

IMPLEMENTATION OF THE MERDEKA CURRICULUM TO ADDRESS LEARNING LOSS IN X-GRADE STUDENTS AT SMA AL-ISLAM 1 SURAKARTA

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Keyword

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Abstract

The implementation of the Merdeka curriculum is one of the efforts undertaken by SMA Al-Islam 1 Surakarta to address learning loss. The objective of this study is to explore the relationship between learning loss and the implementation of the Merdeka curriculum at SMA Al-Islam 1 Surakarta. A qualitative research method with a case study design was employed for this study. The research focuses on depicting the initiatives of SMA Al-Islam 1 Surakarta in implementing the Merdeka curriculum and assessing the effectiveness of the Merdeka curriculum in mitigating learning loss. The research findings indicate that students experience learning loss in the form of decreased learning motivation, declining academic performance, and the emergence of undesirable behaviors. However, the school can minimize these issues by implementing aspects of the Merdeka curriculum, such as project-based assessments and differentiated learning methods. These strategies aim to provide students with a sense of achievement and cater to their individual learning needs.

INTRODUCTION

The ongoing two-year COVID-19 pandemic has brought about changes in all sectors of society worldwide. One sector that has been greatly impacted by this pandemic is the education sector. The transition of learning systems and methods had to be altered in order to break the chain of COVID-19 transmission. All countries affected by this pandemic have decided to shift their educational activities to alternative devices and digital platforms, such as remote learning (Yaw et al., 2022). Indonesia is one of the countries whose education sector has been affected by this pandemic. The Minister of Education of Indonesia, Nadiem Makarim, decided through the Ministry of Education and Culture and the Ministry of Research and Technology (Kemendikbud Ristek, 2021) that a series of school activities should be conducted online to minimize the spread of the virus.

The implementation of distance learning has indeed presented challenges to educational institutions as a whole. According to Hapsari et al. (2021), remote learning has transformed the habits and governance of the learning process. Proficiency in technology plays a crucial role in the success of distance learning, as it enables students to engage in the learning activities. According to Solihat et al. (2022), learning during difficult times such as a pandemic has the potential to change student behavior, as they may feel a sense of freedom due to not being directly monitored by teachers.

However, with the increased government regulations regarding COVID-19 prevention, it resulted in a significant decline in cases by early 2022. As a result, the Minister of Education and Culture, Nadiem Makarim, encouraged local governments to promptly resume face-to-face learning in schools (Romli Triputra et al., 2022). Consequently, schools began implementing face-

to-face learning again based on the minister's decision outlined in the Joint Decree (SKB) 01/KB/2022, Number 408/2022, Number HK.01.08/MENKES/1140/2022, Number 420-1026 of 2022 regarding Guidelines for Conducting Learning during the COVID-19 Pandemic (Tim Redaksi & Indonesia, 2022).

The implementation of online learning for more than two years has resulted in psychological impacts on students, such as loss of motivation and a decline in student intelligence compared to previous years, commonly known as learning loss. Learning loss is a phenomenon caused by the disruption of learning activities, which leads to missed opportunities for students to acquire knowledge (Wahyu Dewi Pratiwi, 2021). Addressing the phenomenon of learning loss is challenging, considering that students have become accustomed to online learning. The main problem becomes apparent when students resume face-to-face learning in schools, as they may lose their enthusiasm for learning, experience decreased motivation, lack self-evaluation, and exhibit reduced thinking abilities. According to Wahyu Dewi Pratiwi (2021), the root cause of these issues lies in the psychosocial impact on students, where many students experienced boredom due to prolonged video conferences during distance learning.

Many students in Indonesia have experienced learning loss, which has hindered the implementation of the curriculum according to the lesson plans (RPP). They were surprised and had become comfortable with non-face-to-face learning, which had been going on for almost two years. As a result, the existing 2013 curriculum had to be replaced with the Merdeka Belajar curriculum (Pratikno et al., 2022). According to Prianti (2022), the Merdeka Belajar curriculum is designed to be more in-depth and simplified. In its implementation, the curriculum focuses on essential knowledge for students and is conducted in an enjoyable and unhurried manner. Moreover, the Merdeka Belajar curriculum is designed as a means to address learning crises such as learning loss, as this curriculum change is one of the efforts to overcome and prevent learning loss incidents (Hasanuddin et al., 2022)

Nadiem Makarim also decided on the implementation of the School Movement Program through the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Decree No. 162/M/2021 (Kemendikbud Ristek, 2021). However, not all schools are able to participate in this program as School Movement Program schools have specific criteria and achievement indicators. One of the objectives of the School Movement Program is to enhance student character in line with the profile of Pancasila learners (Widyastuti, 2022). The profile of Pancasila learners represents the character traits that students should possess both in school and when engaging with society (Irawati et al., 2022). This is closely related to addressing learning loss in students because, according to Thoyibbah et al (2022) learning loss can be addressed by developing the character of students who have lost motivation or enthusiasm for learning.

The phenomenon of learning loss in students has a significant impact on the school's reputation. SMA Al-Islam 1 Surakarta is one of the School Movement Program schools whose students have been affected by learning loss. However, to maintain the school's reputation, SMA Al-Islam 1 Surakarta has made various efforts to prevent learning loss through the implementation of the Merdeka curriculum for students. Therefore, this study titled "Implementation of the Merdeka Curriculum to Address Learning Loss in X-Grade Students at SMA Al-Islam 1 Surakarta" aims to investigate the correlation between learning loss and the implementation of the Merdeka curriculum. The research seeks to answer questions regarding the forms of learning loss and the implementation of the Merdeka curriculum at SMA Al-Islam 1 Surakarta.

METHOD

Based on the research problem formulated above, this study adopts a qualitative research approach with a case study design. The aim is to provide a detailed description of a specific condition in the field of study (Hamzah, 2020). The method used in this research is descriptive

analysis, which involves describing the obtained data and analyzing it to gain more detailed information about the implementation of the Merdeka curriculum in addressing the phenomenon of learning loss. Data is collected through observations, interviews, and documentation. Interviews are conducted with curriculum coordinators, subject teachers of 10th-grade students, and the students themselves.

Data validity is ensured through triangulation of sources, which involves collecting information from various data sources. Triangulation is achieved by involving more than three interviewees in the interview process and comparing the results obtained. Additionally, triangulation is performed by comparing observational data with interview and documentation data (Mekarisce, 2020).

The analysis used is interactive analysis proposed by Miles and Huberman. This analysis model begins with data reduction to identify valid data for the research. Next, data display is used to present the selected data after the data reduction process. The results of the data display are then used to draw conclusions, which are done objectively, concisely, and clearly (Huberman, 2014).

RESULTS

a) Forms of learning loss on grade X students.

Online learning caused by the COVID-19 pandemic has had a significant impact on academic changes in students. Based on observations during the research in the classroom, it was found that the majority of class X students showed indifference and lack of focus during the learning process. They seemed to not fully listen to the explanations given by the teacher. Additionally, some students were also seen engaging in activities unrelated to learning, such as playing with gadgets or talking to their classmates. This was further supported by the interview with Mr. Anjar, the teacher of class X.

"At the beginning of the new academic year, specifically when I first taught this class X, I felt a noticeable change. The most noticeable thing was the lack of enthusiasm from students towards my subject, which is Social Studies (IPS)."

Based on the interview results, it can be concluded that class X students showed a lack of motivation and enthusiasm in learning Social Studies. The observation results also found that students appeared less enthusiastic in participating in other subjects. The loss of enthusiasm, learning motivation, and lack of engagement were due to the discomfort experienced by students as a result of changes in the school environment (Jojo & Sihotang, 2022).

Not only that, students' academic performance, such as daily quizzes and mid-semester exams, can be used as considerations to identify the potential occurrence of learning loss. Mr. Anjar also indicated that there was a decline in the daily quiz results of class X students compared to the previous academic year.

In addition to changes in classroom learning, the transition caused by the COVID-19 pandemic was also found to affect class X students' activities outside the classroom, as stated by the Curriculum Deputy Head through an interview.

"In terms of students' character attitudes in class X, in my opinion, it is still lacking. Their characteristics from junior high school still persist. They seem more indifferent and preoccupied with their own affairs."

This was reinforced by observations that showed the majority of class X students displaying indifference and lack of focus during the learning process. They seemed to not fully listen to the explanations given by the teacher. Additionally, some students were also seen engaging in activities unrelated to learning, such as playing with gadgets or talking to their classmates.

b) Implementation of the Merdeka curriculum on grade X students.

SMA Al-Islam 1 Surakarta is an Empowered School that has the responsibility to implement student-centered learning using differentiated instruction as one of the implementations of the

Merdeka Curriculum. According to the school principal, In House Training (IHT) has been conducted to develop a learning approach that focuses on students' needs. However, despite the agreement, the Curriculum Deputy Head stated in an interview that some teachers still impose their teaching methods according to their personal preferences during the implementation.

"Some teachers have not fully implemented differentiated teaching approaches according to students' needs. Some still rely on lecture methods and final evaluations."

Through the In House Training (IHT) forum, teachers who have successfully implemented differentiated approaches will share their experiences and knowledge with their fellow teachers. This aims to enhance teachers' understanding and skills in adapting teaching methods that suit individual student needs. Through collaboration and exchange of ideas among creative teachers, it is expected that the quality of learning in SMA Al-Islam 1 Surakarta will improve.

SMA Al-Islam 1 Surakarta also takes additional steps to implement differentiated learning approaches by mapping the individual learning styles of students. They conduct diagnostic assessments in collaboration with psychological institutions to understand the learning styles of each student. In addition to students, teachers also undergo diagnostic assessments and training with psychological institutions to gain a deeper understanding of students' psychological aspects.

In addition to implementing differentiated instruction, the school also implements the Merdeka Curriculum through the Pancasila Student Profile Strengthening Project (P5). "Gelar karya" (exhibition of works) is an innovative learning approach and the result of the Pancasila student profile project, which introduces a new paradigm through intra-curricular and extracurricular activities. The stages of this "gelar karya" activity vary, starting with students discussing the product they will create, then conducting field actions to identify problem-solving approaches that benefit the community, followed by project creation, and ending with a project examination evaluated by teachers.

In the implementation of this "gelar karya," the class X students responded positively. They perceived this activity as a memorable first experience in organizing a "gelar karya." Through this event, students can showcase their creativity and abilities in creating original works.

c) The correlation between learning loss and the implementation of the Merdeka Curriculum in grade X students

One of the main objectives of implementing the Merdeka Curriculum is to address the negative impact of learning loss on students' learning abilities (BPMP Prov Kalsel et al.2023). The Curriculum Deputy also stated that the Merdeka Curriculum can restore students' learning motivation.

"I believe that the Merdeka Curriculum provides significant benefits by giving students the opportunity to develop their full potential. Through the Merdeka Curriculum, students can actively participate in extracurricular activities, research projects, and group collaborations. This not only enhances the effectiveness of learning but also reduces learning disparities among students."

With the implementation of the Merdeka Curriculum, such as the execution of the Gelar Karya as a form of strengthening the Pancasila student profile project and differentiated learning, the school has a strong belief that comprehensive and integrated implementation of the Merdeka Curriculum can effectively eliminate learning loss in students. Through differentiated learning approaches, students can learn according to their needs and interests, thereby enhancing their motivation and engagement in the learning process. Meanwhile, in the Gelar Karya activity, the Curriculum Vice Principal stated that the Gelar Karya activity can restore the morals and ethics of students.

"The theme of Bhineka Tunggal Ika with a focus on Adab and Akhlak carried by the school is the right choice for shaping students' characters. In my opinion, through this activity, students can learn and apply ethical and moral values in their daily lives, creating individuals of integrity who appreciate diversity."

Research results also show that the Gelar Karya activity consists of various activities. Through the different stages of the Gelar Karya activity, students can internalize and cultivate Pancasila values. These stages include discussing ideas and product concepts, field actions, project creation, and presentation.

Through an approach that focuses on individual and group needs, the Merdeka Curriculum allows students to learn according to their levels of understanding and interests. In the long run, this is expected to reduce learning loss or students' decreased understanding and improve their overall learning outcomes.

DISCUSSION

a) Forms of learning loss on grade X students.

The learning loss experienced by the 10th-grade students of SMA Al-Islam 1 Surakarta can be observed through several indicators that encompass their motivation, intelligence, and social attitudes. Firstly, there is a noticeable lack of motivation to learn, evident from the students' diminished enthusiasm and interest during the learning process. This aligns with research conducted by Widodo & Umar (2022) which states that the loss of motivation to learn is one of the forms of learning loss.

Furthermore, learning loss is also reflected in the decline of students' intelligence. Ayu & Nurafni (2022) also argue that students experiencing learning loss will have an impact on their academic performance. This can be seen from their decreased academic achievements in the previous academic year. The decline in academic performance indicates difficulties in understanding and applying subject matter, as well as a decrease in cognitive abilities and problem-solving skills.

In addition, learning loss can also be observed through a lack of respect for fellow students. The indifferent attitude displayed by students towards their classmates or peers indicates a lack of empathy, understanding, and cooperation within the learning environment. They may disregard or fail to appreciate the opinions, feelings, or contributions of others, which can have a negative impact on the classroom atmosphere and their social interactions.

b) Implementation of the Merdeka curriculum on grade X students

The implementation of differentiated learning as one of the implementations of the Merdeka curriculum, the school principal, has conducted activities such as the In House Training (IHT) forum to develop a learning approach that emphasizes the students' learning needs. One of the strategies in implementing differentiated learning is providing training to teachers to enhance their abilities in flexible assessment (Roberts, J. L., & Inman, 2021). The teachers' skills in flexible assessment can influence their creativity in implementing differentiated learning. The school's strategy can make teachers who are capable of differentiation as role models for other teachers, providing support for teachers in implementing differentiated learning.

In the context of differentiated learning, one aspect that is often overlooked is the implementation of diagnostic assessment. Diagnostic assessment plays a crucial role in helping teachers understand students' learning needs, achievement levels, and the effectiveness of their teaching efforts (Khasanah & Alfiandra, 2023). SMA Al-Islam 1 Surakarta implements a differentiated learning approach by conducting individual student learning style mapping in collaboration with a psychology institution. In addition to students, teachers also undergo diagnostic assessment and receive training together with the psychology institution to gain a deeper understanding of students' psychological aspects.

In this process, teachers at SMA Al-Islam 1 Surakarta identify students' learning styles individually in order to develop teaching strategies that align with each student's interests and learning preferences. By understanding students' learning styles, teachers can organize instructional materials and teaching methods that provide a more effective and engaging learning experience for students (Malacapay, 2019). By involving a psychology institution in conducting

diagnostic assessments, SMA Al-Islam 1 Surakarta ensures that the implemented learning approach is based on a deep understanding of students' needs and individual characteristics. This personalized approach aims to optimize the learning process and enhance students' academic growth and engagement.

In addition to differentiated learning, SMA Al-Islam 1 Surakarta also implements the *Projek Penguatan Profil Pelajar Pancasila* (Strengthening of Pancasila Student Profile Project) as a result of implementing the Merdeka Curriculum. *Gelar karya* (project showcase) is one of the innovative learning approaches that emerged from the Pancasila student profile project in the classroom, providing a new approach to intra-curricular and co-curricular learning processes. Through this activity, students not only learn about subject matter content but also actively participate in creating innovative products, which are then presented to the school as evidence of their learning outcomes.

Through the structured *gelar karya* (project showcase) activities, the school believes that students not only develop skills and knowledge but also instill Pancasila values within themselves. This is also in line with research conducted by (Budiono, 2023), which states that *gelar karya* activities are able to shape and develop students' character by referring to the Pancasila student profile, which is tailored to the needs and characteristics of each school.

c) The correlation between learning loss and the implementation of the Merdeka Curriculum in grade X students

The correlation between the Merdeka curriculum and learning loss is closely related, where one of the goals of implementing the Merdeka curriculum is to address the occurrence of learning loss experienced by students (Romli Triputra et al., 2022). In order to achieve this goal, SMA Al-Islam 1 Surakarta implements the Merdeka curriculum as one of the approaches to tackle learning loss among its students.

The emergence of students' discomfort in the classroom, decline in academic performance, and loss of learning motivation are forms of learning loss experienced by students at SMA Al-Islam 1 Surakarta. To address these issues, the school has implemented the Merdeka curriculum with an approach that focuses on the individual and group needs of students. According to Ardi et al. (2019), using such an approach can optimize students' potential and improve their overall performance.

In the student-centered approach, the school strives to implement differentiated instruction for students. In this context, the focus is on tailoring the learning approach to meet students' needs and interests. The school also facilitates teachers through the In House Training (IHT) forum and diagnostic assessments to enhance the quality of teaching in line with student needs. These activities prioritize the use of engaging and relevant teaching methods. Teachers make efforts to adopt methods that can capture students' interest and motivate them to learn. This aligns with research conducted by Mardhiyati et al. (2023) indicating that implementing such teaching methods can create an engaging learning environment that is relevant to students' lives.

The research conducted by Herwina (2021) further strengthens the notion that through the use of appropriate teaching methods, materials, and assessments, teachers are able to adapt students' learning experiences to maximize their potential. In diverse learning environments, students are encouraged to activate their abilities and actively participate in the learning process. This approach recognizes the importance of catering to individual students' needs and creating an engaging and inclusive learning environment. By doing so, students can fully utilize their capabilities and enhance their overall learning outcomes.

The Strengthening Project for Pancasila Student Profiles (P5) is implemented through a series of project-based activities, including the "gelar karya" (project exhibition). These activities take place outside the classroom and even beyond the school premises. Additionally, these activities aim to develop students' character based on the components outlined in P5, such as

faith and devotion to God Almighty, critical thinking, cooperation, creativity, independence, and global diversity. This can be observed through the various stages of the gelar karya activity.

During the collaborative process of formulating innovative ideas, students can develop a sense of cooperation and teamwork. Through the field action stage, students are encouraged to understand and respect cultural diversity and exhibit mutual respect. Furthermore, the project creation and presentation stages provide opportunities for students to demonstrate integrity, responsibility, and good work quality, reflecting the values of Pancasila.

With the implementation of the Strengthening Project for Pancasila Student Profiles (P5), the school believes that learning loss in students can be minimized. Research by Safitri et al. (2022) also supports that the Strengthening Project for Pancasila Student Profiles (P5) is a new orientation in the education world to further improve students' character.

CONCLUSION

Online learning for 2 years has resulted in learning loss among the students of class X, which has had an impact on classroom learning. In the new academic year, students appeared to be less enthusiastic during the learning process, there was a decrease in academic performance compared to the previous academic year, and undesirable attitudes emerged among the students. To address these issues, SMA Al-Islam 1 Surakarta, as a school that promotes the implementation of the Merdeka curriculum, has taken proactive steps to tackle the situation.

The school's efforts consist of strengthening the Pancasila Student Profile Project and implementing differentiated learning. The strengthening of the Pancasila Student Profile Project is carried out through a showcase of works (gelar karya) with out-of-classroom learning, while differentiated learning is implemented through diagnostic assessments and equipping teachers to better understand students' learning styles. By undertaking these efforts, the school hopes to restore students' learning motivation and eliminate the learning loss that has occurred in class X. Through the implementation of the Merdeka curriculum and the efforts made by SMA Al-Islam 1 Surakarta, it is expected that the students of class X can recover from the negative impacts of online learning and actively engage in the teaching-learning process once again.

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