

Evaluation of Factors Influencing the Successful Implementation of the Independent Learning Curriculum at State Vocational High School 3 Pekanbaru

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Abstract

This study aims to identify and obtain information about the analysis of the implementation of the independent learning curriculum in public vocational high schools (SMKN) 3 Pekanbaru. The method used in this study is a qualitative descriptive method, which describes the subject about the situation and data obtained during observations and questions so that it becomes useful information and is easily understood by readers. The samples in this study were school principals, vice-curriculum administrators and subject teachers. Data was collected by conducting interviews, observation and documentation. The results showed that the analysis of the implementation of the independent learning curriculum at the public vocational high school (SMKN) 3 Pekanbaru has been carried out optimally and is ongoing, although there are still obstacles in its implementation. The key to success in implementing the independent learning curriculum is that the principal and teachers must have the will to make changes. The principal as a leader must be able to change the mindset of the human resources in the school to want to make changes and provide equipment for each major class so that this independent curriculum can be implemented.

Keywords: Success, Implementation of Free Learning Curriculum, Vocational High School



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INTRODUCTION

Education is one of the most important factors in determining the quality of human resources and the progress of a nation. The educational process is able to give birth to creative, innovative ideas in the dynamics of the times. Curriculum development is an instrument to improve the quality of education. The correct educational policy will appear through the implementation of the implemented curriculum because "the curriculum is the heart of education" which determines the course of education (Munandar, 2017). The independent curriculum is a curriculum with various intra-curricular learning so that students are more optimal and have concepts and strengthen their competencies. And also the teacher has the flexibility in choosing teaching materials that are suitable and appropriate for their students which are tailored to the learning needs and interests of each individual student. In the independent curriculum, it also strengthens the achievement of Pancasila student profiles which are developed according to the themes determined by the government (Kemendikbudristek, 2022).

Freedom to learn revitalizes the education system to build key competencies so that learning activities become enjoyable. In the pedagogy category, Merdeka Learning encourages competency and values-based, curriculum and assessment, as well as individual needs-based and student-centered approaches. In the curriculum category, Merdeka Learning forms a competency-based curriculum, focusing on soft skills and character development, while in the

assessment system category, Merdeka Learning presents formative, portfolio-based assessments. (Ministry of Education and Culture, 2020). The development of SMK is focused on increasing competency as a foundation in building the independence and competitiveness of the nation in facing global competition in the future. Various policies carried out by the government in particular (Directorate for Development of Vocational High Schools) together with other stakeholders have resulted in a number of achievements as a direct impact of these various improvement efforts (Directorate for Development of Vocational High Schools, 2019).

RESEARCH METHODS

This study uses a qualitative descriptive method, which describes the subject about the situation and data obtained during observations and questions so that it becomes useful information and is easily understood by readers. The samples in this study were school principals, vice-curriculum administrators and subject teachers. Data was collected by conducting interviews, observation and documentation.

RESEARCH RESULTS AND DISCUSSION

Implementation of the Independent Learning Curriculum at SMKN 3 Pekanbaru

1. Communication. Based on the results of documentation data, observations and interview results, in general, the communication that occurs in the implementation of the independent learning curriculum at SMKN 3 Pekanbaru has been going well. because from the beginning of implementing the independent learning curriculum at SMKN 3 Pekanbaru, subject teachers in each profession were immediately provided with training or training as a provision for learning development from the school and outside teacher training they also shared with fellow teachers before carrying out learning.
2. Resources
 - a. Human Resources. The teacher's ability to implement the independent curriculum at SMK 3 Pekanbaru has been going well, because basically the teachers in the independent learning curriculum have the freedom to choose all models of teaching devices. the most important thing is that there are points and what remains is the way the teacher implements it during learning. So SMKN 3 Pekanbaru chooses the free and the material is not bound, free to choose from any source either from the internet or books, the important thing is that it is in accordance with the material elements of learning outcomes and in this independent learning curriculum it gives freedom to students how to enjoy what kind of learning system suits their interests and talents.
 - b. Equipment Resources. From the results of interviews, observation and documentation, in general, human resources and equipment are already good, because SMK 3 Pekanbaru has entered its 2nd year from 2021 until now, teachers in the independent learning curriculum have the freedom to choose all models of teaching devices including those provided on the independent platform and the equipment is also very good in supporting the implementation of the independent learning curriculum at SMK 3 Pekanbaru, especially in the need for activities in practice places.
3. Disposition. The disposition or attitude of SMK 3 Pekanbaru is good. SMK 3 Pekanbaru is very enthusiastic in implementing the independent learning curriculum such as meeting the needs of policy supporters and partners are very responsive by providing practical support, support at the time of industrial work practice, during the Expertise Competency Test (UKK) and when learning becomes a guest teacher in learning.
4. Bureaucratic Structure. The bureaucratic structure of SMK 3 Pekanbaru in implementing the independent learning curriculum is quite good. In determining their duties, they are adjusted to their areas of expertise and are divided as a whole and are in accordance with

their respective fields, which are regulated according to the applicable Standard Operational Procedure (SOP).

Barriers to Implementing the Free Learning Curriculum at SMKN 3 Pekanbaru

Based on the results of interviews, observations and documentation in general for obstacles to the implementation of the independent learning curriculum at SMK 3 Pekanbaru, namely that there are still obstacles in implementing the independent learning curriculum, especially for educators who are more than 55 years old who lack understanding of technology in the learning process and infrastructure facilities are also still an obstacle because the fulfillment of equipment is carried out in stages.

Efforts were Made to Overcome Problems in Implementing the Independent Learning Curriculum at SMKN 3 Pekanbaru

Based on the results of interviews, observation and documentation in general, efforts have been made to implement the independent learning curriculum at SMK 3 Pekanbaru by collaborating with teachers who are more than 55 years old to be assisted by young teachers in understanding the concept of technology (IT) in implementing the independent learning curriculum in the learning process and for efforts to fulfill infrastructure facilities in practical classes, the school collects data on what needs will be fulfilled in stages.

Discussion

Implementation of the Independent Learning Curriculum at SMKN 3 Pekanbaru

The independent curriculum is a curriculum with various intracurricular learning, so that students are more optimal and have concepts and strengthen their competencies. and also teachers have the flexibility to choose teaching materials that are suitable and appropriate for their students which are tailored to the learning needs and interests of each individual student (Kemendikbudristek, 2022). According to Jones (1991) in La Ode Muhammad Elwan, (2011: 18) explains that the implementation of policies is easy to understand theoretically and conceptually, but not always in a concrete form, because actual implementation is not something easy (Supriadin et al., 2020). Likewise, the success of policy implementation is influenced by several indicators of success as stated by George Edward III. Likewise, the success of policy implementation is influenced by several indicators of success as stated by George Edward III. According to George Edward III (in Widodo, 2011) there are 4 factors that influence the success of policy implementation, namely Communications, Resources, Disposition, and Bureaucratic Structure.

Communication

Based on the results of interviews, observations and documentation regarding communication in the implementation of the independent learning curriculum at SMK 3 Pekanbaru, it is known that the communication established by SMK 3 Pekanbaru has been going well, since the beginning of the implementation of the independent learning curriculum at SMK 3 Pekanbaru with direct training for subject teachers so that they can improve the competence of teachers in learning and also teachers routinely hold department meetings or discussions related to learning achievements every semester in order to continue to get information about developments from the independent learning curriculum. Comparison of the provisions of expert George Edward III regarding communication on the implementation of the independent learning curriculum at SMK 3 Pekanbaru, it can be concluded that communication between stakeholders implementing the independent learning curriculum has been well established and coordinated starting from initial information obtained from the

government to schools and communication to teachers - teachers have also been well established so that it can facilitate the implementation of the independent learning curriculum at SMK 3 Pekanbaru.

Resource

Based on the results of interviews, observations and documentation about resources in implementing the independent learning curriculum at SMK 3 Pekanbaru, it has been going well. because at SMK 3 Pekanbaru it has entered its 2nd year from 2021 until now, teachers in the independent learning curriculum have the freedom to choose all models of teaching devices including those provided on the independent platform and the equipment is also very good in supporting the implementation of the independent learning curriculum at SMK 3 Pekanbaru, especially in the need for activities in practice places. Comparison of the provisions of expert George Edward III regarding resources divided from human resources and equipment at SMK 3 Pekanbaru, it can be concluded that it is sufficient and adequate with good cooperation between teachers. for facilities and infrastructure as a tool to support practical needs in each available department is sufficient because the provision of these facilities and infrastructure is supported by the government, especially in the distribution of Educational Operational Assistance Funds (BOSP) and managed properly by the school so that the implementation of the independent learning curriculum program at SMKN 3 Pekanbaru can run well.

Disposition

Based on the results of interviews, observations and documentation about the disposition or attitude of SMK 3 Pekanbaru in the implementation of the independent learning curriculum, it has been well established. SMK 3 Pekanbaru is very enthusiastic about implementing the independent learning curriculum by meeting the needs of policy supporters and partners are very responsive by providing practical support, support at the time of industrial work practice, during the Expertise Competency Test (UKK) and when learning becomes a guest teacher in learning. Comparison of the provisions of expert George Edward III regarding the disposition or attitude of SMK 3 Pekanbaru in the implementation of the independent learning curriculum, it can be concluded that it has been very good and with the help of partners who work closely with SMK 3 Pekanbaru. Support, such as a collaborative program between SMK and DUDI (Business World and Industry) is an absolute requirement for the success of vocational education in the future. With DUDI, now vocational graduates have a greater chance of getting a job. The reason is that most SMKs are currently connected or collaborating with the business world and the industrial world. (DUDI) itself has a role in assisting the implementation of industrial work practices or apprenticeships for teachers and SMK students. In addition to receiving support from the Business World and the World of Work (DUDI) in partnering with SMKN 3 Pekanbaru, they also received support from government agencies to be able to launch an independent learning curriculum policy program at SMKN 3 Pekanbaru.

Bureaucratic Structure

Based on the results of interviews, observations and documentation about the bureaucratic structure of SMK 3 Pekanbaru in the implementation of the independent learning curriculum it is in accordance with the accuracy in the area of expertise. Based on the results of interviews, observation and documentation, in general, the bureaucratic structure of SMK 3 Pekanbaru in implementing the independent learning curriculum is quite good. In determining their duties, they are adjusted to their areas of expertise and divided as a whole

and are in accordance with their respective fields which are regulated according to the Standard Operational Procedure (SOP). Comparing the provisions of expert George Edward III regarding the bureaucratic structure at SMKN 3 Pekanbaru in the application of the independent learning curriculum, it can be concluded that the bureaucratic structure has been implemented and is running well. The tasks have been divided according to the provisions set directly by the principal and teachers at SMKN 3 Pekanbaru, In determining this bureaucratic structure, it is determined in advance by the school principal and teachers who are selected according to expertise in their respective fields which are adjusted to their final diploma so that the distribution of teacher tasks will be more linear or in accordance with expertise in their respective departments and the division of tasks is in accordance with Basic Education Data (DAPODIK).

Barriers to implementing the Free Learning Curriculum at SMKN 3 Pekanbaru

Implementation of the Independent Learning Curriculum at SMKN 3 Pekanbaru, it is known that the implementation of the Independent Curriculum at SMKN 3 Pekanbaru has not been running effectively. due to several things such as there are still obstacles to the implementation of the Freedom to Learn curriculum at SMKN 3 Pekanbaru for teaching staff who are more than 55 years old and above, they are a little difficult to understand about the application of the concept (IT) to the application of each lesson and besides that, what is still an inhibiting factor for the Merdeka Learning curriculum at SMKN 3 Pekanbaru is about school delays in terms of providing infrastructure facilities in practice classes that are in accordance with industry standards or Standard Operational Procedures (SOP) to support optimal quality of production results in meeting consumer demand. This shows that there are 2 inhibiting factors in the implementation of the Freedom to Learn curriculum at SMKN 3 Pekanbaru, namely the factor of human resources and equipment. Human resources where there are still teaching staff who are aged more than 55 years and over, they are a little difficult to understand about the application of technology. And for equipment resources where there are still school delays in terms of providing facilities and infrastructure in practice classes that are in accordance with industry standards or Standard Operational Procedures (SOP) to support optimal quality of production results in fulfilling requests for consumers.

Efforts were Made to Overcome Problems in Implementing the Independent Learning Curriculum At SMKN 3 Pekanbaru

Efforts to implement the independent learning curriculum at SMKN 3 Pekanbaru overcoming problems from a policy implementation include several ways, namely the efforts of SMKN 3 Pekanbaru in overcoming human resource problems by working together with young teachers or other teachers to help each other and provide an understanding of the concept of technology (IT), especially for teachers who are over 55 years old. In overcoming problems with equipment resources, SMKN 3 Pekanbaru is making efforts in terms of delays in providing infrastructure in practice classes, such as there are some drawbacks in following the development of industrial demands, namely paying in installments or buying in stages to fulfill infrastructure in practical classes. This shows that there are 2 efforts at SMKN 3 Pekanbaru in overcoming problems in implementing the independent learning curriculum, namely by assisting young teachers and other teachers to work together so that teachers who are over 55 years old can be assisted in understanding technology (IT). The next effort at SMKN 3 Pekanbaru is to provide infrastructure needs in practical classes in installments or buy them in stages to meet infrastructure needs in practical classes.

CONCLUSION

After analyzing the data based on a review of documentation, observations and interviews regarding the analysis of the implementation of the medeka learning curriculum at SMKN 3 Pekanbaru, the following conclusions can be drawn: The implementation of the Free Learning Curriculum at SMKN 3 Pekanbaru is already in a fairly good category. This is evidenced by the election of SMKN 3 Pekanbaru as a reference SMK that can function as a driving school and center for improving the quality and performance of other SMKs. Obstacles in implementing the Free Learning Curriculum at SMKN 3 Pekanbaru are educators who are more than 55 years old and above, so it is a little difficult to understand the application of the concept of technology (IT) in learning and there are also delays in providing infrastructure in practical classes to support fulfilling orders from consumers/companies. Efforts made to overcome problems in implementing the Free Learning Curriculum at SMKN 3 Pekanbaru are still in the sufficient category.

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