

IMPLEMENTATION OF MERDEKA CURRICULUM LEARNING: STUDY OF HIGH SCHOOL MANAGERMENTS

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ABSTRACT

All High School continue to compete in scoring quality graduates and developing a curriculum is the answers. Now Indonesia has promoted the Merdeka Curriculum Learning which gives hope to students to live: students learn not because they are forced to achieve certain competencies but learn according to their interests and talents. Another condition that is to be improved with the presence of the Merdeka Curriculum Learning is the position of university in the eyes of the world, it occupies 800-2.110 out of 2.112 universities based on the US Ranking. The curriculum only become written if no one practices it, thus the cooperation from universities is needed to realize it based on quality management through the process of planning, organizing, directing, and controlling/evaluating stakeholders. The research method is literature study, in which the researcher attempted to examine the topic by finding and analyzing information on literary sources and the result show there were 985 journals on management, 250 journals on management in higher education, and 16 journals on the Merdeka Curriculum Learning with certain sub-focuses while in this study it wants to show effective managements of high school across the scope such as students, teaching/educational staff, facilities, and educational costs.

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A. Introduction

Higher Education in Indonesia in 2022 will be in position 800-2.110 out of 2.112 Higher Education based on the World University Ranking (Education, 2022) with B accreditation even more C than those accredited A (Nirmala, 2018). The data reveals that graduates of higher education in Indonesia can hardly compete on the world stage. An affirmed and updated curriculum is the answer (Uno, Hamzah B, 2018), therefore at the beginning of 2020 the Minister of Education and Culture of Indonesia declared a new curriculum, namely Merdeka's Learning and in higher education it is called the Merdeka's Campus (KEMENDIKBUD RI, 2020a). Merdeka's Learning is a program that is motivated by gratitude for graduates from college who have increased but the quality needs to be supported (KEMENDIKBUD RI, 2020b) because as we know that until now there are still many college graduates who after graduation do not immediately work (unemployed). From the facts previously described, the Merdeka's Learning Programs or the Merdeka's Campus is expected to provide contextual field experiences that will improve student competency as a whole, be ready for work, or create new jobs. This program is also expected to be able to answer the challenges of higher education institutions to produce graduates who are in line with the times, advances in science and technology, the demands of the business & industry world, as well as the dynamics of society (Tohir, 2020). The things that underlie the emergence of this program are contained in (Permendikbud RI Nomor 3, 2020). The Merdeka's Campus Program's is a program that implements 3 semesters or at least 1 semester (equivalent to 20-60 semester credit systems/credits) to conduct learning by adhering to the principle of student freedom. Students can use the 3 semesters opportunities for (KEMENDIKBUD RI, 2020a):

1. Field Work Practice (PKL) (Industry/Company)
2. Real Work Lecture (KKN) (community service)
3. Teaching in the education unit
4. Student exchange (level study programs, majors and universities)
5. Research
6. Entrepreneurship
7. Independent project studies
8. Humanitarian programs.

The other program contained in the policy is to form a new study program (prodi) with a marked Curriculum because it has deliberately built cooperative relationships with industry, national and international organizations, and or the TOP 100 Higher Educations based on the US Ranking. As well as the flexibility of accreditation and the establishment of Legal Entity State Universities (PTN-BH) (KEMENDIKBUD RI, 2020a).

The term Merdeka's Learning is actually not a new thing on the world stage (Dyer, 2003) Learning Freedom means that the humans being taught have a living space, meaning they need real space to apply knowledge, not just class, a living body means having a functioning physical and psychological state, a life span in which there is continuous evolution, and relationships with others because humans are social beings. According to Robers on (Dasein, 2018) reveals that Learning Freedom means positioning humans as creatures that have abilities, learning is only present to facilitate it through real and or concrete activities, this method is also referred to as person-centered education. Another meaning comes from (Sengupta, 2020) Learning Freedom is a concept applied to the higher education Curriculum that emphasizes the freedom of students to express themselves, students are forged to be critical and useful for themselves and society through learning that is applicable but not suppressive because it ignores insults to ethnicity, religion, gender, or abilities.

Now all college in Indonesia are working together in realizing the Curriculum Merdeka's Learning, it has been 2 years since the Merdeka Curriculum Learning was applied but until 2022 the position of higher education in Indonesia is still minimal. Various methods have been used by education practitioners, starting with published articles on the management of higher education and the implementation of the Merdeka Curriculum Learning in higher education units and their practice in the field. Quality higher education management to support the successful implementation of the Merdeka Curriculum Learning is the solution. Management according (Hasibuan, 2005) is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. Meanwhile Stoner, as quoted (Fachrudin, 2010) defines management as a process of planning, organizing, leading, and overseeing the work of an organization and to use all available organizational resources to achieve clearly stated organizational goals. In the realm of education, it is said that management of higher education according to the Planning Bureau of the Ministry

of Education and Culture 1993 on (Suharsaputra, 2015) is the process of planning, organizing, leading (directing), and controlling education stakeholders to achieve its goals, namely educating the nation's life, developing the whole human being, namely human beings who believe, fear God Almighty, have noble character, have knowledge, health skills physical and spiritual, solid personality, independent, and responsible, social and national.

In general, planning is a term that is often found in management disciplines. (Usman, 2010) states that planning is an activity carried out in the future to achieve goals by containing elements of a number of previously determined activities, there is a process, the results to be achieved, regarding the future within a certain time. Meanwhile, another understanding from the field of education states that planning is the process of making decisions related to the goals to be achieved, the resources to be empowered, and the techniques/methods chosen appropriately to carry out actions over a certain period of time so that the implementation of the education system can implemented effectively, efficiently and with quality (Purba, 2021). As for the formulation of the planning function according to Syafaruddin on (Rabiah, 2019) means formulating the vision and mission of the college, formulating the goals and objectives of the college, determining the necessary resources (human resources, financing/money resources, equipment resources, required machines, methods and methods, as well as the market/market).

While organizing according to (Terry G. R., 2009) *“Organizing is the determining, grouping, and arranging of the various activities needed necessary for the attainment of the objectives, the assigning of the people to thesen activities, the providing of suitable physical factors of environment and the indicating of the relative authority delegated to each repectivies activity”*. Another understanding comes from Jhon R. Schemerhon quoted by (Karnati, 2020) mention that *“an organization is a collection of people working together to achieve a common purpose”*. And if you look at its function, according to Ernest Dale in James A.F. Stoner, organization is an activity that goes through several processes, namely referring to management plans and objectives, determining main tasks, dividing tasks to individuals, allocating resources, and evaluating organizational strategies. As for the formulation of this function, according to Syafaruddin on (Rabiah, 2019) s to determine the implementation organizational structure, hierarchy, range of authority, responsibility, and coordination.

Directing is a phase of management work, where managers try to motivate, foster communication, handle conflict, cooperate, and negotiate. (Marquis & Huston, 2010). Meanwhile according to (Husein, 2003) interpreted as moving others. Mobilization/direction is essentially an effort and can work to achieve the goals that have been set effectively and efficiently. Another understanding comes from the function of the direction itself according to (Feriyanto, 2015), which states that a leader must be able to influence someone to be willing to become a follower, conquer someone's refusal, make someone or people like to do their job better, get, maintain and or foster loyalty to leaders, tasks and organizations, and can instill and or maintaining and or cultivating a sense of responsibility of one or more persons towards their Lord, State and society. As for the formulation of this function according to Syafaruddin on (Rabiah, 2019) means knowing how to move people in general from behind, move others by giving instructions, directions, orders and sometimes coercion, instructions, reasons, guidance, advice, correction, good examples, and by placing them in appropriate functions (certain positions).

As for the evaluation according to John (1990) argued that *"evaluation is the process of conceiving, obtaining, and communicating information for the guidance of educational decision making with regard to a specified programe"*. According to Syarifuddin on (Rabiah, 2019) evaluation is a monitoring process to ensure the degree of achievement of the goals set through the planning process in an organization. The formulation of this function according to (Purba, 2021) is assessing the activities that have been carried out, comparing the agreed results of planning, and determining solutions when there are deviations from something expected and or development if the results are in accordance.

From the explanation above, it is necessary for educational practitioners to see contextually the quality management of higher education through the process of planning, organizing, directing, and controlling/evaluating so that it can be applied when their educational units implement the Curriculum Merdeka's Learning.

B. Method

The writing of this article uses the literature study method on 14 websites at national and international levels, in which the researcher attempts to examine the topic by finding and analyzing information from literary sources. Articles used as references were adopted in the last 5 years for journals that discussed higher

education management before the Merdeka Curriculum Learning was promoted and in the last 2 years for articles discussing higher education management when the Merdeka Curriculum Learning was promoted. Regarding journals on higher education management, researchers then adopt and develop them into effective higher education managements to be applied when implementing the Curriculum Merdeka's Learning.

C. Result and Discussion

The number of articles discussing management is 985 articles and management in higher education is 250 articles, while those discussing the implementation of the Merdeka Curriculum Learning are 16 articles, the number of articles adopted from approximately 14 websites of national and international journals. Thus the state of the art of this writing is the management of higher education when the Merdeka Curriculum Learning is promoted. Universities that manage their education in implementing the Merdeka Curriculum Learning mean carrying out the stages of planning, organizing, directing/implementing, and controlling/evaluating (Suharsaputra, 2015). At these stages, tertiary institutions also need to consider the scope of education that needs to be managed, such as Curriculum, students, financing/education costs, facilities, and teaching/educational staff (Purba, 2021).

1. Planning

At the planning stage according to Syafaruddin on (Rabiah, 2019) in the scope of the Curriculum means that universities understand the learning objectives that must be given to students by seeing opportunities for the formation of cooperative relationships with parties outside the college such as profit/non-profit companies and TOP 100 Universities based on the US Ranking (KEMENDIKBUD RI, 2020a). This can be done by looking at previous documents that have been stored or by collecting data on alumni so that it is possible to obtain information about the previously mentioned organizations. (Putra, 2017). When you have obtained data both from the draft and from the alumni, the college can directly contact and exchange information so as to obtain a mutual agreement in forming cooperation which is marked by the existence of a Curriculum, in which the contents of the Curriculum enable college to produce quality graduates due to the realization of learning the field and acceptance to become employees either in partners who have worked together or other partners (no graduates who are

unemployed for a long period of time) (Irwanto, 2021). This cooperative relationship can be temporary or for a long time until a new study program is formed. In addition, the Curriculum also includes granting 3 semesters rights with a weight of 20 credits/smt for students to take part in several programs such as street vendors (industry/company), KKN (community service), teaching in education units, student exchanges (prodi level, majors and universities), research, entrepreneurship, independent project studies, and humanitarian programs (KEMENDIKBUD RI, 2020a). The program can be accepted by students by following the existing procedures, namely the college has established a process starting from recruiting students who want to take part and converting learning with credits that are balanced on partners so that the value received by students in accordance with applicable regulations. In the process of recruiting students, it is necessary to pay attention to the qualifications needed either from the university where they are educated or from partners (D. J. P. T. K. P. dan Kebudayaan, 2020).

Whereas in planning the scope of students means here to produce plans that make students educated in accordance with the objectives of the Curriculum Merdeka's Learning, starting from the acceptance of students to become students at the college, the learning provided, as well as the assessment which is marked by the quality of graduates (Kusumaningrum, Desi Eri, 2019). To find out the level of quality of graduates produced, universities can use several calculation methods such as cohorts, sprague, etc. So that the results are accurate (not opinion based).

In planning funding/education costs and facilities, it means that the college lists all the tools to assist the learning process in implementing the Merdeka Curriculum Learning as well as the costs that need to be incurred for the procurement of these items. The costs are also reviewed to procure or increase teaching/educational staff according to needs. Given the increase in state spending to improve the quality of higher education, it is easy for universities to obtain assistance from their home countries and is accounted for by the increased quality of education provided to students. Currently education funding is based on programs uploaded via the Ministry of Education and Culture link, so universities need to work hard and smart in mobilizing stakeholders to obtain this funding from the government. Universities that move quickly and precisely are those that will succeed in obtaining a lot of funding (KEMENDIKBUD RI, 2020b).

Whereas in planning for teaching/educational staff, it means that higher education institutions prepare strategies for recruiting employees in order to obtain quality employees, prosper them when they have been appointed as employees, which in this case is not only seen from the salary given but also from the professional development received by these employees. In implementing the Curriculum Merdeka's Learning, it requires educators who are accustomed to conducting research projects (article contributions), conducting community service (building villages or regions with innovation), and accustomed to collaborating with industrial/company partners and or other social and educational (KEMENDIKBUD RI, 2020b), the reason is to determine whether the teaching staff is able to provide applicable theory to students. Meanwhile, education personnel need people who know a lot of information related to the Merdeka Curriculum Learning policy and its development and understand the administrative flow that universities need to go through in implementing it.

2. Organizing

To maximize the implementation of the Curriculum Merdeka's Learning, the college need to assign people to have specific responsibilities both involved in teaching students directly in class and outside the classroom as well as administrators who facilitate student administration in obtaining or exercising rights study 3 semesters outside study program and or outside college. Higher Education not only reinforces the job desk of each member but also forms its hierarchy or bureaucracy so that the responsibilities of each member can be accepted by the higher education leadership in detail. From this organization it will also be seen how the college upholds the rights and obligations of its members. It is noteworthy for universities to realize the Curriculum, namely the existence of a public relations team (PR) who have the qualifications to want to learn about the Merdeka Curriculum Learning (know a lot of information) and to be an extension of the higher education institution in realizing cooperation with parties outside the institution. On the other hand, proficiency in using technology by all members, especially members in certain divisions, also greatly determines the success of implementing the Curriculum.

If the description above is the organization of employees, then this also applies to other scopes. For students, universities need to classify students with certain talents so that they are included in certain types of learning. This organization is intended so that students are maximally facilitated, both from

procuring appropriate teaching staff to support their interests or the facilities and costs that need to be sung or issued by universities and the government for these students.

The facilities and costs also need to be classified or organized based on the type of need. Facilities and costs are organized based on the length of time it takes to achieve educational goals and the programs that are being held during that time. When realizing the Curriculum Merdeka's Learning, higher education institutions need to be aware of the continuity of applicable learning given to students for a maximum of 3 semesters.

3. Direction/Implementation

The directing is focused on educators and educational staff. Higher Education Leaders try to motivate their members to understand the goals of education when implementing the Curriculum Merdeka's Learning. A good leader is a leader who is able to produce members who can contribute ideas to achieve effective and efficient educational goals. After this understanding is obtained by all members, the next thing to do is to help educators/educational staff understand their respective jobdesk and motivate them to do the jobdesk in a creative, effective and efficient way. To obtain the things mentioned above, good communication is the answer, both between members and leaders to members, and vice versa it is necessary to communicate intensely, thoroughly and clearly so as not to cause misperceptions among members. The focus of this directing means urging, persuading, inviting, and instructing members to be aware of the interests and talents of students so that there is a guidance process that is in accordance with supporting these talents/interests both through learning given in the room and outside the room with the facilities and adequate fees.

4. Control/Evaluation

To find out the educational goals that have been set during the planning process are achieved or not, the college needs to evaluate. This evaluation is carried out in all scopes of education. Of the entire scope that is being evaluated, the focus is on seeing whether the quality of education provided is received by the educational target, namely students, marked by graduates who are ready to work because they have been guided based on their interests or talents through applicable learning supported by the facilities and costs. The nature of this applicable learning is expected not only temporarily but for quite a long duration of time, so that college that are successful in achieving the goals of the Merdeka

Curriculum Learning are those that are able to build cooperation with outsiders marked by a shared agreement or Curriculum.

D. Conclusion

The success of implementing the Merdeka Curriculum Learning can be seen from the quality of student graduates, as a sign of which there are graduates who immediately work/create new jobs. The Merdeka Curriculum Learning requires high effort for the management of higher education stakeholders. The College need to go through a process of planning, organizing, directing, and evaluating Curriculum, students, teaching/educational staff, facilities, and education costs. Planning means that the college determines the vision and mission related to supporting students' talents/interests both in terms of the programs provided, the provision of qualified teaching/educational staff, as well as adequate facilities and costs. Whereas called through the organizing stage means classifying the scope of education in certain identical so that its development can be monitored optimally. Through the directing stage means that higher education leaders can be relied upon in inviting, encouraging, instructing, and or forcing stakeholders to understand the jobdesc in the hope that this understanding will produce members who reliable in making future decisions. As well as evaluations that are carried out on an ongoing basis so that college can wisely regulate procedures in determining the granting of 3 semesters learning rights to students and flexibility in building and or maintaining cooperation with partners.

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