

Implementation Of The Independent Curriculum On The Subject Of Social Sciences At Smp N Manbaul Falah Singojuruh Banyuwangi District

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Abstract: This study aims to describe the implementation of the Merdeka Curriculum in Social Studies (IPS) subjects at SMPN Manbaul Falah Singojuruh, Banyuwangi Regency. The focus of the research is on the planning, implementation, and assessment processes of Social Studies learning. Data were collected through interviews, observations, and documentation, and then analyzed descriptively. The results showed that in the planning of Social Studies learning at SMPN Manbaul Falah, teachers conduct an analysis of Learning Outcomes (CP), formulate Learning Objectives (TP) and Learning Objective Sequences (ATP), and plan diagnostic assessments and teaching modules. The implementation of learning refers to the implementation of the teaching module which includes introductory, core, and closing activities. In assessment, teachers face several obstacles in conducting diagnostic assessments and adjusting teaching methods according to student characteristics. Formative assessments are conducted through quizzes to monitor student progress, while summative assessments are conducted using Student Worksheets (LKPD) to evaluate student learning outcomes at the end of the learning period. This research contributes to the development of learning theory and educational practice in the context of the Merdeka Curriculum.

Keywords: *Merdeka Curriculum, Social Studies, Learning Planning, Learning Implementation, Learning Assessment*

1. INTRODUCTION

Contemporary society experience change great need policy reflecting global education knowledge and methods teaching 21st century. Skills 21st century, such as critical thinking, creativity, collaboration, and communication (4C), have get attention wide in study education and policy. The OECD admits importance Skills this and various countries have try integrate it to in framework education them [1] [2] [3]. Technology also plays a role important in modern education, encouraging flexibility and creativity in teaching and learning [4].

Revolution Industry 4.0 brings challenges and opportunities for institution education For Keep going proceed . Education is a must adapt self with change This through innovation and collaboration . Learning lifetime life and improvement self become very important , encouraging institution education For renew curriculum them to stay relevant [5]. Indonesia, like many other countries, continue renew curriculum national for face challenge modern education [6].

Indonesia has implement Merdeka Curriculum, which provides freedom think for educators and participants educate. Curriculum This aim For form independent and creative character, as well push active and innovative learning [8] [7]. The Merdeka Curriculum is also trying For integrate technology and values local in education , creating ready generation face future challenges [8] [9] [10] [11].

One of school that has apply The Merdeka curriculum is SMPN Manbaul Falah Singojuruh . School This integrate education general with values boarding school , creating nuances unique education . Featured program their , Populist Program , focused on development life skills students , covers various field such as culinary arts , fashion design , robotics , batik , visual design , etc engineering and business motorcycle .

However , implementation Independent Curriculum at SMPN Manbaul Falah Singojuruh face various constraint . The teachers still are adapt with curriculum new this and experience difficulty in planning , implementing and assessing learning . Problem This made worse by the lack of it teacher's knowledge about Independent Curriculum

and challenges in do assessment proper diagnostics For learning differentiated [14] [15]

In study this , researcher will study implementation Merdeka Curriculum in the eyes Social studies lessons at SMPN Manbaul Falah Singojuruh . Study This aim For identify problems encountered in application curriculum this and looking for solution For overcome existing obstacles . Study This expected can give deep insight about application Independent and helpful curriculum increase quality education in Indonesia.

2. THEORETICAL REVIEW

2.1 LESSON PLANNING ACTIVITIES

learning process at SMPN Manbaul Falah begins with preparation plan learning and assessment . Educator must designing assessments carried out at the beginning , process and end learning For identify need Study participant educate and adapt plan learning . Plan learning covers objective learning , steps or activity learning , and prepared assessments in form document flexible , clear , and simple [16].

1. **Analyze Achievements Learning (CP):** CP is minimum competency required achieved participant educate and organize with refers to SKL and Content Standards . CP is designed For strengthen learning based competence with reduce scope material and emphasize flexibility in learning .
2. **Formulate Objective Learning :** Objective learning lowered from CP and compiled become channel objective learning (ATP). Writing objective learning load two component Main : competence and scope material .
3. **Arranging Goal Flow Learning :** ATP is prepared in a way collaborative and focused on achievement learning in One phase , with consider characteristics and competencies every eye lesson .
4. **Teaching/ Plan Module Implementation Learning (RPP):** Teaching modules or RPP help educator direct the learning process reach objective learning . More teaching modules complete from the lesson plan and includes objectives , steps , assessments , and learning media .
5. **Planning Assessment :** Assessment formative and summative used For give bait go back and evaluate achievement objective learning . Assessment formative done during the learning process , temporarily assessment summative done at the end learning For ensure achievement objective .

2.2 LEARNING IMPLEMENTATION ACTIVITIES

Implementation learning at SMPN Manbaul Falah takes advantage assessment at the beginning, process and end learning . Educator designing varied , motivating learning participation active , and giving room for creativity and independence participant educate . Learning is also based on reflection progress learn and do in a way collaborative with educator other .

1. **Utilise assessment :** Assessment done at the start For know readiness learning , in the process of give bait back , and at the end For reflection self .
2. **Adjustment learning :** Learning customized with needs and position participant educate , accommodate diversity characteristics they .
3. **Progress Study :** Focus on progress study above scope curriculum , use method learning participant - centered educate .
4. **Reflection collaborative :** Educator do reflection and sharing practice best For increase ability participant educate .
5. **Differentiation learning :** Learning customized with need individual participant educate , optimize potency they .

2.3 LEARNING ASSESSMENT ACTIVITIES

The assessment at SMPN Manbaul Falah consists of: from assessment formative and summative .

1. **Assessment Formative :** Purposeful give bait come back for teachers and participants educate For improve the learning process . Done at the beginning and during the learning process For know development participant educate .
2. **Assessment Summative :** Done at the end of the learning process For ensure achievement objective learning . Assessment This become part from evaluation end of semester, year teachings , and levels education .

Evaluation in curriculum independent Study in line with theory humanistic , judging learning outcomes and processes , and aims evaluate Achievements Learning participant educate as base decider increase class or graduation education .

3. RESEARCH METHODS

3.1 RESEARCH APPROACH

Researcher in A study This use approach descriptive qualitative . Moleong [17] stated his opinion that approach descriptive qualitative that is approach study where the data is collected in the form of words, pictures and not number . These data can obtained from results interview ,

notes field, photos, video tapes, documentation personal, notes, or memos and documentation other. In method study This is something things to do researcher in dig and acquire A facts and data for tested the truth. In study qualitative descriptive, researcher can describe description about implementation curriculum independence by the social studies teacher at SMPN Manbaul Falah Singojuruh at the planning, implementation and evaluation process stages in learning in Class VIII.

3.2 RESEARCH SUBJECTS

Determination subject study use technique *purposive*. *Purposive* technique is technique taking informant with consideration certain. In researcher's purposive technique choose subject study with objective For determine information key (*key informant*) that is appropriate with focus research conducted in a way on purpose Tampa made up for get strength its accuracy.

Subjects and informants in study This consists from: Head school (Yyun Sulistyowati), Deputy Head of Curriculum (Ika Wahyu), Class VIII Teacher (Triasari Solehatun).

3.3 DATA COLLECTION TECHNIQUE

In study This technique data collection uses technique observation, interviews and documentation.

a. Observation

Observation techniques used in study This namely non-participants. In do observations made in a way direct researcher No involve self. Things will researched that is about implementation curriculum free to the eye Social studies lessons at SMPN Manbaul Falah Singojuruh.

b. Interview

On research This use technique interview deep. According to Burhan Bungin interview deep is something method collect data or information with method direct stare advance with informant, with Meaning get description complete about topic being researched. Interview deep done in a way intensive and repetitive (Bungin, 2005). The data will be collected in study This that is implementation curriculum independence at a stage planning social studies learning at SMPN Manbaul Falah Singojuruh, implementation curriculum independence at a stage implementation social studies learning at SMPN Manbaul Falah Singojuruh, and implementation curriculum independence at a stage evaluation social studies learning at SMPN Manbaul Falah Singojuruh.

c. Documentary

On technique documentary This used researcher as tool For obtain data as well proof from implementation study. Required documents in study This in the form of, profile of Manbaul Falah Singojuruh State Middle School, device class VIII social studies teacher learning, implementation process class VIII social studies learning, format regarding technique assessments authentic, as well Photo.

3.4 DATA ANALYSIS TECHNIQUE

Analysis in study This covers collection until data preparation carried out in a way systematic from results observation, interviews and documentation. The data will be obtained will analyzed in a way qualitative as well as outlined in form descriptive. Analysis techniques used in study qualitative using the interactive model Miles, Huberman, and Saldana carried out at the time data collection takes place, and after finished deep data collection period certain. When interview, researcher Already analysis interviewee's answers. When not enough satisfying after answer analyzed, then researcher will continue question Again until stage certain. Component in data analysis [18] as following:

- a. Condensation (*Data Condensation*). Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that approximates whole part from notes field in a way written, transcript interviews, documents and materials empirical. In conclusion that this data condensation process obtained after researcher do interviews and obtain written data in the field, which will be later transcript interview the sorted For get focus research required by researchers.
- b. Presentation (*Data Display*). Presentation of data is A organizing, unifying, and inferring information. The presentation of the data here is also helpful in understand context study Because do more analysis deep.
- c. Drawing Conclusions (*Conclusions Drawing*). Withdrawal conclusion here done researcher from beginning researcher collect data like look for understanding that is not own pattern, noting regularity explanation, and plot because consequence, the stage Finally concluded overall data obtained researcher.

4. RESULTS AND DISCUSSION

4.1 LEARNING PLANNING ACTIVITIES

Planning Social studies learning at SMPN Manbaul Falah follows principle Independent Curriculum designed

For create a learning process meaningful and relevant . This process started with analyze Achievements Learning (CP) on an ongoing basis collaborative through the District IPS MGMP Banyuwangi , helps teachers determine necessary competencies achieved student . Analysis This formulate Objective Learning (TP) and compiling it in the Goal Flow Appropriate learning (ATP). with context local and needs students [19].

The teacher considers various factors , such as context local and characteristic students , in formulate TP and ATP. The Contextual Teaching and Learning (CTL) approach supports integration issues local in material learning For increase relevance and understanding students (Johnson, 2002). The next step is assessment diagnostic For understand understanding beginnings , abilities , and needs Specific student before start learning . Assessment This done through various method like test written , observation , questionnaire , and interview (20).

Teaching modules are prepared based on results assessment diagnostic , covers objective learning specific , method learning varied and interactive , as well appropriate learning tools and media . Method applied learning start from discussion group until project collaborative , appropriate with theory emphasizes constructivism interaction active and development knowledge by participants educate [21] [22].

Teachers play a role as facilitator , creating environment supportive learning interaction active between student with material lesson . Learning also takes advantage technology information For increase interaction and engagement students , use *e-learning platform* For provide material additions and practice interactive that supports the learning process in the classroom .

Evaluation sustainable to teaching modules are carried out through bait come back from student and teacher reflection for improve and develop strategy learning . Approach This in line with cycle emphasized learning repair sustainable in the educational process [23].

With integrate various theory and approach , SMPN Manbaul Falah strives create environment dynamic and adaptive learning . A planned and directed strategy This expected No only reach performance high academic but also develop student become individuals who are critical , creative , and have character .

4.2 LEARNING IMPLEMENTATION ACTIVITIES

Implementation learning at SMPN Manbaul Falah emphasizes freedom and independence students , in line with Ki Hajar Dewantara 's theory prioritizes freedom in Study For develop interest and talent students [24]. Learning started with activity introduction like prayer , greetings , and checking presence For prepare student

mentally and emotionally , accordingly with theory behaviorism that emphasizes environment structured learning [25] .

In core activities , the teacher uses activity like discussion , ask answer , and sheet activity For deepen understanding students and develop Skills think critical . Student invited For identify problem , manage information , planning ideas, and doing reflection self . Activity This designed based on theory emphasizes constructivism learning active and participatory [26] [27].

Reflection being independent is also part important from learning , possible student For evaluate the learning process them and plan repair . Approach This in line with theory emphasized metacognition awareness self in study [28] Apart from that's the principle learning differentiate applied For adapt method teaching , materials , and assessment with need individual students [29].

By overall , implementation learning at SMPN Manbaul Falah combines various principle theory education For create experience comprehensive and meaningful learning . With focus on independence , interaction active , and reflective self , learning at SMPN Manbaul Falah aims For develop knowledge academics and skills think critical , analytical , and metacognitive student For future success.

4.3 LEARNING ASSESSMENT ACTIVITIES

1. Assessment Formative

Assessment formative at SMPN Manbaul Falah includes discussion class , ask answer , sheet activity , and reflection independent . The goal is For monitor progress Study students and provide bait return required . Discussion class and ask answer help teachers evaluate understanding student in a way direct and deliver guidance addition If required . Activity sheet designed For measure understanding and application material studied , temporary reflection independent possible student evaluate self they themselves and identify areas of need repaired . Approach This supported by theory emphasizes constructivism and metacognition importance reflection and learning active [30] [31] [32].

2. Assessment Summative

Assessment summative done at the end theme learning and the end of the semester for evaluate achievement results Study student . Method assessment summative covers test written , project clipping , and presentation group . Test written designed with HOTS questions that test ability analytical and critical students , accordingly with theory Bloom's taxonomy [33] Project scrapbook possible student do study deep about organization movement , developing Skills analysis and synthesis . Presentation group evaluate ability communication , cooperation , and understanding

material students, in line with theory Study collaborative [34].

Approach The assessment at SMPN Manbaul Falah combines various theory education For create experience comprehensive and meaningful learning. With focus on bait come back formative and evaluation summative, school try develop Skills think critical, analytical, and metacognitive student For success in the future.

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