

EVALUATING RESPONSES ON INDEPENDENT LEARNING CURRICULUM PRESENTED BY MINISTER OF EDUCATION

Chalimah
STKIP PGRI Jombang.
chalimagstkipjb@gmail.com

Abstract

This study aims to evaluate the responses given by the society on the implementation of independent learning curriculum since the society gives much contribution to the successful implementation of the independent learning curriculum. The study uses descriptive qualitative with textual analysis by using systemic functional linguistics theory: judgment. The findings show that the society tends to accept the implementation of the independent learning curriculum by seeing the data of tenacity (59%) that relies on independent learning curriculum to get better education, the data of normality (23%) shows that independent learning curriculum is assumed to be able to face the challenge of digital era, the data of capacity (7%) shows that independent learning curriculum is seen as chance to improve education, and the data of propriety (76%) shows that independent learning curriculum is praised since it facilitates the teachers and the students to be independent.

Keywords: *evaluating responses, independent learning curriculum, judgment*

Abstrak

Studi ini bertujuan untuk mengevaluasi respon masyarakat terkait implementasi kurikulum merdeka belajar karena masyarakat memiliki banyak kontribusi untuk mensukseskan implementasi kurikulum merdeka belajar. Studi ini menggunakan deskriptif kualitatif dengan analisis tekstual menggunakan teori linguistic sistemik fungsional: judgment. Temuan menunjukkan bahwa masyarakat cenderung menerima implementasi kurikulum merdeka belajar dikaji dari data tenacity (59%) yang menunjukkan kepercayaan masyarakat pada kurikulum merdeka belajar untuk menciptakan pendidikan yang lebih baik, data normality (23%) yang menunjukkan kurikulum merdeka belajar diasumsikan dapat menghadapi tantangan kemajuan era digital, data capacity (7%) yang menunjukkan kurikulum merdeka belajar dipandang sebagai peluang untuk meningkatkan pendidikan, dan data propriety (76%) menunjukkan kurikulum merdeka belajar dipuji karena memfasilitasi guru dan siswa untuk merdeka

Kata kunci: *penilaian respon, kurikulum merdeka belajar, judgment.*

PENDAHULUAN

Independent learning curriculum has been a brand-new topic discussed in education field. The independent learning curriculum has been decided to be implemented after the minister of education validates the rules. The implementation basis of independent learning curriculum refers to regulation number 3 in 2020 about higher education standards (Permendikbud, 2020: number

3), regulation number 4 in 2020 about changing state universities into legal entities (Permendikbud, 2020: number 4), and regulation number 5 in 2020 about accreditation program (Permendikbud, 2020: number 5).

The new regulation gives a big chance to the students to choose what they want to learn based on their willing and their skill. The new paradigm makes schools and universities more autonomus. There are five main important things in the implementation of independent learning curriculum, namely: accreditation system for higher education, learning in universities that can have the rights to learn from other departments or even other universities, simplicity to open the new study program, new student admission, and the changing state universities into legal entities (Sopiansyah., Masrurroh., Zaqiah., Erihadiana, 2022). The new regulation forces to have flexible situation to learn inside and outside of the college, to have e-learning, to have collaboration with industry, other schools, other universities with the follow-up collaboration. The independent learning curriculum also becomes the realization of the student centred learning. It develops students' innovation, creativity, capacity, and attitude to create strong hard skill and strong soft skill to be able to compete.

This study fills the gap of the previous researches that have conducted research on curriculum that has not seen the response on the implementation of independent curriculum but only conducts research with the scope is in the curriculum development, the curriculum management, and the implementation curriculum 2013 that have been investigated in Alnaji (2022); Munajim, Barnawi, Fikriyah (2020); Asy'ari and Hamami (2020); Salimi and Ghonoodi (2011); Birney and McNamara (2022); Lingga (2018); Owan, Emanghe, Denwigwe, Eyo, Usoro, Ebuara, Effiong, Ogar, Basse (2022); Rahmawati (2015); Agustin and Puro (2016); Gupta and Dutta (2019); Sulaeman (2016); Nguyen and Budke (2022).

RESEARCH METHOD

This study applies descriptive qualitative with textual analysis. The theoretical approach uses systemic functional linguistics and limits on the judgment form. The judgment value is divided into two types, namely: social esteem and social sanction. The social esteem is answered by evaluating the normality (how special), the capacity (how much), the tenacity (how dependable). The social sanction is answered by evaluating the veracity (how honest) and the propriety. The data source is taken from the patent download <https://www.youtube.com/watch?v=T2-s6yY9yoI> that focuses on the comment box. There are 35 comments from different people that are taken as the data.

FINDINGS AND DISCUSSION

The data about the judgment form that evaluates the social esteem and social sanction can be seen in table 1 below.

Tabel 1. The Judgment Form as Reflection of Society's Response

No.	Code	Clause in Indonesian Comment	Social Esteem	Social Sanction
1	C1.1	menurut saya dari ke 4 type kurikulum itu yang lebih membekali siswa lintas bidang ilmu adalah tematik kurikulum	normality (against)	-
2	C1.2	tidak perlu ada PKWU atau peminatan	normality (against)	-
3	C1.3	membekali berbagai ilmu yang saling terkait atau contextual sehingga ke depannya siswa sudah punya dasar sesuai minatnya	normality (against)	-
4	C1.4	ini sebagaimana yang ada di soal soal PISA atau istilah up to date alias kekinian ala kurikulum merdeka 'diferensiasi pembelajaran'	normality (against)	-
5	C1.5	appreciating the difference background, talent & interest of the students	-	propriety (against)
6	C1.6	just run dalam pendidikan karakter dulu saya sebagai siswa pernah mendapatkan apa yang disebut P4	-	propriety (against)
7	C1.7	ber'inovasi tidak berarti harus segalanya baru	-	unpropriety (against)
8	C1.8	ambillah yang bagus dari yang sudah ada sebelumnya	normality (against)	-
9	C1.9	jangan malah dengan kurikulum yang seakan akan siswa saat ini mengarah ke ekstrimis dengan kurikulum anti radikal dan moderasi beragama	-	propriety (against)
10	C1.10	siswa tidak bisa dilepas dengan teknologi/gadged tanpa peran guru-guru yang berjiwa Pancasila sejati (nasionalis & relijius) yaitu bertaqwa kepada Tuhan dan	tenacity (against)	-

cinta negara dan bangsa				
11	C2	baca komentar-komentar disini ikut senang melihat banyak guru bersemangat dengan dunia Pendidikan dan transformasi di dalamnya	tenacity (for)	-
12	C3.1	materinya bagus	normality (for)	-
13	C3.2	selalu semangat guru-guru Indonesia maju terus pantang mundur untuk kemajuan Pendidikan Indonesia yang lebih berkualitas	tenacity (for)	-
14	C4.1	ternyata dalam kesulitan selalu ada kemudahan, inilah peluang yang lahir ketika kita diuji pandemic covid 19	capacity (for)	-
15	C4.2	semoga kurikulum merdeka dan platform merdeka mengajar menjadi awal peningkatan kualitas pendidikan di Indonesia	tenacity (for)	-
16	C4.3	yang paling penting harus didukung oleh kita semua terutama stakeholder di bidang pendidikan	capacity (for)	-
17	C5.1	kurikulum merdeka dapat menjawab tantangan era digital dan permasalahan lainnya pada pendidikan di Indonesia	normality (for)	-
18	C5.2	ada perbaikan yang signifikan untuk meningkatkan mutu pendidikan secara global hasilkan SDM berkualitas unggul baik sikap, pengetahuan dan ketrampilan	capacity (for)	-
19	C6	terima kasih bapak Menteri dan team untuk memfasilitasi guru-guru hebat menuju perubahan yang memerdekakan guru dan siswa	-	propriety (for)
20	C7	semoga dengan kurikulum ini menjadikan pendidikan di Indonesia semakin berkualitas dan guru-guru	tenacity (for)	-

		yang berkualitas		
21	C8.1	yang dirasakan saat ini sebagai pendidik, anak didik bisa mencari sendiri sesuai dengan bakat dan cita-cita mereka	normality (for)	-
22	C8.2	banyak anak paket yang lanjut ke Perguruan Tinggi, kerja yang sesuai, dll	capacity (for)	-
23	C9	semoga pendidikan di Indonesia makin berkualitas	tenacity (for)	-
24	C10	semoga pendidikan di Indonesia semakin maju	tenacity (for)	-
25	C11.1	semoga kita bisa melaksanakan tugas ini dengan baik dan benar	tenacity (for)	-
26	C11.2	mari kita sama-sama berjuang	tenacity (for)	-
27	C12.1	semakin banyak perkembangan di dunia pendidikan semenjak masa kepemimpinan Mas Nadiem	-	propriety (for)
28	C12.2	Indonesia merdeka belajar	normality (for)	-
29	C13.1	mencerahkan	-	propriety (for)
30	C13.2	terimakasih Kemendikbudristek atas banyaknya terobosan baru	-	propriety (for)
31	C13.3	semoga anak-anak Indonesia menjadi anak-anak yang berani maju, berani bekerja keras, sholeh, kuat dan merdeka	tenacity (for)	-
32	C14	siap menerima perubahan untuk meningkatkan mutu Pendidikan Indonesia	tenacity (for)	-
33	C15.1	terus berkarya, berkreasi bagi para pendidik yang tak lelah bergerak menuju Indonesia maju berlandaskan Pancasila dan NKRI	-	propriety (for)
34	C15.2	mari membangun bangsa demi kebaikan semua	tenacity (for)	-
35	C16.1	luar biasa Pak Nadiem Menteri Pendidikan sangat diberkati Tuhan, menciptakan kurikulum merdeka belajar	-	propriety (for)

		dan membantu guru dan peserta didik cepat mengerti		
36	C16.2	semoga dengan kurikulum merdeka belajar anak bangsa mengalami kemajuan yang cepat dalam dunia Pendidikan	tenacity (for)	-
37	C17	turut bersemangat untuk guru-guru semua untuk mencerdaskan bangsa	tenacity (for)	-
38	C18	semoga dengan kurikulum ini kami semakin bisa konsentrasi untuk mengajar dan mendidik anak bangsa	tenacity (for)	-
39	C19.1	semoga dengan kurikulum merdeka belajar ini guru dan siswa merdeka dalam pelaksanaan pembelajaran dan penilaian karena yang mengetahui kemampuan siswa hanya gurunya	tenacity (for)	-
40	C19.2	tidak harus berpatokan dengan KKM	normality (for)	-
41	C20.1	semoga dengan diluncurkannya kurikulum merdeka SDM tunas bangsa ini bisa lebih maju, lebih kreatif, berkualitas	tenacity (for)	-
42	C20.2	maju terus Bangsa Indonesia jangan selalu tertinggal dan selalu dijadikan kelinci percobaan	-	propriety (for)
43	C20.3	terimakasih kepada seluruh instansi yang selalu peduli terhadap dunia Pendidikan Indonesia	-	propriety (for)
44	C21	tetap semangat dan berjuang terus untuk pendidikan bangsa Indonesia lebih maju ke depannya	tenacity (for)	-
45	C22	semangat berjuang kembali untuk semua guru-guru di Indonesia dan selalu tampilkan kreatifitas unik lainnya	tenacity (for)	-
46	C23.1	semangat guru guru Indonesia jangan tinggal	tenacity (for)	-

		diam di tempat suksesnya		
47	C23.2	generasi kita tergantung dari kita agar ada perubahan yang lebih maju dan berilmu yang baik, lanjutkan merdeka belajar	tenacity (for)	-
48	C23.3	berpikir positif untuk kemajuan bangsa Indonesia	normality (for)	-
49	C24.1	bangunlah bangsa ini dengan pikiran positif dan akal sehat	tenacity (for)	-
50	C24.2	insyaAllah generasi bangsa akan kuat	tenacity (for)	-
51	C25.1	saya selaku pendidik mendukung kurikulum merdeka	tenacity (for)	-
52	C25.2	berharap anak-anak Indonesia bisa memaksimalkan potensi terbaiknya	tenacity (for)	-
53	C26	tetap berada di garda terdepan Pendidikan Indonesia dengan konsisten mengembangkan diri	tenacity (for)	-
54	C27.1	anak-anak Indonesia bangga menjadi anak Indonesia	normality (for)	-
55	C27.2	terimakasih bagi perjuangan para pendidik	-	propriety (for)
56	C28.1	ayo bapak ibu guru terus semangat demi kejayaan Pendidikan di Indonesia	tenacity (for)	-
57	C28.2	terus berinovasi dan menginspirasi	normality (for)	-
58	C29	semangat guru guru Indonesia dengan perubahan kurikulum semoga pendidikan semakin berkualitas	tenacity (for)	-
59	C30.1	pencerahan yang luar biasa mas menteri	-	propriety (for)
60	C30.2	belajar itu sebaiknya dengan sukarela	-	propriety (for)
61	C30.3	semoga mempercepat pemerataan pendidikan di Indonesia	tenacity (for)	-
62	C30.4	semoga juga dinas-dinas pendidikan dan kebudayaan di daerah juga tanggap dan	tenacity (for)	-

		dapat memfasilitasi semangat perubahan ini		
63	C31	mudah-mudahan dengan merdeka belajar membawa perubahan cara mengajar dalam meningkatkan mutu dan kualitas Pendidikan di Indonesia	tenacity (for)	-
64	C32	semoga dengan kurikulum ini Pendidikan semakin maju berkualitas	tenacity (for)	-
65	C33.1	jadi lebih fleksibel bagi guru bersama siswa di dalam kelas	normality (for)	-
66	C33.2	agar lebih leluasa bagi guru untuk perubahan	normality (for)	-
67	C33.3	agar lebih meningkat mengajarnya	normality (for)	-
68	C34.1	sangat brilian	-	propriety (for)
69	C34.2	saya sangat tertarik sekali dengan perangkat belajar yang dijelaskan mas menteri	-	propriety (for)
70	C34.3	semoga kedepannya kesempatan guru untuk lebih mengembangkan diri dan diberikan kesempatan pelatihan-pelatihan yang mendukung pengetahuan guru	tenacity (for)	-
71	C35.1	semoga kurikulum merdeka mengajar dapat selaras dengan harapan sekarang dan mendatang	tenacity (for)	-
72	C35.2	kualitas dan kuantitas guru dalam menerapkan kurikulum ini sangat menentukan keberhasilan program pendidikan	normality (for)	-
73	C35.3	dapat menjadikan peserta didik memiliki karakter dan intelektual yang handal	normality (for)	-
Total			56	17

Based on table 1 above, it can be explained that 77% of the data shows the evaluation on social esteem. There are five data that show normality (against) which can be interpreted that 9% of the data has an ideology against the independent learning curriculum. The ideology against shows that another

curriculum is better than the independent curriculum with several reasons, namely: context based and character based that are assumed to be meaningful. One datum of tenacity (against) or 2% of the data has shown ideology against the independent learning that the students' character in handling technology impact also depends on the teachers' role. Four data or 24% of the data in social sanction show the thematic curriculum is preferred to create better students' characters.

Thirty-three data of tenacity (59%) which shows the ideology for independent learning explains that the society relies on the independent learning curriculum to get better education and gives support on the implementation of the independent learning. Thirteen data of normality (23%) explains that the society notices the independent learning curriculum is special since it answers the challenge of digital era and it is assumed as solution of education problems in Indonesia. Four data of capacity (7%) shows that the society counts the independent learning curriculum as the chance to change and get significant education improvement. Thirteen data of propriety (76%) accepts the independent learning curriculum with praise since the society think that the independent learning curriculum has made teachers and students independent and facilitated to develop education with their own ways.

CONCLUSION AND SUGGESTION

CONCLUSION

The society tends to welcome the independent learning well that can be seen from the data of tenacity that the society relies on the independent learning curriculum. From the data of normality, it shows that the independent learning curriculum has special category in promoting technology progress and skill. The data of propriety shows the society's praise on the education minister's regulation in facilitating the teachers' and students' learning independence.

SUGGESTION

The study still focuses on judgment to evaluate the clause that can show ideology against and ideology for. The future study can see from the different views with other language assessment by using systemic functional linguistics.

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