

## Assessment of the implementation of independent curriculum learning in Vocational High Schools

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### Abstract

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*Assessment of the Implementation of the Independent Curriculum Learning Curriculum at Muhammadiyah Vocational School Purwodadi Purworejo. Automotive Engineering Education. FKIP. Purworejo Muhammadiyah University. 2023. The aim of this research was to determine the results of the independent curriculum learning assessment at Muhammadiyah Vocational School Purwodadi Purworejo. This type of research is Quantitative Descriptive research conducted on 31 teachers at Muhammadiyah Vocational School Purwodadi Purworejo. Data collection techniques use, questionnaires, and. The instrument used in this research was the Merdeka Curriculum learning implementation sheet. Data analysis in this research used quantitative descriptive. The results of the research show that the implementation of the independent curriculum learning was carried out well, this is in accordance with the results of the research descriptive data which in the very good category the percentage value was 39% and in the quite good category the percentage value was 35% with a difference in the number of respondents of 1 person so it is not close. It is possible that the process of implementing independent curriculum learning at Muhammadiyah Vocational School Purwodadi Purworejo still has many things that need to be improved so that the implementation of independent curriculum learning can be carried out very well, so that the implementation of the independent curriculum in schools in Purworejo district can be comprehensive, considering that currently only a few schools are implementing it. independent curriculum.*

**Keywords:** Assessment, Independent Curriculum, Vocational High School

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## INTRODUCTION

The curriculum is the "spirit" of education which must be evaluated innovatively, dynamically and periodically in accordance with current developments and science and technology, the competencies required by society and users of graduates. Curriculum changes thus become inevitable. In fact, the very rapid development of science and technology no longer allows the world of education to remain in the "comfort zone" of the current curriculum for long.

Merdeka Belajar is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia which was launched by the Minister of Education and Culture of the Republic of Indonesia, Advanced Indonesia Cabinet, namely Nadiem Anwar Makarim, M.B.A. The essence of freedom of thought according to Nadiem, must be preceded by teachers before they teach it to students. Nadiem said, in teacher competency at any level, without a translation process from the existing basic competencies and curriculum, no learning will ever occur.

The concept of learning outside the classroom can provide an opportunity for students to have flexible discussions with the teacher. With this, students can shape their character by having the courage to express opinions, social skills, and become competent students. Students will then be given the freedom to elaborate on the skills they have. In this way, teachers and students can collaborate to create super active and productive learning. Based on this explanation, as prospective teachers you should follow the latest curriculum which will be implemented in the new academic year 2022/2023 so that you will be equipped to go directly into becoming a student. Nadiem also made a breakthrough in assessing minimum abilities, including literacy, numeracy and character curves. . Literacy not only measures reading ability, but also the ability to analyze reading content and understand the concepts behind it. Performance-based assessment is a form of assessment that assesses students' abilities in carrying out certain tasks or situations that are similar to the real world. This may include simulations, practical exercises, or practice exams. In the Merdeka Curriculum, performance-based assessment is used to measure the extent to which students can apply the knowledge and skills they learn in the context of relevant situations.

The form of assessment in the Merdeka Curriculum depicts a more inclusive approach, focuses on genuine learning, and respects the diversity of students' abilities. Assessment is no longer just a tool to provide grades, but also a tool to help students learn and develop. With these various forms of assessment, the Merdeka Curriculum aims to provide a more relevant educational experience and meet the unique needs of each student. Thus, education in the future will focus more on developing students' full potential rather than simply memorizing facts.

For this reason, this learning assessment questionnaire was prepared with the hope of providing information and explanation regarding the application of the independent curriculum to learning in Vocational High School. The Three Advantages of the Independent Curriculum are that it is simpler and deeper, more independent, more relevant and interactive.

Learning evaluation is a professional competency for an educator, this competency is in line with the instrument for assessing educators' abilities, one of the indicators of which is conducting learning evaluations. In the learning evaluation process, educators act as evaluators, namely to find out whether an educator is successful or not in the learning process, or evaluation can also be said to be a determinant to find out whether the teaching and learning process/method should be maintained or improved. Learning evaluation in educational units implementing the independent curriculum is also carried out by the Ministry of Research and Technology. The education unit implementing the independent curriculum carries out learning evaluations independently and periodically. to find out the next steps in developing the curriculum of their respective educational units.

## RESEARCH METHOD

The method used in this research is quantitative descriptive. Descriptive research is research that aims to describe something that was going on when the research was conducted and examine the causes of certain symptoms (Abdullah, 2015: 220). The quantitative descriptive method is used because this method is carried out with the main aim of creating a picture or describing a situation objectively (Prasko, Santoso, & Sutomo, 2016: 54). Quantitative research uses more numbers in the research process and analysis using statistics (Sugiyono, 2019:7).

The descriptive method also wants to study norms or standards, so this research is also called a normative survey. In the descriptive method can be researched normative issues together with status issues and while making comparisons between phenomena. Such studies generally referred to as descriptive studies or research. That perspective Reachable in descriptive research is the current time, or at least a period of time that is still within the respondent's memory. The reason the compiler chose this method is because this method is useful for Obtain real data that occurs in the field when conducting research so that after getting the data it is then analyzed. Apart from that, there is also research descriptive is used in this research because it is considered very appropriate so The author can describe various sources of data and information, both from various expert opinions and based on observations from interviews that can be obtained used as data that can help in this research. In Descriptive research is also not only limited to data collection or information only from various sources, but the data obtained can also be obtained analyzed thus problem discussion and data analysis will be easy to understand.

## RESULTS AND DISCUSSION

The Independent Learning Curriculum Framework, which is starting to be implemented in driving schools and then throughout all schools, carries a new paradigm in the learning practice process that is student-centred. Efforts to know and understand students and make them active learners will facilitate efforts to develop students' character and competencies. Independent Learning Curriculum Framework Educators are facilitators in the process of achieving these goals. For this reason, an educator must have the ability to design learning and implement learning according to the characteristics of his students. When students become independent students, the interaction between educators and students will change. Students will have the opportunity to take initiative, have a voice and ownership in the learning process and have the opportunity to provide feedback both to themselves, other students and to educators.

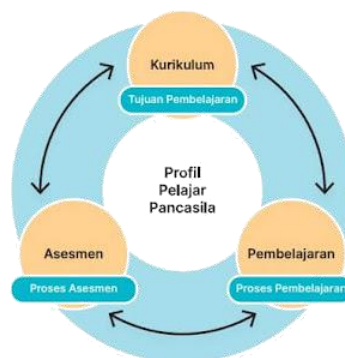


Figure 1. The relationship between assessment curriculum and learning

Learning is a cycle that begins with mapping competency standards, planning the learning process and implementing assessments so that students achieve the expected competencies. The new learning paradigm provides educators with freedom in formulating learning and assessment plans according to the characteristics and needs of students.

Data on the assessment of the implementation of the independent curriculum was obtained using questionnaires or research instruments. The research instrument or questionnaire regarding the implementation of the independent curriculum consists of indicators described in 15 questions with 4 alternative answers or using a Likert scale. So the highest ideal score that can be achieved is 60 and the lowest ideal score is 15. Description of statistical data for the implementation of the independent curriculum as shown in table 1 below:

**Table 1. Implementation of independent curriculum learning**  
**Descriptive Data on the Implementation of the Independent Curriculum**

Mean (M)	49
Modus (Mo)	55
Median (Me)	50
Maximum ( Max)	58
Minimum ( Min)	33
Standard Deviation (SD)	7

Based on the table data above, it is known that the Mean (M) is 49, the Mode (Mo) is 55, the Median (Me) is 50, the Highest Score (Mak) is 58, the Lowest Score (Min) is 33 and the Standard Deviation (SD) is 7. The data above is then presented in a table of categories for implementing their curriculum at SMK Muhammadiyah Purwodadi Purworejo.

The curriculum is now increasingly developing, of course as a teacher or teaching staff you must be able to keep up with the development of the curriculum, one of which is by improving your personal competence which can be followed on the e-Guru.id, GuruJuara.com and Diklat.co pages. The aim of the independent curriculum, namely to become an independent curriculum, certainly does not just change. There are several goals to be achieved through these changes. The objectives of the independent curriculum are as follows: (1) Create fun education, A fun learning process will definitely make students find it easy to accept teaching material. (2). Catch up on lagging behind in learning, the next goal is to catch up due to the Covid-19 pandemic. This independent curriculum can match education in developed countries. (3). Developing student potential, learning in this curriculum can develop students' potential. Through this independent curriculum, it is hoped that students can develop their potential and be free to choose their own learning.

## CONCLUSION

Based on the results of the processing and analysis carried out in this research using quantitative methods, the final conclusion can be obtained that the assessment of the implementation of independent curriculum learning at SMK Muhammadiyah Purwodadi Purworejo for the 2022/2023 academic year is going very well. This can be seen from the descriptive analysis test showing that the poor category is 6% with a number of respondents of 2, quite good 35% with 11 respondents, good 19% with 12 respondents and very good, namely 39% with a

total of 12 respondents. It is hoped that this research can become a reference for developing future research so that other researchers will further enrich the treasures of knowledge that are beneficial for all parties.

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