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Ali Mukti Tanjung <alimuktitanjung445@gmail.com>

Articles for the JSSER
5 pesan

Ali Mukti Tanjung <alimuktitanjung445@gmail.com>　　　　　　　　09 Juni 2023 09.20
Kepada: btarman@gmail.com

Dear: Editor JSSER

I am Ali Mukti Tanjung, lecturer at Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

I have an interest in the field of science published by JSSER journal, and now I have research that is in line with the "focus and scope" of the JSSER.

I have completed a scientific article entitled "**Policy Analysis on the Implementation Curriculum Management in Labour Workforce**".

I hope this article can be published in the JSSER, because there are interesting findings in the scientific article that can become new treasures in science.

Best Regards,
Thanks

Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

📄 **JSSER_Ali Mukti Tanjung.doc**
389K

Bulent Tarman <btarman@gmail.com>　　　　　　　　　　　　　　10 Juni 2023 19.10
Kepada: Ali Mukti Tanjung <alimuktitanjung445@gmail.com>

Dear
Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

Many thanks for providing your article for consideration by our editorial team. The JSSER Editorial Board has received your article.

Your article will be processed according to the publication standards at JSSER. I beg you to be patient waiting for the notification from our Editorial Board members.

Always check your email, because we will only notify you via this official email.

Best Regards,

--
Bulent Tarman
Editor-in-Chief, Journal of Social Studies Education Research (JSSER)
[Kutipan teks disembunyikan]

Ali Mukti Tanjung <alimuktitanjung445@gmail.com>   11 Juni 2023 08.21
Kepada: "Bulent Tarman" <btarman@gmail.com>

Dear: Editor JSSER

Thank you for your information.

I will be happy to wait for further information.

Best Regards,

Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia
[Kutipan teks disembunyikan]

Bulent Tarman <btarman@gmail.com>   07 Agustus 2023 09.11
Kepada: Ali Mukti Tanjung <alimuktitanjung445@gmail.com>

Dear
Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

The JSSER Editorial Board has reviewed your article, the research topic is very interesting, but we decided that your article could not be accepted immediately. You must improve your article on several points.

I am sure you are willing to make this improvement because your scientific articles must meet JSSER standards.

Please correct your article according to the instructions from the JSSER reviewers.

REVIEWER 1 COMMENT:

This article provides an in-depth view of curriculum management policy within the workforce. The author discusses the implementation steps in detail, and the policy analysis presented offers valuable insights. However, I believe the article could be enriched with the addition of case studies or concrete examples from the policy implementation in the field. This would help readers better understand the practical context of the theory outlined in the article. Additionally, I suggest that the author clarify the methodology used in analyzing the policy to provide a stronger foundation for the findings.

REVIEWER 2 COMMENT

The article presents relevant policy analysis in the context of curriculum management for the workforce. I appreciate how the author outlines the implementation steps clearly and provides a solid conceptual framework. However, there seems to be a need for a comparison between the discussed policy and best practices at the international level. By comparing policy implementation across different countries, readers can gain a more comprehensive understanding of potential successes or challenges. Furthermore, the article could benefit from including quotes or perspectives from field practitioners involved in the policy implementation, offering a richer and more contextualized perspective on the policy analysis provided.

I hope you can make improvements as soon as possible, and send the revised article again via this email.

Best Regards,

--
Bulent Tarman
Editor-in-Chief, Journal of Social Studies Education Research (JSSER)
[Kutipan teks disembunyikan]

Ali Mukti Tanjung <alimuktitanjung445@gmail.com>   08 Agustus 2023 13.21
Kepada: "Bulent Tarman" <btarman@gmail.com>

Dear: Editor JSSER

Thank you for your information.

I will immediately correct the article according to reviewers.

Best Regards,

Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia
[Kutipan teks disembunyikan]

![Gmail]

Ali Mukti Tanjung <alimuktitanjung445@gmail.com>

Revision Article for JSSER

4 pesan

Ali Mukti Tanjung <alimuktitanjung445@gmail.com>   21 Agustus 2023 09.15
Kepada: "Bulent Tarman" <btarman@gmail.com>

Dear

Editor JSSER

Thank you for the patience of the JSSER Editorial Board, waiting for the revision of my article.

I have made improvements according to the reviewer's instructions.

Revised article attached.

Best Regards,

Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

📄 **Revision1_JSSER.doc**
489K

Bulent Tarman <btarman@gmail.com>   17 Oktober 2023 10.11
Kepada: Ali Mukti Tanjung <alimuktitanjung445@gmail.com>

Dear

Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

Based on Reviewers' considerations, the article has, at some point, increased. However, you have to improve on a few more points. Hopefully, you are willing to do it.

Please follow the following revision instructions:

REVIEWER 1 COMMENT:

I appreciate the author's responsiveness to the initial feedback. The addition of a practical case study significantly strengthens the article, providing a real-world context for the discussed policy implementation. The methodology clarification also enhances the article's credibility. However, I recommend a more explicit discussion on the limitations of the study to ensure transparency and acknowledge potential areas for future research. Overall, the revisions have improved the article's depth and applicability.

REVIEWER 2 COMMENT:

The author's incorporation of international comparisons has notably enriched the article, offering a broader perspective on curriculum management policies. The inclusion of quotes from field practitioners further enhances the article's practical relevance. The clarification of the methodology addresses the previous concern and strengthens the article's academic rigor. However, I suggest a brief reflection on the implications of the findings for policymakers and practitioners in the conclusion. This addition would provide a more comprehensive wrap-up of the policy analysis. Overall, the revisions have elevated the article's quality and contribution.

Articles that have been revised and please send it back via this email.

Best Regards,

--
Bulent Tarman
Editor-in-Chief, Journal of Social Studies Education Research (JSSER)

Ali Mukti Tanjung <alimuktitanjung445@gmail.com> 25 Oktober 2023 19.50
Kepada: "Bulent Tarman" <btarman@gmail.com>

Dear
Editor JSSER

Thank you for your response, I will be happy to revise the article according to these instructions.

Best Regards,

Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia
[Kutipan teks disembunyikan]

Ali Mukti Tanjung <alimuktitanjung445@gmail.com> 26 Oktober 2023 09.11
Kepada: "Bulent Tarman" <btarman@gmail.com>

Dear
Editor JSSER

Thank you for the patience of the JSSER Editorial Board in waiting for the submission of my second article revision.

I have made improvements according to the instructions from the reviewers. I am ready to wait for the next process.

Revised Article Attached.

Best Regards,

Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

📄 **Revision2_JSSER.doc**
499K

M Gmail

Ali Mukti Tanjung <alimuktitanjung445@gmail.com>

Acceptance Letter
1 pesan

Bulent Tarman <btarman@gmail.com>   11 Desember 2023 10.20
Kepada: Ali Mukti Tanjung <alimuktitanjung445@gmail.com>

Dear
Ali Mukti Tanjung
Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

Warm Greetings!

It' a great pleasure to inform you that, after the peer review process, your article entitle: "**Policy Analysis on the Implementation Curriculum Management in Labour Workforce**" has been accepted for publication in Journal of Social Studies Education Research (JSSER) Volume 14 Number 4 of 2023.

Thank you for submitting your work to JSSER. We hope to receive it in the future too.

Best Regards,
Thanks

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Bulent Tarman
Editor-in-Chief, Journal of Social Studies Education Research (JSSER)

📄 **LoA_JSSER_87.pdf**
413K

Policy Analysis on the Curriculum Management for the Indonesian Secondary Schools

Abstract

This research aims to understand the planning and development of the Independent Curriculum in middle and high schools in Medan; understand the implementation of the Merdeka Curriculum in middle and high schools in Medan in influencing the quality of learning and student learning outcomes, and map the main obstacles and challenges faced by teachers, students and schools in implementing the Merdeka Curriculum in Medan, as well as the factors This affects the effectiveness of implementing the curriculum.This research uses an evaluation method. The approach used is the CIPPO method which includes context, input, process, product and output. Data is described qualitatively narratively with descriptive percentages. Data were analyzed using tabulation and qualitative analysis.Based on the results of data analysis, it can be concluded that the planning and development of the Independent Curriculum in Middle and High Schools in Medan has gone well, everything is in accordance with existing criteria. The implementation of the Independent Curriculum in middle and high schools in Medan has gone well, although there are still several minor obstacles that do not support the successful implementation of the independent curriculum. The main obstacle and challenge faced by teachers, students and schools in implementing the Independent Curriculum in Medan is the lack of existing facilities and infrastructure, especially in schools in remote areas. effectiveness of implementing the curriculum. The novelty of the research lies in the description of the uniqueness of planning and implementing the Merdeka curriculum in areas with limited resources, perceived obstacles, and strategies for overcoming obstacles so that the process of implementing the Merdeka curriculum can be carried out well.

Keywords: curriculum, independent learning, obstacles, implementation, evaluation.

Introduction

Education can be said to be one of the foundations for the development of a strong government. Education in Indonesia has experienced very significant progress, and is always transforming towards progress in order to catch up with various lags compared to other countries (Majety et al. 2023; Nisselle et al. 2021). One of the methods taken by the Indonesian government is to implement the Independent Learning Curriculum or Merdeka Curriculum(Benstead et al. 2023; Ken et al. 2023). This curriculum is implemented at all school levels starting from elementary school (SD), middle school (SMP), and high school (SMA) (Cufer et al. 2023; Del et al. 2023). In this case, the province of Medan, as a province with a very large population and a very high number of school-age children, is one of the focuses for implementing the Independent Curriculum (Benstead et al. 2023; Shiao et al. 2023).

The Merdeka Curriculum is the only curriculum that applies nationally aimed at fostering a more contextual education strategy, emphasizing more on the ability of the pupils, and always following the development and needs of pupils (Iivari et al. 2023; Livingston et al. 2023). After the introduction of Covid-19, online methods have become one of the most

powerful methods to overcome the various obstacles in the implementation of education (Irene 2023; Salgado, et. al., 2023). It happened, because the Merdeka curriculum was so flexible in the face of the obstacles and developments of the times (Blank & Petr 2023; Henderson et al. 2023).

The Merdeka Curriculum can be applied very flexibly, especially in areas such as Medan. Therefore, it is necessary to investigate further the level of effectiveness of the implementation of the Merdeka curriculum at the middle school and high school levels (Blank & Petr 2023; Nisselle et al. 2021). With the evaluation, it will be possible to identify various aspects that are weaknesses, and various obstacles that must be overcome by all stakeholders such as local government, teachers, school principals, student parents, and the students themselves (Neto et al. 2023; Thi et al. 2023).

Table 1. Number of schools that have implemented the Independent Curriculum

No	Level	2022 (%)	2023 (%)	Increase
1	Primary school	54.8	78.8	24.0
2	First high school	58.5	79.2	20.7
3	High school	67.6	82.9	15.3
4	Vocational high school	65.7	82.8	17.1
	Average	61.7	80.9	19.3

Education Department of Medan

Table 1 shows that in 2023 in elementary schools 78.8% will have implemented the Merdeka curriculum, in junior high schools it will reach 79.2%, in high schools it will reach 82.9%, and in vocational high schools it will reach 82.8%. Thus, the highest ranking is in senior high schools and vocational high schools. If we look at the increase from 2022 to 2023, the highest increase is in elementary schools at 24%, followed by junior high schools at 20.7%. Meanwhile, in vocational high schools it is only 17.1% and the lowest is in high schools at 15.3%.

With the description above, it is deemed necessary to evaluate the implementation of the Merdeka curriculum in Medan both at the junior high school and senior high school levels (Cufer et al. 2023; Del et al. 2023). Through this evaluation, it is certain to know how high the level of success in implementing the Merdeka curriculum is, and to what extent the initiative to implement the Merdeka curriculum has been able to help improve the absorption and competency of middle school and high school students (Neto et al. 2023; Shiao et al. 2023).

Previous research suggests that the Merdeka curriculum as a form of change in the curricula that would give meaning to the improvement of the quality of education in Indonesia (Ying et al. 2022; Zhao & Cheah 2023). Another study concluded that, the Merdeka curriculum provides an upgrade to the teaching material, a more student-centred learning approach, and a more focused on skills development. Other research also confirms that Merdeka's curriculum is more responsive to social, information, and technological developments (Delprato 2023; Guti 2023).

Other research results conclude that, the application of the Merdeka curriculum is able to provide answers to the various challenges that have been faced by previous curricula. The challenge for the implementation of the curriculum is the weakness of the competence of the Master's Resources in the mastery of teaching materials, technologies, materials, and teaching

methods (Ravindiran et al. 2023; Salman & Salonia 2023). The majority of teachers have not been able to meet the expectations of students who are very numerous, very variable in terms of abilities, interests, passion, and speed (Iivari et al. 2023; Wang et al. 2023).

The novelty of this research lies in the evaluation of the implementation of free curriculum applied in Western Java by paying attention to the teacher's resource aspects, the ability to create learning media, and the ability of applying learning methods that can improve student performance both in terms of competence and independence.

Another novelty is that the evaluation of curriculum execution can be used as a strategic step in detailing the advantages and weaknesses of Merdeka curricula execution in order to improve the quality of education especially in Medan, and able to help improve the success of education in Medan.

Research Question

Derived from the summary of research issues related to the evaluation of implementation of the Merdeka Curriculum in secondary and high school in Medan, research questions to be sought to answer are as follows:

1. How can the planning and development of the Merdeka curriculum in middle and high schools in Medan be in line with the educational goals and needs of students?
2. How is the implementation of the Independent Curriculum in middle and high schools in Medan able to improve the quality of learning and results achieved by students?
3. What are the main obstacles and challenges faced by schools, teachers and students in implementing the Merdeka curriculum in middle and high schools in Medan and how are these factors able to influence the implementation of the independent curriculum?

Review of Literature

Educational Evaluation Theory

This theory covers educational evaluation methods commonly used to measure the effectiveness of curriculum implementation (Cufer et al. 2023; Thi et al. 2023). Educational assessment covers various methods and tools of evaluation, such as student learning outcomes assessment, curricular analysis, the use of technology in education, and the efficiency and efficiency of resources (Benstead et al. 2023; Neto et al. 2023). This theory will help to assess the extent to which the Merdeka Curriculum achieves its goal of improving the quality of education in primary and secondary schools in Medan(Ken et al. 2023; Shiao et al. 2023).

Educational evaluation theory is a framework used to measure, analyze, and evaluate the effectiveness of education, which includes education systems, curricula, learning programmes, and teaching practices (Chen, et. al., 2023; Wang et al. 2023). This theory helps determine the extent to which educational goals are achieved and provides in-depth insight into various aspects of education (Nieuwelink & Schuitema 2023; Salgado, et. al., 2023).

One of the objectives of educational evaluation is to find out how far the educational objectives have been achieved (Mackenzie et al. 2023; Wang et al. 2023). These objectives can include things such as improving the quality of education, improving student learning outcomes, increasing resource efficiency, or improving educational decision-making processes (Blank & Petr 2023; Ilgen et al. 2023). This theory covers a variety of evaluation methods that can be used, such as testing and evaluating student learning outcomes, surveys,

observations, curriculum analysis, and the use of technology in education (Ravindiran et al. 2023; Salman & Salonia 2023).

The theory of educational evaluation also emphasizes how important it is to evaluate curriculum (Allen et al. 2023; Del et al. 2023). This theory includes the analysis of curriculum structure and contents, the extent to which the curriculum meets the needs of the student, and how much it meets students' needs. Student learning results are usually measured through exams, assignments, projects, or portfolio (Meng et al. 2023; Vellingiri et al. 2023). The Education Evaluation Theory also emphasizes the importance of evaluating curricula. It includes analysis the structure and content of curriculum, whether the curriculum meets the needs of students, and whether it achieves the educational goals set (Liff 2023; Salgado, et. al., 2023).

In addition, educational evaluations take into account aspects of the efficiency and efficiency of use of resources, such as funds, facilities, and teachers (Chen et al. 2023; Terkamo-moisio et al. 2022). The aim is to ensure that available resources are used optimally to improve the quality of education. The education evaluation theory emphasizes that the results of the evaluation should be used to make decisions and improvements (Donkoh et al. 2023; Fields et al. 2023). The results of the evaluation should be used to make suggestions to improve the performance of the education system (Novelli 2023; Zhao & Cheah 2023).

Education Evaluation Theory is very relevant when evaluating the implementation of the Merdeka Curriculum in primary and secondary schools in Medan. It helps in assessing to what extent the program achieves its objectives, whether the curriculum needs to be changed, how student learning results evolve, and how resources are used (Ramadan et al. 2023; Stephen& Yuichi 2023). The parties concerned can make better decisions to improve the quality of education in the region with a good evaluation framework (Jaekel 2023; Neto et al. 2023).

Policy Implementation Theory

This theory focuses on aspects of the implementation of educational policies, such as the Free Curriculum, and how it affects educational institution (Henderson et al. 2023; Storm et al. 2023). This theory examines how policies are implemented at school level, how interactions between stakeholders, and how learning practices change (Iivari et al. 2023; Perisic et al. 2023). Policy implementation theory can help to understand the obstacles and opportunities in the implementation of the Merdeka Curriculum in Medan by analysis the factors that influence policy implementation (Fischer-sch 2023; Nieuwelink & Schuitema 2023).

Policy Implementation Theory is an analytical approach that focuses on how public policy or educational policy is implemented in practice at the executive level, such as educational institutions such as primary and secondary schools (Iivari et al. 2023; Oguro et al. 2023). The aim of this theory is to understand the factors that influence how policies made by governments turn into real action in the field (Ravindiran et al. 2023; Whittaker, et. al., 2022).

Planning, organization, financing, implementation, monitoring, and evaluation are some of the stages involved in the policy implementation process, according to policy implementing theory (Chen, et. al., 2023; Del et al. 2023). The implementation of the Merdeka Curriculum will involve many things, such as teacher training, resource provision, and curriculum change (Cufer et al. 2023; Vellingiri et al. 2023).

This theory suggests that various actors and stakeholders involved in policy implementation are not sufficiently involved (Ken et al. 2023; Salman & Salonia 2023). This can include local government, central government, teachers, students, parents, and community groups. In the case of the evaluation of the Merdeka Curriculum in Medan, this actor will be responsible for the implementation and influence of the curriculum (Del et al. 2023; Fields et al. 2023).

Policy implementation can be influenced by internal and external factors, according to policy implementation theory (Allen et al. 2023; Salman &Salonia 2023). Internal factors include things like authority commitments, human resources, and school infrastructure, while external ones include things that happen outside the control of educational institutions, such as political changes, societies, and national policies (Del et al. 2023; Ken et al. 2023).

This theory acknowledges the fact that different stakeholders may have different goals, interests, and perspectives during the policy implementation process (Allen et al. 2023; Chen, et. al., 2023). Disagreement or collaboration in the implementation of the policy can occur as a consequence (Cufer et al. 2023; Meng et al. 2023). There may be differences of opinion between the various stakeholders and the old and new approaches offered by the independent curriculum when evaluating them in high school and high school in Medan(Schaper et al. 2022; Thi et al. 2023).

The theory emphasizes the importance of monitoring and evaluation in the policy implementation process (Chen et al. 2023; Kong,et. al., 2022). Evaluations are carried out to see how well the policy is implemented in line with the plan and achieving its objectives (Donkoh et al. 2023; Ramadan et al. 2023). The results of the evaluation can be used to make adjustments in the implementation of the policy and make suggestions for improvement (Guti 2023; Shiao et al. 2023). Policy Implementation Theory provides a useful basis for understanding how policies like the Free Curriculum are applied in educational institutions in Medan(Fischer-sch 2023; Nieuwelink & Schuitema 2023). Decision-makers can better educational policy goals by understanding the factors that influence implementation (Fischer-sch 2023; Ying et al. 2022).

Student Empowerment Theory

This theory recognizes the importance of student-centred learning, which gives students greater control over their learning process (Henderson et al. 2023; Storm et al. 2023). Evaluation of the Merdeka curriculum in secondary and high school in Medan can determine whether the program is successful in increasing student engagement, empowering them in the learning process, and developing skills and knowledge that are better suited to future needs (Silva 2023; Thi et al. 2023).

The student empowerment theory is an educational approach that emphasizes the student's active role in the learning process (Chen et al. 2023; Schaper et al. 2022). This theory recognizes that students must not only receive information passively, but also have to participate actively in their learning processes. Student empowering includes giving students the opportunity to gain greater control over their learning, increase their motivation, improve their social skills, and become more self-sufficient (Donkoh et al. 2023; Tchouchu & Ahenkan 2023).

According to the theory of student empowerment, students should not simply participate passively in the learning process (Iivari et al. 2023; Tchouchu & Ahenkan 2023). Rather, they should actively participate in the process of learning by exploring, asking

questions, speaking, and participating in discussions. Student learning means shifting the focus from teacher-centred teaching to student-centric learning. Teachers act as facilitators and leaders in helping students learn the material (Liff 2023; Stephen &Yuichi 2023).

This theory aims to encourage student independence. It includes students' understanding of how to organize time, organize resources, and take initiative during the learning process (Bad 2022; Silva 2023). It teaches students to be independent learners who are able to define their own goals and make strategies to them (Schaper et al. 2022; Terkamo-moisio et al. 2022). Motivation is also part of empowering students. Students who feel that they have control over their learning tend to be more motivated to learn (Oguro et al. 2023; Weerasekara et al. 2023). When they feel that what they learn is relevant and important, they tend to have more motivation to study (Mackenzie et al. 2023; Wang et al. 2023). This theory recognizes that social skills are essential to helping students interact, collaborate, and communicate during learning (Fischer-sch 2023; Livingston et al. 2023).

Student empowerment emphasizes that learning must be relevant to the student's everyday life, emphasizing how the subject matter can be associated with their daily experiences and needs (Suntana &Priatna 2023; Whittaker, et. al., 2022). By supporting students, they can get an opportunity to deepen their understanding of the subject. They encourage deep questions and critical thinking (Chen, et. al., 2023; Vellingiri et al. 2023). Assessments that focus on students' understanding and abilities rather than just taking facts into account are part of student empowerment (Liff 2023; Scheffelaar, et. al., 2023). These assessments involve measurements based on a student's project, task, or performance that helps them apply what they know (Salgado, et. al., 2023; Thi et al. 2023).

The student empowerment theory has been the basis for a variety of modern educational approaches, such as project-based education, a problem-based approach, and a flipped classroom approach (Irene 2023; Ravindiran et al. 2023). It is also relevant for the evaluation of the implementation of a free curriculum because its emphasis on student empowering can help determine to what extent the program promotes student motivation, encourages their active participation, and develops skills that match the curricula (Irene 2023; Ken et al. 2023).

Method
Research Approach

> **Comment [H1]:** Specify your variables and include the sources

The research approach uses the CIPPO model, namely context, input, process, product and outcome. This method is very commonly used in the field of education, because it allows researchers to thoroughly study the implementation of the Merdeka curriculum in middle and high schools in Medan.

Research Stage

The CIPPO evaluation approach can be explained as follows.

Context Stage: covers the identification of the background and purpose of the Merdeka Curriculum in secondary and high school in Medan, and collects data related to the educational conditions in the region, including student participation rates, school infrastructure, and student characteristics.

Input stage: includes the analysis of policy documents related to the Merdeka Curriculum in Medan, such as implementation guidelines and regulations; the human resources, resources, and supplies available to support the implementation of the Merdeka

curriculum; and the training or professional development that has been provided to teachers and school staff relating to the curricula.

Process stage: covers the implementation process of the Merdeka Curriculum in various schools in Medan. The implementation of the curriculum, the teaching strategies used, and the use of educational technology; insights into their experience in implementing the Merdeka Curriculum ; and data on the measurement and assessment methods used in this curriculum

Product level: includes the analysis of student learning outcomes measured using the Free Curriculum. Compare these results with established educational standards; evaluate the results of students' work, projects, or tasks produced in this curriculum; and the activity of teachers and school staff in evaluating the effectiveness of curricula in achieving the educational goals set.

The Outcome Stage: includes an evaluation of the long-term impact of the Free Curriculum on students, including their ability to advance to higher education or enter the workplace; the impact on the development of student competence beyond academic aspects, such as critical thinking skills, social skills, and student empowerment; and the challenges or problems that may arise during the implementation of free curriculum and suggestions for improvement.

Data Collection Methods

During the research process, various methods of data collection were used, such as observations, surveys, and documentation. In addition, it involves a wide range of stakeholders, including teachers, students, parents, and school administrators, to gain a variety of perspectives on the implementation of the Freedom Curriculum.

Tabel 1.*Participant*

Criteria	Middle school	High school
Total participant	20	20
Female	11	8
Male	9	12
Age of Participant	Average more than 13years	Average more than 16 years
13-15 years (Middle school)	15	-
16-18 years (high school)	1	13
More than 20 years (teacher, head master, parent)	4	7
Status of Participant		
Student	15	13
teacher	2	3
headmaster	2	3
parent	1	1

Instruments

The research instrument consists of a number of grids to guide observations and interviews to obtain the data and information the author needs. The observation grid consists of 5 observation objects and 17teen indicators. The instrument grid has passed the examination stage by experts and is based on previous studies of the Islamic boarding school education

system. The interview grid consists of 5 sub-topic questions and 10 aspects of data sources. (see table 2).

Tabel 2. Blue print of the instrument

Observation

No	Object of participation	Indicator
1	Context	1.1 The identification of the background and purpose of the Merdeka Curriculum in secondary and high school in Medan, 1.2 Collects data related to the educational conditions in the region, 1.3 Student participation rates, 1.4 School infrastructure, 1.5 Student characteristics
2	input	2.1 Regulations of the human resources, resources, and supplies available to support the implementation of the Merdeka curriculum; 2.2 the training or professional development that has been provided to teachers 2.3 school staff relating to the curricula
3	Process	1.1 the teaching strategies used, 1.2 the use of educational technology; 1.3 data on the measurement 1.4 assessment methods used in this curriculum
4	Product	4.1 students' work, 4.2 Student projects, 4.3 the activity of teachers and school staff in evaluating the effectiveness of curricula in achieving the educational goals set.
5	Outcome	5.1 ability to advance to higher education or enter the workplace; 5.2 the impact on the development of student competence beyond academic aspects, 5.3 the challenges or problems that may arise during the implementation of free curriculum 5.4 suggestions for improvement

Interview

No	Sub pokok pertanyaan	Resource of data
1	Context	1.1 educational conditions in the

		region,
		1.2 Student participation rates,
		1.3 School infrastructure,
		1.4 Student characteristics
2	Input	2.1 curriculum
		2.2 Student
		2.3 Teacher and Headmaster
		2.4 Parent
3	Process	3.1 School Fasility
		3.2 Laboratory
		3.3 Equipment of school
4	Product	4.1 Graduate
		4.2 Media of education
		4.3 Teaching method
5	Outcome	5.1 Alumni
		5.2 Worker
		5.3 Alumni family association (IKA)

Data Analysis

Analysis of data on evaluation studies emphasizes more on percentage descriptive analysis by comparing the guidelines that have been set by researchers in the success of each CIPPO phase of 80, compared to the level of attendance, as well as to see what percentages of the program attendance rate.

Results and Discussion

Planning and Development of Merdeka Curriculum in High and High Schools in Medan

Implementation of primary and secondary schools in Medan facing various challenges and opportunities will both affect the progress and development of education in the region (Majety et al. 2023; Neto et al. 2023). Some of the challenges faced by Medan, according to some of the informants interviewed, include: *first*, a large number of villagers who do not have easy access to primary and secondary education (Delprato 2023; Jaekel 2023). They have to walk a long way to reach secondary and high school. They must walk a broken road, not grounded, and not concrete. Many of them use motorcycles, take in unqualified public transportation, and even many of them walk to reach school (Delprato 2023; Neto et al. 2023).

Second, the quality of teachers in rural areas is also less than maximum. Many of them are not tech-savvy, especially old Army teachers who are unwilling to adapt to the advances of technology and information (Blank & Petr 2023; Meng et al. 2023). As a result, the material of the lesson delivered depends solely on the book of lessons which is always late in the process of its development (Fields et al. 2023; Guti 2023).

Third, the school infrastructure is less than maximum seen from the school atmosphere, the temperature of the study room, the laboratory facilities, the internet facility, the library, and other learning sponsors (Majety et al. 2023; Stephen & Yuichi 2023). This is because the local government's commitment to facilities and supplies is very low (Majety et al. 2023; Neto et al. 2023). In order to implement the Merdeka curriculum, serious attention

is needed from the provincial and central governments in order to improve the quality of education facilities and facilities in Medan, especially in rural areas (Jaekel 2023; Neto et al. 2023).

Various opportunities faced by Medan in the application of the Merdeka curriculum among others. *First*, the abundance of abundant natural and economic resources that must be better exploited, which will be able to support the implementation of the Merdeka curriculum, especially in the ranks of the improvement of the educational facilities and facilities requested (Fields et al. 2023; Nisselle et al. 2021). This potential will also provide opportunities for the job creation required by the graduates (Blank & Petr 2023; Livingston et al. 2023). *Second*, there is a growing culture and a strong support for the implementation of the Merdeka curriculum (Mackenzie et al. 2023; Ramadan et al. 2023). Even with the many ethnic groups coming to Medan make this region a multi-ethnic and multi-cultural region (Iivari et al. 2023; Moti & Mekonnen 2023).

Third, cooperation between local governments, private and public bodies in the form of corporate social responsibility (CSR) or other forms that will provide financial support for improving the availability and quality of educational facilities and facilities so that the Merdeka curriculum can run with maximum efficiency (Ramadan et al. 2023; Salgado, et. al., 2023). With such support, the various technologies and information required by schools can be purchased so that students are no longer crows to the advances and advances of state-of-the-art technologies that have all been related to Artificial Intelligence (AI) (Ken et al. 2023; Salman &Salonia 2023).

Fourth,, there is a very high level of public participation in the implementation of education in Medan, so that the implementing of the Merdeka curriculum can be well implemented (Blank & Petr 2023; Omran et al. 2023). Through the active participation of the community, from planning, implementation, evaluation to the utilization of results will be able to improve the quality of education in Medan and can increase the success of the implementation of Merdeka curriculum (Fields et al. 2023; Nisselle et al. 2021).

Rely on the above description, that the planning and implementation of the Merdeka curriculum in Medan is faced with the supporting and impeding aspects, all of which must be well understood by the entire education stake holder ranging from teachers, head of school, school supervisor, district education department of the city, provincial education, to the central government through the ministries of education, culture, research and technology (Terkamo-moisio et al. 2022; Zhao & Cheah 2023).

The planning and implementation of the free curriculum at the secondary and high school levels in Medan has been carried out through various discussions by all stakeholders as mentioned above, which can basically run well (Cufer et al. 2023; Del et al. 2023).

Seeing from the elements of the container and the input of the implementation of the curriculum Merdeka in Medan can be seen in Table 2 and Diagram 1.

Table 2

Curriculum Context Merdeka in High School and High School in Medan

No	Aspect	Targets	level of achievement	%
1	the objectives of the Independent Curriculum	80	76	95%
2	educational conditions	80	77	96%

	in middle and high schools			
3	level of student participation	80	78	98%
4	school infrastructure	80	75	94%
5	student characteristics	80	76	95%
	Average	80	76	95%

Sources: primer data, 2023

Based on the data from Table 2, it can be seen that the entire indicator of the container has not yet been achieved, yet the target of 80% has already been reached 76%, so the percentage rate of success has reached 95%. It can be said that it is already very high.
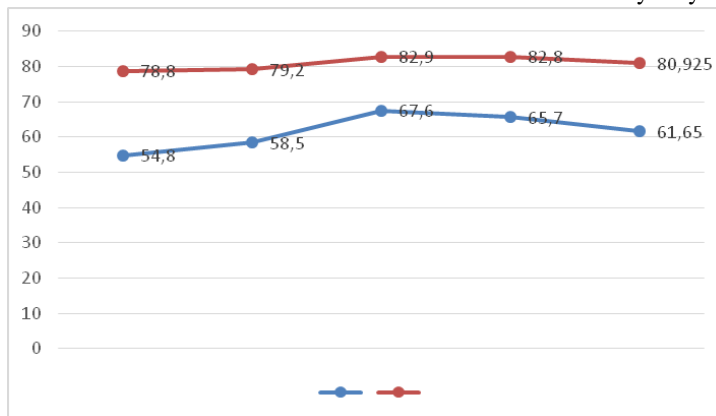
Diagram 1

Context of the Independent Curriculum in Middle and High Schools in Medan

Seeing from the input step, Table 3 shows the level of availability of input in the implementation of the Merdeka curriculum as follows.

Table 3.

Merdeka Curriculum Input in Medan

No	Aspect	Targets	level of achievement	%
1	Completeness of policy documents related to the Independent Curriculum	80	76	95%
2	implementation guidelines and regulations	80	77	96%
3	human Resources,	80	78	98%
4	available facilities and infrastructure	80	75	94%
5	training or professional development that has been provided to teachers	80	76	95%
6	Development of school staff related to curriculum	80	74	93%
	Average	80	76	95%

Sources: research primer data, 2023

Table 3 provides accurate information that the Merdeka curriculum implementation input in Medan of the target 80% has been achieved 76% or has reached a success rate of 95%. This can be said to be very high.
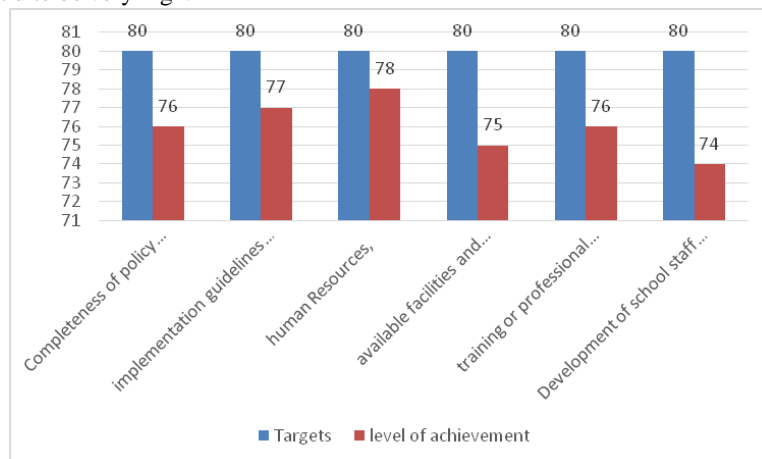

Diagram 2 :
Independent Curriculum Input in Medan

Implementation of the Independent Curriculum in Middle and High Schools in Medan influences the quality of learning

The implementation of the Merdeka curriculum in middle and high schools in Medan cannot be separated from the involvement of schools, teachers and students, as well as other involved parties such as school committees, parents of students and education offices at the district and city and provincial levels (Liff 2023; Thi et al. 2023).

The stages of implementing the Merdeka curriculum in Medan can be described as follows (Fields et al. 2023; Silva 2023). First, teachers in middle and high schools in Medan have received various relevant training to understand and practice implementing the curriculum. In this training, teachers gain additional knowledge about how to apply student-centred (Alexandro & Basrowi 2024b, 2024a; Hamdan & Basrowi 2024; Kittie & Basrowi 2024), project-based, problem-solving-based and fun learning methods, holistic evaluation, development of cross-subject skills, and others (Benstead et al. 2023; Stephen & Yuichi 2023).

Second, teachers are trained to develop lesson materials in accordance with the principles of implementing the Merdeka curriculum, namely emphasizing student competence, competitiveness and student independence (Ilgen et al. 2023; Ramadan et al. 2023). The material developed by teachers must be truly in accordance with developments in science and technology, and linked to children's interests and motivation (Iivari et al. 2023; Mackenzie et al. 2023).

Third, schools in planning and implementing the curriculum apply cooperative learning methods, student-centered, more problem solving, working on specific projects, portfolio-based and contextual evaluations and must provide understanding to students using a cross-subject approach (Mackenzie et al. 2023; Ramadan et al. 2023).

Fourth, teachers must train students to think critically, creatively, communicatively and collaboratively (Henderson et al. 2023; Ken et al. 2023). This way of thinking must

involve many subjects using interactive learning media, so that it can be evaluated holistically, and students must always be active in providing feedback on lesson material from the teacher, so that effective and in-depth interactions occur (Nieuwelink &Schuitema 2023; Schaper et al. 2022).

Table 4.
Merdeka Curriculum Implementation Process in West

No	Aspect	Targets	level of achievement	%
1	process of implementing the Independent Curriculum	80	77	96%
2	experiences of teachers, school staff and administrators in implementing the Independent Curriculum	80	79	99%
3	measurement and assessment methods used in the curriculum	80	78	98%
	Average	80	77	96%

Sources: Research primer data, 2023.

Table 4 shows that the target of implementation of the Merdeka curriculum in Medan is 80% and has been achieved by 77%, so the percentage of success has reached 97%. It can be said that the implementation process of Merdeka curricula in Western Java has been successful.
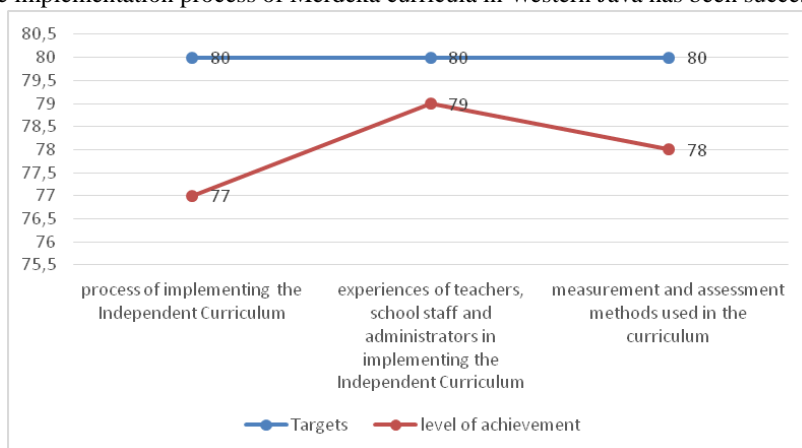

Diagram 3
Product of Implementing the Independent Curriculum in Medan

Regarding the outcomes of implementing the Merdeka curriculum in Medan at both junior and senior high school levels, it can be seen in Table 5.

Table 5.

Merdeka Curriculum Implementation in Medan

No	Aspect	Targets	level of achievement	%
1	Student work results	80	74	93%
2	Student produced projects	80	73	91%
3	Assignments completed by students	80	78	98%
	Average	80	75	94%

Sources: primer data of research, 2023.

Table 5 provides valid information that, the products that have been produced in the implementation of the Merdeka curriculum at the level of middle and high school can be said to be good. The target set is 80% and has been achieved by 75%, so the percentage of success is 94%. In other words, the implementation of the Merdeka curriculum in Medan has been able to produce high competence, independence, and competitiveness of students.
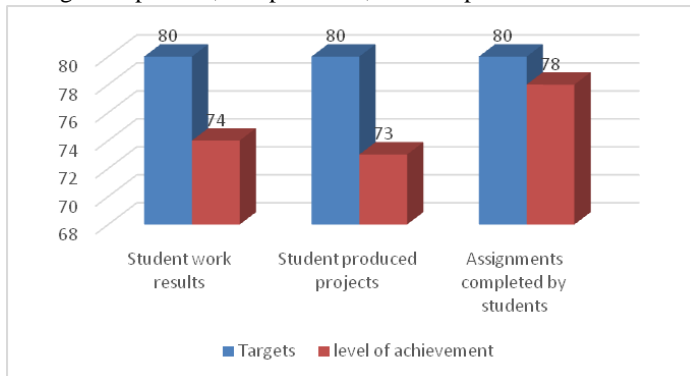

Diagram 4.
Merdeka Curriculum Implementation in Medan

Related to the outcome of implementation of Merdeka curriculum in Medan both at the level of high school and high school can be seen in Table 6.

Table 6

Outcome of Merdeka Curriculum Implementation in Medan

No	Aspect	Targets	level of achievement	%
1	level of student participation,	80	76	95%
2	school infrastructure	80	74	93%
3	student characteristics	80	78	98%
	Average	80	76	95%

Sources: research primer data, 2023

Table 6 provides information that, the outcome of implementation of Merdeka curriculum from the set target of 80% has been achieved 76%, this shows that the rate of achievement of the outcomes of Mardeka Curriculum implementation at the level of upper secondary and high school in Medan can be said to be high of 95%.
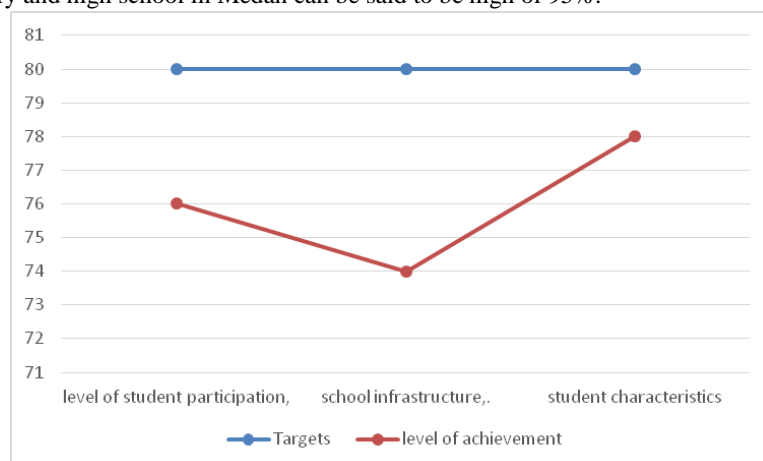

Diagram 5. Outcome of Merdeka Curriculum Implementation in Medan

Implementation of the Merdeka curriculum in Medan has significant implications especially in improving the quality of education, as the level of students' understanding of the teaching material delivered by teachers can increase (Tchouchu &Ahenkan 2023; Ying et al. 2022). Implementation of the Merdeka curriculum has an impact on improving the quality of learning approaches presented by teachers. Teachers are able to apply research-based learning approaches, projects, cases, and discussions (Novelli 2023; Vellingiri et al. 2023).

In the implementation of the Merdeka curriculum, students are able to develop cross-eye teaching skills, such as Critical thinking skills, creativity, communication, and collaboration. This lesson is able to be applied to students in a variety of contexts both in the scope of the school, the community and other environments (Benstead et al. 2023; Storm et al. 2023).

Through the application of the Merdeka curriculum, student is able to follow active learning based on real projects, problem solving, research, application of interesting concepts and relevant to the improvement of student learning experience (Fields et al. 2023; Iivari et al. 2023). Teachers are also able to use educational technology that can support the improvement of the quality of teaching (Cufer et al. 2023; Omran et al. 2023). Teacher is capable of using software resources, online resources, and electronic-based learning platforms, which can enhance the learning experience of students (Guti 2023; Terkamo-moisio et al. 2022).

Through the application of the Merdeka curriculum, teachers are also able to apply evaluation holistically in measuring student progress in learning (Neto et al. 2023; Zhou et al. 2023). Holistic evaluation includes academic evaluation, skills, problem solving, projects, portfolios, and more (S. Wang et al. 2023; Weerasekara et al. 2023). More interactive and contextual learning approaches in the Free Curriculum can increase the motivation and involvement of students in the learning process, which in turn can have a positive impact on their learning outcomes (Weerasekara et al. 2023; Zhou et al. 2023).

In the implementation of the Merdeka curriculum, teachers must be able to increase the motivation and participation of students in the learning process. With high participation and motivation, then the involvement of the students in learning process will increase. Student performance in the learning process shown on the portfolio equipment that students have will increase significantly (Fischer-sch 2023; Storm et al. 2023).

The main obstacles and challenges faced by teachers, students and schools in implementing the Independent Curriculum in Medan

In implementing the Merdeka curriculum in middle and high schools in Medan, it is no different from implementation in other provinces, namely that it faces a number of obstacles and challenges, including: first, the obstacles and obstacles faced by teachers, namely, teachers need training on curriculum interpretation, creating appropriate learning media. in accordance with the Merdeka curriculum, determining learning methods, portfolio evaluation and authentic and holistic evaluation, project-based learning and problem solving, and linking subjects with each other (Majety et al. 2023; Oguro et al. 2023). Another obstacle faced by teachers is that there are still limited textbooks that are in accordance with the Merdeka curriculum which are able to integrate several subjects, there are examples of holistic and authentic evaluations, there are many examples of student-centred methods, there are many examples of project-based assignments and problem solving (Nisselle et al. 2021; Shiao et al. 2023).

Second, the obstacles faced by students include: students need socialization to adapt to various learning methods which were initially only based on lesson material, but now must be based on projects and problem solving (Jaekel 2023; Wang et al. 2023). Students must practice discipline in collecting portfolio evidence of the work carried out. Students must be able to relate one subject to another. Students must be involved in a lot of group activities in working on projects (Fischer-sch 2023; Ying et al. 2022).

Third, the obstacles faced by schools are obstacles to accessing financial resources originating from the Regency and City for junior high schools and funding sources from the Province for high schools (Silva 2023; S. Wang et al. 2023). These financial resources must be sufficient because the Merdeka curriculum is not enough to just apply the lecture method in class, but must use various learning methods that are entirely cooperative and student-centered, emphasizing students' abilities to solve problems and work on certain projects (Omran et al. 2023; Terkamo-moisio et al. 2022). In the assessment process, schools must use appropriate assessment-based assessments that cover integrally the various competencies possessed by students (Ravindiran et al. 2023; Shiao et al. 2023).

Changes in teaching and assessment methods may create administrative challenges for schools, including changes in scheduling and exam administration (Neto et al. 2023; Zhou et al. 2023). Schools must be able to ensure that the Merdeka curriculum can accommodate students with various needs and levels of ability. At this level, schools must be able to monitor curriculum implementation starting from context, input, implementation, evaluation, results and outcomes (Henderson et al. 2023; Majety et al. 2023).

This is where collaboration is needed between schools, principals, teachers, students, parents and school committees so that the various challenges faced in implementing the Merdeka curriculum can be overcome properly (Majety et al. 2023; Tchouchu & Ahenkan 2023). district and city governments must be able to ensure that all human resources (teachers and education staff) are sufficient (Shiao et al. 2023; Weerasekara et al. 2023).

The challenges faced by schools, teachers and students must be immediately addressed by increasing teachers' understanding of the correct implementation of the Merdeka curriculum. Teachers, as the party most responsible for implementing the Merdeka curriculum in middle and high schools, must be equipped with how to choose and apply student-centered learning methods, use problem-solving methods, and use project assignments (Bad 2022; Neto et al. 2023). In the assessment, teachers are also given various training so that they are able to assess portfolios made by students, authentic and contextual assessments. In creating learning media, teachers must be trained to create web-based learning media that can be accessed by students, anytime and anywhere (Jaekel 2023; Weerasekara et al. 2023).

Another challenge is the lack of facilities, facilities and infrastructure that can support the implementation of the Merdeka curriculum, especially in rural areas far from cities (Majety et al. 2023; Wang et al. 2023). In this area, many teachers do not have internet access, so technology and information are at an all-time high. This has an impact on students' ability to follow the learning process based on the Merdeka curricula (Henderson et al. 2023; Ying et al. 2022).

Another challenge is the lack of local government attention in implementing the Merdeka curriculum. The ability of local governments to fulfill the various facilities needed by schools in implementing the curriculum is still weak (Salman & Salonia 2023; Tchouchu &Ahenkan 2023). Internet networks, laboratories and libraries, and various other learning facilities still need to be improved. This obstacle must be overcome immediately, so that the implementation of the Merdeka curriculum can be carried out well (Chen, et.al., 2023; Fields et al. 2023).

The efforts mentioned above include resource allocation, supervision and provision of necessary training (Delprato 2023; Guti 2023). Students must be well prepared, so that they can happily follow the Merdeka curriculum with a good perception, so that in their minds enthusiasm, dedication and innovation will grow to follow the Merdeka curriculum-based learning process well (Neto et al. 2023; Shiao et al. 2023).

Implementing the Independent Curriculum may require changes in culture and mindset in education (Fields et al. 2023; Wang et al. 2023). Teachers, students and schools must be ready to accept these changes and switch to different learning approaches (Jaekel 2023; Zhou et al. 2023). Before the Merdeka curriculum used lecture-based and question-and-answer learning methods, now it must use project-based and problem-solving methods with active involvement of students because the learning process is student-centred. Educational assessment, previously only based on students' ability to answer mid-term and final exam questions, now with the Merdeka curriculum, students must collect portfolios neatly and completely so that their grades are truly authentic based on their performance during one semester. Monitoring the learning process through academic supervision by the school principal for teachers and students must continue to be carried out in a programmed and sustainable manner. The results of evaluation and supervision are used for continuous improvement (Delprato 2023; Nisselle et al. 2021).

Herein lies the importance of a school's ability to adapt to varying student needs and changes in learning approaches as this plays a key role in the effectiveness of their curriculum implementation (Kemper & Renold 2024; Storm et al. 2023).

Reading all the research results and discussions described above, it can be understood that the effectiveness of implementing the Merdeka curriculum in middle and high schools in

Medan is greatly influenced by various factors which simultaneously influence each other (Neto et al. 2023; Schaper et al. 2022). All of these factors integrative overcome various constraints and barriers faced in implementing the Merdeka curriculum, so that various effective formulas are found to ensure that all preparation, implementation, evaluation, follow-up and development in a better direction can run optimally (Chen et al. 2023; Fischer-sch 2023).

-add the implication of the study

Conclusion

Based on the results of the data analysis, it can be concluded that the planning and development of the Independent Curriculum in Middle and High Schools in Medan has gone well, everything is in accordance with existing criteria, but has not been able to achieve the fulfilment target. In the context aspect, it has only reached 76% of the specified target, namely 80%. In terms of input, it has only reached 76% of the specified target, namely 80%.

The implementation of the Independent Curriculum in middle and high schools in Medan has gone well, however, the results of the implementation have not been able to reach the specified targets. On the process side, it has only reached 77% of the specified target, namely 80%, on the product side, it has also only reached 75% of the specified target, namely 80%. On the outcome side, it has only reached 76% of the specified target, namely 80%.

There are several obstacles that hinder the successful implementation of the Merdeka curriculum in Medan, both faced by teachers, students and school officials, namely the lack of existing facilities and infrastructure, especially in schools in remote areas. Many teachers do not yet have a handbook that contains lesson material related to other subjects, uses authentic, factual and portfolio-based assessments, uses problem-solving methods, is project-based, and is learning.

-post your suggestions

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Subject: Letter of Acceptance

Dear Dr. Ali Mukti Tanjung:

I am pleased to write this Letter of Acceptance for the research entitled "Policy Analysis on the Implementation Curriculum Management in Labour Workforce". Your paper is scheduled to be published on the regular issue (Vol. 14, Issue: 4) of Journal of Social Studies Education Research (December, 2023). The paper will be open access and available online at the website of the journal by the end of December, 2023.

Best regards,

13.12.2023

Prof. Dr. Bulent Tarman, Ph.D.

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