Merdeka* curriculum requires readjustment in the elementary school (MI/SD) education system. The *Merdeka* curriculum allows teachers to choose the learning methods and tools freely. With this

freedom, a related problem arises: can the changes in the curriculum affect the quality of education at the SD/MI?, and can the change maximally achieve the goals, vision, and mission of education in the MI/SD?.

As we know, vision is an aspect of goals in learning at school, while mission is the steps taken to achieve the targets of the school vision. Based on this explanation, the researchers tried to reveal the facts regarding the achievement of educational quality in the school's vision and mission towards changing the 2013 curriculum to the *Merdeka* curriculum.

Literature Review

After reviewing several theories related to curriculum development, the researchers conclude that three theories are appropriate to this study. It is Ralph Tyler's theory. As a father of curriculum development, he revealed that this curriculum development model can be seen from several stages as follows:

1. Objective. Assessing and observing students as a learning goal. Examining contemporary society's life by determining goals based on philosophy and psychological analysis-based reviewing goals.
2. Selecting learning experiences. It determines the learning experiences obtained to achieve the intended goals. In this case, students must be involved in the learning process, and educators must give them a pleasant impression to stimulate their ability to think and develop their social attitudes.
3. Organizing learning experiences. It is arranging learning experiences as a learning resource for developing potential.
4. Evaluation. It is an effort to review and measure the success and achievement of a vision and mission.

In his theory of curriculum development, Oemar Hamalik states that curriculum development is a series of planning learning opportunities to direct students towards desired changes and as a benchmark for the extent of changes that occur in students. The second hypothesis is also from curriculum expert, A. Glattorn, who states that the curriculum is a collection of plans created to direct

and guide learning in schools, including document planning, general levels, and implemented plans.

From several relevant theoretical studies to this research, the researchers can draw a common thread from curriculum development that must consider several aspects related to how objective the curriculum is, how influential the learning experience is, and how to evaluate curriculum development.

Curriculum development is related to knowledge development, such as paradigm shifts in educational philosophy, social change, and developments in science and technology. Curriculum development aims to respond to social issues that come with the times.

Research methods

The research used the qualitative method. Qualitative research offers insights that cannot be obtained using quantitative or statistical techniques. People's lives, histories, behaviors, organizational functionalism, social movements, and relationships can be discovered through qualitative research. Qualitative research is more likely to use descriptive research techniques, including interviewing participants and observing them in action before collecting data and comparing it with information from other sources or other facts.

Census data can be used to measure several variables, but the analysis is still based on qualitative data. Researchers collected the data through interviews, observation, and documentation. Regarding the vision and mission of the school or *madrabah*, some of the documented research results are in the form of documented documents, such as findings reports and documentation in the form of photographs. With this research, researchers hope that all the data obtained will be helpful for the following researchers and readers. This research obtains information about the achievement of educational quality concerning the school's vision and mission to the transition from the 2013 curriculum to the *Merdeka* curriculum.

Results and Discussion

The *Merdeka* curriculum places great emphasis on the freedom of teachers or students to learn. According to the Ministry of Education and Culture, *Merdeka Belajar* is a method that gives freedom and authority to every educational institution so that it is free from complicated budgeting waste. Giving trust to teachers makes them feel free to provide instruction, which is the central premise of *Merdeka Belajar* (Koesoema, 2020).

Learning can be done outdoors with a more comfortable learning atmosphere and more relaxed discussions between teachers and students. This learning does not solely rely on a ranking system. Instead, students are encouraged to develop their courage, independence, social intelligence, politeness, and competence. Several surveys claim that the primary concern of parents and children is in line with the concept of *Merdeka Belajar*, which returns the national education system to the essence of the law to give schools the freedom to interpret the essential competencies of the curriculum for their assessment (Sherly et al., 2020).

Based on the collected data, several schools, most of which are driving schools, have started implementing the *Merdeka* curriculum. Project-based learning will provide students with various opportunities to actively research real problems while implementing the *Merdeka* curriculum will make it more dynamic and relevant. Three alternatives to adopt *the Merdeka* curriculum are available to schools. First, implement the *Merdeka* curriculum by maintaining the current school curriculum. Second, utilize *the Merdeka* curriculum and ready-to-use teaching materials. Third, create teaching resources and implement the *Merdeka* curriculum. The *Merdeka* curriculum had the advantage of being easier to understand and more comprehensive due to the emphasis on critical subjects and the development of students' competencies in their studies. Second, it promotes greater independence when children do not participate in high school specialty programs. Teachers modify their lessons based on their students' talents and developmental stages.

Schools can organize curriculum and learning according to their characteristics.

In implementing the *Merdeka* curriculum, teachers, as elementary-level educators, have an essential role in guiding students. The data shows that most teachers are ready to implement the *Merdeka* curriculum. However, in terms of facilities and infrastructure for preparing school operational curriculum documents, it still needs improvement. In terms of teaching and learning activities, there have not been any significant obstacles that have an impact on learning outcomes and the achievement of the school's vision and mission. The *Merdeka* curriculum applied in schools is quite flexible, so the implementation of the *Merdeka* curriculum is quite relevant to current developments.

Based on the research results, the evaluation of the *Merdeka* curriculum implementation (context, input, process, product), it can be concluded that in the context aspect, 100% of respondents implemented "appropriate" with the applicable curriculum. In terms of input and process, 100% of respondents stated "appropriate", which means that the curriculum was implemented well by respondents in their schools or had followed the rules of the *Merdeka* curriculum. In terms of product results, 91.7% of respondents answered with "appropriate" results, while 8.3% answered with "not appropriate" ones. Overall, the *Merdeka* curriculum in several schools has been implemented well. Based on the collected data, several schools, most of which are driving schools, obey the school's vision and mission.

Preparing this curriculum requires technological sciences designed through a vision and mission directed at prospective students by following the world's current changes. Excellent schools need to achieve a qualified curriculum to create a curriculum as a starting point for achieving their educational goals. Likewise, a qualified curriculum must be obtained from a principal or its teaching staff, considering the considerations and understanding of competent management. A principal must master the management function, namely the planning function in its initial phase. The planning function of an institutional leader is an initial supporting factor in processing a curriculum that aligns with the school's vision and

mission. Therefore, a principal will work hard to obtain a qualified school curriculum in the planning phase.

A vision is a realistic description of the future to be achieved within a certain period. A vision statement is part of a management process and can influence the future. Likewise, mission is an essential component that must be achieved by a leader in the future. In the process of formulating a school vision, there must be guidance and motivation. The vision must be shared with stakeholders and other people because this sharing process is an important decision. While in the mission formulation process, the statement must be transparent concerning what the school intends. Besides that, there is a sentence form that indicates an “action” and not a “condition”. This is in line with the formulation of the vision, in which there is one mission formulation from the formulated vision indicators in formulating the mission. In addition, the mission explains the products or services that will be provided to students. If necessary, the quality of the products or services offered must be highly competitive. However, it should be adjusted according to the school’s conditions.

Developing a vision and mission is a tedious process, and it often becomes a topic of debate between the headmaster and other staff. As a result, their implementation becomes inappropriate once the vision and mission have been formulated. In poor conditions, the extended time in formulating a vision and mission becomes just a wall hanging. Based on the research results, eight respondents stated that the implementation of the *Merdeka* curriculum was very appropriate with the vision and mission of SD/MI showed in Figure 1.

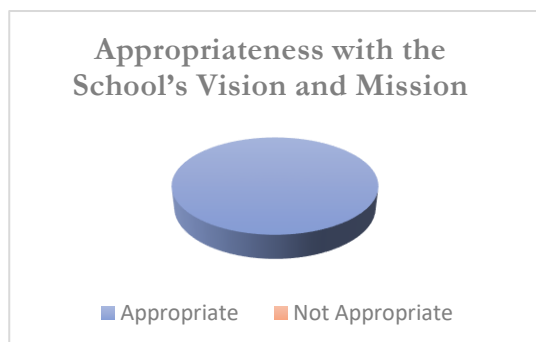


Figure 1. the implementation of the *Merdeka* curriculum

From the results above, implementing the *Merdeka* curriculum in SD/MI follows the vision and mission of SD/MI. According to Rahmasyah (2021), it is essential to consider various policy bases and foundations in making a vision and mission: philosophical, sociological, and psychological. It means that in creating a vision and mission, it must be started with analysis.

There are two ways to analyze the vision and mission in this case. They are:

1. SWOT analysis, which is concerning in terms of strengths, weaknesses, opportunities, and treatments in the educational setting.
2. Analysis of stakeholders, which is often called interested communities, such as the headmaster, administration staff, and student parents.

Based on the questionnaire results that we distributed to several schools, we found that 37% of schools still need to make a considerable effort in achieving the school’s vision and mission, even though the *Merdeka* curriculum implemented followed the school’s vision and mission like the diagram at Figure 2.



Figure 2. The achievement of *Merdeka Belajar* Curriculum

Based on the analysis above, it can be concluded that the implementation of the *Merdeka* curriculum *cannot* be claimed as entirely successful in achieving the vision and mission that the school implements, even though the school’s vision and mission are considered to be following the *Merdeka* curriculum. Several factors influenced this condition, such as:

1. Teacher readiness. Not all teachers can implement the *Merdeka* curriculum due to a lack of guidance from related institutions.
2. Facilities and infrastructure. Schools still need to be developed and more infrastructure, which will cause obstacles in implementing the *Merdeka* curriculum.
3. School adjustments to the *Merdeka* curriculum. Schools that need to be developed and adjusted will need help implementing the *Merdeka* curriculum. Besides that, it will also be a trigger obstacle in achieving the vision and mission.

Conclusion

The changes in curriculum from time to time will face more complex problems and need to adapt with some development. Improving the quality of the country's education system must be based on the desire to improve, develop, and continue to improve education quality. As holders of curriculum implementation, schools need to understand and implement it appropriately, optimally, and entirely with focus and seriousness. One of them is the quality of the implementation of the educational process. Some time ago, the government launched a *Merdeka* curriculum with the *Merdeka Belajar* policy. It influenced several obstacles, including teacher readiness. Overall, the *Merdeka* curriculum implemented in several schools has been implemented well. Based on the data, several schools, most of which are driving schools, follow the school's vision and mission. In implementing the *Merdeka* curriculum, teachers in elementary-level educators have an essential role in guiding students. The data showed that most teachers are ready to implement the *Merdeka* curriculum. However, it still needs to be improved in terms of facilities and infrastructure in preparing school operational curriculum documents

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