

The Implementation Of Emancipated Learning In Two Mover Schools In Kota Sorong (A Multi-Case Study Conducted in SMPIT Al Izzah and SMP Nusantara)

Dwi Tri Sundari

Program Studi Pascasarjana, Universitas Terbuka Indonesia

Corresponding author

 (dewi.haurinaura.aliiaziz)

Abstrak

SMPIT Al Izzah dan SMP Nusantara adalah dua sekolah penggerak di Kota Sorong yang sudah hampir dua tahun menggunakan EL (2021–2023). Penelitian ini bertujuan untuk mendeskripsikan implementasi kurikulum EL di sekolah-sekolah tersebut. Populasi penelitian ini adalah 232 siswa dan 32 guru di SMPIT Al Izzah dan SMP Nusantara Kota Sorong. Sampel penelitian ini terdiri dari 15 guru dan 96 siswa yang diambil dengan menggunakan teknik purposive sampling. Metode yang digunakan adalah kuantitatif-deskriptif dengan menggunakan angket yang diberikan kepada siswa dan guru, dimana angket tersebut terdiri dari 38 item indikator dan siswa memiliki 19 item indikator untuk diteliti dan dianalisis pengaruh atau hubungan penerapan kurikulum PB. Semua guru dan siswa mengisi kuesioner, namun hanya enam guru dan enam siswa yang diwawancarai karena keterbatasan waktu. Berdasarkan hasil pengolahan dan analisis data, diketahui bahwa guru dari analisis deskripsi dan wawancara rata-rata kedua sekolah dengan Transformasi Kurikulum EL memiliki respon positif terutama dalam mengembangkan bakat, minat, dan kewirausahaan, namun pada kenyataannya terdapat beberapa kendala implementasi dengan adanya transformasi implementasi yang diperlukan untuk mempercepat perubahan, seperti masih belum terbiasanya merancang perangkat pembelajaran berupa penyederhanaan RPP dan istilah dalam peralihan dari kurikulum K13 ke kurikulum EL. Selain itu, guru membutuhkan dukungan sarana dan prasarana yang mumpuni untuk mempercepat akses informasi dan digitalisasi literasi guru sehingga mampu menjadi fasilitator yang handal dan tidak tertinggal dalam literasi teknologi informasi. Sedangkan bagi siswa, terdapat pengaruh atau hubungan yang positif antara kedua penggerak sekolah akibat pelaksanaan Pembelajaran Merdeka pada siswa, menurut uraian dan wawancara, terutama dalam hal bantuan fasilitas dan fleksibilitas dalam pengembangan diri, dimana siswa merasa dapat mengembangkan soft skill serta digitalisasi teknologi sehingga terbantu dalam pembelajaran yang lebih bermakna.

Kata kunci: Kurikulum, Emansipasi Pembelajaran, Implementasi, SMP



Abstrak

SMPIT Al Izzah and SMP Nusantara are two mover schools in Sorong City that have been using EL for almost two years (2021–2023). This study aims to describe the implementation of the EL curriculum in these schools. The population of this study was 232 students and 32 teachers at SMPIT Al Izzah and Nusantara Middle School, Sorong City. The sample for this study consisted of 15 teachers and 96 students, who were taken using a purposive sampling technique. The method used is quantitative-descriptive by using a questionnaire given to students and teachers, where the questionnaire consists of 38 indicator items and students have 19 indicator items for examining and analyzing the influence or relationship of the implementation of the EL curriculum. All teachers and students filled out the questionnaire, but only six teachers and six students were interviewed due to time constraints. Based on the results of data processing and analysis, it is known that the teachers from the analysis of descriptions and interviews averaged that the two schools with the Transformation of the EL Curriculum had a positive response, especially in developing talents, interests, and entrepreneurship, but in reality there were several implementation obstacles with the implementation transformation needed to accelerate change, such as still not being used to designing learning devices in the form of simplifying lesson plans and terms in the transition from the K13

curriculum to the EL curriculum. In addition, teachers need the support of qualified facilities and infrastructure to accelerate access to information and digitize teacher literacy so that they can become reliable facilitators and not be left behind in information technology literacy. Whereas for students, there is a positive influence or relationship on the two school movers as a result of the implementation of Merdeka Learning on students, according to the description and interviews, especially in terms of facility assistance and flexibility in self-development, where students feel they can develop soft skills as well as the digitalization of technology so that it is assisted in more meaningful learning.

Keywords: Curriculum, Emancipated Learning, Implementation, SMP

PENDAHULUAN

Education is the process of educating humans to become valuable citizens of a nation or state. The educational process is difficult, but the results are immediate because education is a long-term investment whose success will be realized when educated people can carry out their tasks in the future for the growth of the nation and state in whatever field they are involved in (Aprima & Sari, 2022). To respond to the quick changes of the industrial era, the Indonesian Government, through the Minister of Education and Culture, has formulated and set a new curriculum called *Kurikulum Merdeka Belajar* (KMB). The Minister of Education and Culture translated *Merdeka Belajar* as Emancipated Learning during his virtual remarks to open discussion sessions in a meeting between the Indonesian Business Forum and Latin America and the Caribbean in 2021 (INA-LAC Business Forum 2021). Through EL, the Minister of Education and Culture wants to accelerate education reformation in Indonesia, especially after the Covid-19 pandemic. The current world pandemic worsens education quality, forcing students to study independently at home and lowering their academic achievement.

Studies have been done in order to make sure that the curriculum change in Indonesia brings positive outcomes and not just the "image building product" of the new Ministry of Education and Culture. The first study by Widagdo & Anshori (2019) found that there has been a gap in the curriculum implementation during the covid-19 pandemic at Muhammadiyah 1 Sidoarjo Junior High School. The second study is *Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum in English Studies Program: Challenge and Opportunities* by Krishnapatria (2021). The study results showed that the main challenge in implementing the MBKM curriculum and its policy is administrative issues such as building partnerships between study programs and external parties. However, one of the positive aspects of the COVID-19 pandemic is that online learning is very supportive of implementing this program. The program will likely stay open for opportunities, and there is room for improvement by offering more elective courses in the curriculum to give students more freedom.

Both studies above show relatively different results. The previous one shows all the negative results of implementing EL, while the second one shows the challenges of implementing EL and its positive side. The government plans to implement EL in 2022 officially, but it is optional. It means schools can use the EL, Prototype Curriculum or the K13. Given that EL is recently introduced in Indonesia, there is ample room for enhancing and modifying its curriculum. It is an opportune moment to conduct research that can serve as a valuable source of feedback and contribute to the improvement of the new curriculum. Consequently, this study aims to examine the implementation of EL and explore the perceptions of both teachers and students regarding its effectiveness. The research was carried out at two schools that have adopted EL: SMPIT AL Izzah and SMP Nusantara, both located in Kota Sorong.

SMPIT AL Izzah and SMP Nusantara Kota Sorong have been utilizing the EL curriculum for the past two years, making them the initial group of schools to adopt it. As of the current academic year, the curriculum has been fully implemented in both schools. Last year, the schools introduced the new curriculum to the seventh grade, and those students have now progressed to the eighth grade. Additionally, in the academic year 2021/2022, EL has also been implemented for the seventh grade, resulting in the existence of two classes that are currently utilizing the EL curriculum.

Schools that have implemented the EL curriculum are called mover schools. This program is designed as an effort to realize an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students who believe, fear God Almighty, and have a noble character, are independent, think critically, creatively, work together, and have global diversity (Kemendikbud, 2021).

The Mover School Program focuses on the development of school Human Resources, starting with students, teachers, and principals. The quality of students is measured through the achievement of learning outcomes above the expected level by creating a secure study environment, comfortable, inclusive, and also exciting. Several studies have been conducted to analyze mover schools such as implementation, policies, and processes in analyzing the development and effectiveness of an education system in achieving quality

education that is resilient in making an impact on positive change (Irwahyudi et al., 2023; Afrina et al., 2022; Syafaaturrahman, 2022; Wibowo et al., 2022).

Based on the previous studies above, this study aims to describe the implementation of the EL curriculum in these schools. The population of this study was 232 students and 32 teachers at SMPIT Al Izzah and Nusantara Middle School, Sorong City. The objectives of this research are:

1. To describe how two mover schools in Kota Sorong implement EL.
2. To investigate how teachers in two mover schools in Kota Sorong perceive the implementation of EL.
3. To explore how students in two mover schools in Kota Sorong perceive the implementation of EL.

METHOD

Research Design

The design of this research was descriptive quantitative. It means descriptive research is a study conducted to determine variables; the variable is one or even more, without making comparisons or connecting with other variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Andussamad, 2021).

The survey research method is also used in this study. Fadli (2021) defined "the collection of information from a sample of individuals through their responses to questions". The survey method allows for various methods to recruit participants, collect data, and utilize various instrumentation methods. Andussamad (2021) said survey research could use quantitative research strategies such as questionnaires with numerically rated items, qualitative research strategies such as open-ended questions, and mixed methods.

Descriptive-quantitative with a survey approach is suitable for this research since it helped the researcher describe the implementation of EL at SMPIT Al Izzah and SMP Nusantara Kota Sorong and how the teachers and students perceive it using a set of questionnaires and interviews. The approach is selected to investigate the perception of teachers and students toward a phenomenon that occurred in SMPIT Al Izzah and SMP Nusantara Kota Sorong. In addition, this survey is also used to provide rounded, detailed information on the subject.

Thus, detailed and rich descriptions were displayed to describe the phenomenon considered unique in this research. The aspect regarded as unique in that school is the implementation of EL into its teaching process. Since there are only 2,500 schools that have the first chance as trial schools to use the EL, the teaching in SMPIT Al Izzah and SMP Nusantara Kota Sorong is considered unique as it brings the students into a new atmosphere of EL in which teachers and students are given new freedom in teaching and learning. Besides, these two schools are so special that it is chosen as two of the schools to try the new curriculum. Therefore, this research was conducted to investigate the implementation process of EL at SMPIT Al Izzah and SMP Nusantara Kota Sorong and how the teachers' and students' perceptions of it. According to the research objectives, such a phenomenon is believed to be best described and understood as the case occurs without any external constraints or control by doing a case study (Rizal et al., 2022).

Research Setting and Participant

The research settings are in SMPIT Al Izzah and SMP Nusantara Kota Sorong. The schools were chosen as the study's setting based on the researcher's preliminary observation. During the preliminary observation, the researcher found that the schools are two of 2,500 schools to implement the EL in the first batch. The curriculum is quite new, and the teachers needed to prepare more when the Minister of Education and Culture launched the curriculum. However, most of them said they could deliver the lesson well by using various strategies under the EL. The research takes place from December 2022 until Februari 2023.

The study population was 233 students and 32 teachers from SMPIT Al Izzah and SMP Nusantara Kota Sorong. The detail is depicted in the column below:

Table 3. 1 Population of the Study

Population	SMPIT Al Izzah	SMP Nusantara
Teachers	17	15
Students Grade VII, VIII, IX	128	105

However, not all participants are involved in the study. Due to time and resource constraints, the researcher only takes some of them as a study sample. The subject of the research was determined using purposive sampling. According to Sugiyono (2022), Purposive sampling is choosing the subject based on certain considerations (Sugiyono, 2022), with the following criteria:

Teacher Sample Criteria:

- Teachers who teach in classes VII and VIII
- Experienced teachers who have taught using the EL curriculum for approximately 2 years
- being willing to be a research respondent.

Student Sample Criteria:

- Class VII and VIII students
- Students are willing to become research respondents.

Based on that consideration, the researcher takes teachers and students from each school as the sample, which is:

Table 3. 2 Sample of participant

Sample	SMPIT Al Izzah	SMP Nusantara
Teachers	9	6
Students (VII,VIII)	54	42

To be detail, teachers and students from SMPIT Al Izzah and SMP Nusantara fill out questionnaire distributed through Google form. Based on the sample that has been selected, namely the interview sample for teachers and students with each criterion, three samples are taken from each school as interview informants in the implementation of the EL curriculum.

Instrument of the Research

To collect data, the researcher uses some instruments. The instruments applied by the researcher are questionnaires, interviews and documentation.

The first instrument is a questionnaire. Sugiyono (2022) said that a questionnaire is a technique of data collection done by giving a set of questions or a written statement to the respondent to be answered). The type of questionnaire used in this research is a closed questionnaire uses Likert Scale. Likert Scale, according to Sugiyono (2022) used to measure attitudes, opinions and the perception of a person or group of a social phenomenon and suggested four or five alternative answers from strongly disagree to strongly agree. Each questionnaire has a different score or value, and respondents are asked to fill out a list of questions by choosing one on the questionnaire answer sheet. The criteria for the assessment are as follows:

- Strongly Disagree (STS) with a score of 1
- Disagree (TS) with a score of 1.
- Neutral (N) with a score of 3
- Agree (S) with a score of 4
- Strongly Agree (SS) with a score of 5

FINDINGS AND DISCUSSIONS

Descriptive Analysis of Implementation EL Data

Student Data

Table 2 Descriptive Analysis of Questionnaire Data for SMP Nusantara Students

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	42	3	5	4.12	0.63
Q2	42	3	5	4.05	0.62
Q3	42	3	5	4.07	0.71
Q4	42	1	5	4.05	0.99
Q5	42	3	5	4.17	0.62
Q6	42	2	5	4.26	0.86
Q7	42	2	5	4.12	0.83
Q8	42	2	5	3.86	0.72
Q9	42	2	5	4.19	0.71

	N	Minimum	Maximum	Mean	Std. Deviation
Q10	42	2	5	4.17	0.70
Q11	42	3	5	4.17	0.67
Q12	42	2	5	4.14	0.78
Q13	42	2	5	3.76	0.93
Q14	42	3	5	4.07	0.64
Q15	42	1	5	3.81	0.07
Q16	42	1	5	3.12	0.21
Q17	42	3	5	4.17	0.66
Q18	42	2	5	3.86	0.84
Q19	42	2	5	4.12	0.73
Total	42	57	95	76.02	8.86
Average		3	5	4.01	0.46
Valid N (listwise)	42				

Based on the table above, it is known that the largest and smallest mean values are highlighted in green and pink, where the largest mean value (agree) is 4.26 with the questionnaire items (Q6): "I received learning book facilities for free from the school," and the smallest mean value (Neutral) was 3.12 with a questionnaire item (Q16), namely "I think the KMB is fair because it allows me to go to my favorite public school with the emergence of a school zoning policy."

Table 3 Descriptive Analysis of Questionnaire Data for SMP IT Al-Izzah Students

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	54	1	5	3.69	0.82
Q2	54	3	5	3.69	0.66
Q3	54	2	5	3.76	0.73
Q4	54	1	5	3.74	0.83
Q5	54	3	5	3.76	0.73
Q6	54	2	5	3.98	0.77
Q7	54	1	5	3.59	0.84
Q8	54	2	5	3.57	0.72
Q9	54	3	5	3.67	0.64
Q10	54	3	5	3.78	0.69
Q11	54	3	5	3.59	0.71
Q12	54	3	5	3.65	0.70
Q13	54	1	5	3.59	0.86
Q14	54	3	5	3.85	0.68
Q15	54	2	5	3.52	0.69
Q16	54	1	5	3.06	0.99
Q17	54	3	5	3.69	0.70
Q18	54	2	5	3.26	0.83
Q19	54	3	5	3.74	0.71
Total	54	57	95	69.06	9.31
Average		3	5	4	0.49
Valid N (listwise)	54				

Based on the table above, the analysis of student questionnaire descriptive data in analyzing the implementation of EL at SMP IT Al-Izzah, where from questionnaires 1 to 19 (Q1-Q19) with N, or the number of valid data student samples, totaling 54; has an average minimum value of 3 (Neutral), the maximum value is 5 (Strongly Agree), and from the 1st to the 19th responses it is known that the average value is 4 (Agree) and the standard deviation value is 0.490, which means the average value (mean) is greater than the standard deviation value so that it is known that there is no data deviation (Sugiyono, 2022), where it is said that the distribution of data is less varied in the results of the EL implementation questionnaire at SMP IT Al-Izzah.

Teacher Data

**Table 4 Descriptive Analysis of SMP Nusantara
Teacher Questionnaire Data**

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	6	1	4	3.50	1.23
Q2	6	1	4	3.50	1.23
Q3	6	2	4	3.67	0.82
Q4	6	3	5	4.00	0.63
Q5	6	2	4	3.33	0.82
Q6	6	2	4	3.67	0.82
Q7	6	2	4	3.67	0.82
Q8	6	1	5	3.67	1.37
Q9	6	3	4	3.83	0.42
Q10	6	2	4	3.00	0.89
Q11	6	1	4	3.17	1.33
Q12	6	1	4	3.17	1.33
Q13	6	3	5	3.83	0.75
Q14	6	4	4	4.00	0.00
Q15	6	3	4	3.83	0.41
Q16	6	4	5	4.17	0.41
Q17	6	3	4	3.67	0.52
Q18	6	4	4	4.00	0.00
Q19	6	2	4	3.67	0.82
Q20	6	3	4	3.83	0.42
Q21	6	4	4	4.00	0.00
Q22	6	4	5	4.17	0.41
Q23	6	3	4	3.83	0.41
Q24	6	3	4	3.83	0.41
Q25	6	3	4	3.83	0.41
Q26	6	3	4	3.83	0.41
Q27	6	4	4	4.00	0.00
Q28	6	3	4	3.67	0.52
Q29	6	3	4	3.83	0.41
Q30	6	4	5	4.17	0.41
Q31	6	4	4	4.00	0.00
Q32	6	4	5	4.17	0.40
Q33	6	4	4	4.00	0.00
Q34	6	4	5	4.17	0.40

	N	Minimum	Maximum	Mean	Std. Deviation
Q35	6	4	4	4.00	0.00
Q36	6	4	4	4.00	0.00
Q37	6	3	4	3.83	0.40
Q38	6	3	4	3.33	0.51
Total	6	114	165	147.83	17.77
Rata-Rata	6	3	4	4	0.45
Valid N (listwise)			6		

Based on the table above, the analysis of teacher questionnaire descriptive data in analyzing the implementation of EL at SMP Nusantara used 38 questionnaires (Q1-Q38) with N, or the number of valid data teacher samples, totaling 6; has an average minimum value of 3 (Neutral), the maximum value is 4 (Agree), and from the 1st to the 38th response it is known that the average value is 4 (Agree) and the standard deviation value is 0.455, which means the value the mean (mean) is greater than the standard deviation value so that it is known that there are no data deviations (Sugiyono, 2022), where it is said that the distribution of data is less varied in the results of the EL implementation questionnaire at SMP Nusantara.

It is known that the largest and smallest mean values are highlighted in green and pink, where the largest mean value (agree) of 4.17 is found in 5 questionnaire items, namely Q17, Q23, Q31, Q33, and Q35, with questions namely:

Table 5 Questionnaire with the largest mean value

No Items Questionnaires	Dimension variable	Question
Q16	Facility and Curriculum Change	<i>I am involved in being part of the Learning Community (KKG, KKKS, MGMP, MKKS, Mobilizing Teachers, etc.) facilitated by the government and schools.</i>
Q22	Applicability	<i>In my opinion, the KMB that is applied in mover schools has a link to and matches the needs of industry or the world of work.</i>
Q30	Effectiveness	<i>In my opinion, with the KMB, I can be more free to develop teaching materials according to my wishes.</i>
Q32	Effectiveness	<i>When delivering the material, I am not only fixated on the textbook material but also engaged in a process of creative innovation.</i>
Q34	Assessment	<i>The learning process in the KMB is designed on a project basis to strengthen the Pancasila Student Profile by prioritizing the development of students' skills and potential.</i>

Whereas the smallest mean value (Neutral) is 3.00 with a questionnaire item (Q10), namely "I am still influenced by the Kurtilas pattern (K13) in preparing lesson plans,"

**Table 6 Descriptive Analysis of Questionnaire
Data for SMP IT Al-Izzah Teachers**

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	9	3	5	3.78	0.67
Q2	9	4	5	4.22	0.44
Q3	9	1	5	3.67	1.32
Q4	9	1	5	3.56	1.51
Q5	9	2	5	3.67	1.12
Q6	9	1	5	2.89	1.27
Q7	9	2	5	3.44	1.01
Q8	9	2	4	3.56	0.73
Q9	9	2	5	3.67	0.87
Q10	9	2	4	3.22	0.67
Q11	9	2	5	3.56	0.88
Q12	9	2	5	3.67	1.00
Q13	9	4	5	4.44	0.53
Q14	9	3	5	4.22	0.67
Q15	9	3	5	3.67	0.71
Q16	9	3	5	4.22	0.83
Q17	9	4	5	4.22	0.44
Q18	9	4	5	4.33	0.50
Q19	9	3	5	4.00	0.50
Q20	9	1	4	3.44	1.01
Q21	9	3	5	3.89	0.60
Q22	9	4	5	4.33	0.50
Q23	9	3	4	3.89	0.33
Q24	9	3	4	3.67	0.50
Q25	9	2	4	3.56	0.88
Q26	9	2	4	3.56	0.73
Q27	9	3	5	3.89	0.60
Q28	9	2	4	3.44	0.73
Q29	9	2	4	3.44	0.73
Q30	9	3	4	3.78	0.44
Q31	9	3	4	3.78	0.44
Q32	9	4	4	4.00	0.00
Q33	9	4	4	4.00	0.00
Q34	9	3	5	4.00	0.50
Q35	9	3	5	4.00	0.50
Q36	9	3	5	4.00	0.50
Q37	9	3	4	3.78	0.44
Q38	9	2	5	3.56	0.88
Total	9	104	178	147.22	23.17
Rata-Rata	9	3	5	4	0.59
Valid N (listwise)			9		

Based on the table above, the analysis of teacher questionnaire descriptive data in analyzing the implementation of EL at SMP IT Al-Izzah with 38 questionnaires (Q1-Q38) with N or the number of valid teacher data samples is 6; has an average minimum value of 3 (Neutral), the maximum value is 5 (Strongly Agree), and from the 1st to the 38th response it is known that the average value is 4 (Agree) on the EL implementation questionnaire and its standard deviation value is 0.455, which means that the average value (mean) is greater than the standard deviation value so that it is known that there is no data deviation (Sugiyono, 2022), where it is said that the distribution of data is less varied in the results of the EL implementation questionnaire at SMP IT Al-Izzah

Analysis of The Description of The Questionnaire with The Results of The Interview

1. Analysis of Teachers Data

Based on the results of an analysis of teacher questionnaire descriptions between Nusantara Middle School and IT Al-Izzah Middle School, there were differences in response results where teachers at Nusantara Middle School felt the most positive response in several aspects, namely the ease of facilities and the community in curriculum development provided by the government, the direction in entrepreneurship, latitude and freedom for material development that is so broad with the digitization of literacy through project-based learning which is of course able to develop students' interests and talents, while at Al-Izzah IT Middle School which received the best response, namely in the support given by the principal in facilitating activities learning. All of the questionnaire responses with the best responses were in accordance with the analysis of teacher interviews where teachers felt more open to the existence of the EL curriculum, which was able to ease the learning process and was able to explore students' soft skills and reflect on various socio-cultural aspects and the surrounding environment.

For the lowest teacher response at SMP Nusantara, namely in the aspect of the transition from the K13 curriculum to the EL curriculum, while in SMP IT Al-Izzah, namely in the aspect of the EL curriculum training program, all of the questionnaire responses were in accordance with the results of interviews where obstacles were found, there was still confusion in the transition designing learning process instruments that have new terms, and besides that, teachers feel training is not really needed because if schools are able to facilitate teachers in exploring and giving access to self-development, then there is no need for lots of various training.

2. Analysis of Students Data

Based on the results of the analysis of the description of the questionnaire on students as a whole in the two driving schools, namely Nusantara Middle School and IT Al-Izzah Middle School, they had a positive response in the implementation of the EL curriculum, where the response that had the greatest level was the free facilities provided by the school such as books and Chromebooks with internet access. This is in accordance with the results of teacher interviews where students feel happy with the comfort in the classroom facilitated by the school and are given flexibility in their use. However, based on the analysis of the questionnaire description, there was the lowest response, indicating discrepancy or dissatisfaction with aspects of the school zoning system

DISCUSSIONS

After elaborating the interview and questionnaire results in the Findings section above, the researcher comes to the discussion. The discussion part is also divided into three parts, as follows:

Implementation of Emancipated Learning (EL)

EL is the newest curriculum in Indonesia. According to experts' theories elaborated in Chapter II, the curriculum is the heart of education because how well the curriculum is organized and administered determines the quality of education and the consequences. The curriculum is the plan or program for all experiences the learner has while under the supervision of the school.

Every single school in Indonesia should implement a curriculum, at least one of these; K13, emergency curriculum, or the EL. It is obligatory for all education bodies because the curriculum is the heart of education; how well the curriculum is organized and administered determines the quality of education and the consequences. The curriculum is the plan or program for all experiences the learner has while under the supervision of the school (Suryani et al., 2023).

The curriculum is crucial to achieving educational goals set up by the government regulation No. 57 the Year 2021 on National Education standards. That is why two schools, SMPIT Al Izzah and SMP Nusantara Kota Sorong, implement the newest curriculum, the EL, as their guidance for the learning activities in their schools. It is in accordance with what Kunandar (2011) said that *a curriculum* is a set of

plans and arrangements concerning the purpose, content, teaching material, and methods as a guide for the implementation of learning activities to achieve specific educational goals as defined by Government Regulation Number 19-year 2005 on National Education Standards that has been replaced by the Government Regulation Number 57 the Year 2021.

Based on the elaboration of the questionnaire and interview in the previous sub-chapter, the researcher can say that the implementation of EL in both mover schools, SMPIT Al Izzah and SMP Nusantara Kota Sorong runs well based on the results of the average description analysis, the mean value agrees with the overall indicators in the questionnaire and interviews, which show a positive response and support for the implementation of the EL curriculum. It cannot be denied because both schools have applied to EL for almost two years. During that time, the teachers have adapted to the new curriculum and learnt from the past year's experiences to improve the implementation of EL.

The smooth implementation of EL in both schools, SMPIT Al Izzah and SMP Nusantara Kota Sorong is the result of the tireless efforts of the government, the Ministry of Education and Culture, the local education authority, schools, teachers, parents and students. It aligns with the theory elaborated in Chapter II, saying that Curriculum roles vary by participant, including teacher, students, principals, supervisors, parents, and the community. The curriculum should act as a guide for teachers as they implement the learning process. The curriculum serves as a study guide for students. The curriculum acts as a framework for principals and supervisors in conducting supervisors. The curriculum acts as a guide for parents in helping their students learn at home. Meanwhile, the curriculum serves as a guide for the community to assist in the execution of the educational process at school.

The teachers' efforts and collaboration in implementing EL from the start with various webinars, training, and workshops have succeeded in carrying out this latest curriculum in order to catch up on the learning loss caused by the pandemic that just ended. The spirit and enthusiasm of teachers at SMPIT Al Izzah and SMP Nusantara are extraordinary in carrying out the mandate given to educate students. They did not give up on participating in various tiring trainings and workshops. The result of it was a successful EL implementation that went very well. In the implementation of EL in both mover schools, Teachers were well-trained in making and designing the learning materials as well as using the most suitable and appropriate teaching techniques to support the student-centered learning approach and strengthen the Pancasila student profile.

Teachers gave various tasks and group projects that matched the student's initial abilities and individual characters as part of the assessment. Teachers were provided with many learning resources, such as textbooks, workbooks, and other instructional materials need to be developed to support the implementation of the new curriculum. Moreover, the teachers admitted that not many obstacles were encountered during the implementation of EL in their schools.

Results of the EL Implementation Analysis

The discussion in this study is presented based on the findings and also discusses related theoretical reviews and data analysis to clarify the findings. The researcher focused on the relationship or influence of the implementation of the EL curriculum on two driving schools, SMP Nusantara and SMP IT Al-Izzah, based on an analysis of the findings of the respondents, totaling 96 students and 15 teachers. The following is the result of the data analysis that has been presented by connecting it with previous research based on the findings.

Based on the results of the analysis of data processing carried out on students and teachers in mover schools held by SMP Nusantara and SMP IT Al-Izzah, results were found based on the findings given in a questionnaire and interview consisting of indicators (Appendix 6 and 7). In examining the progress of implementation perceived by the existence of the EL curriculum, through a survey, it is known that there is an influence or relationship between the implementation of EL on students in both schools. This can be seen from the analysis of student descriptions in Chapter III, where the majority of the average (mean) students significantly agree with the application of the EL curriculum. The same thing was also found in the results of the questionnaire analysis on teachers, according to the research of Tedjokoemo et al. (2021), who explained that there was a positive influence on the application of the EL curriculum because this curriculum encourages students to hone soft skills, not just design skills. The output is not only focused on solving problems but also equipping how society lives. Therefore, the EL Curriculum can be said to be a positive disruption that offers acceleration and bridges the long-demanded needs of education and industry.

In addition, the facilities provided by schools are able to improve the quality of education; this is in accordance with research by Afrina et al. (2022), that is, with the EL curriculum being able to develop the resources that each student has that have not been explored, which of course is supported by a process that is able to facilitate all aspects of the uniqueness of students in recognizing and solving problems.

Since becoming mover schools, Nusantara Middle School and IT-Al-Izzah Middle School have begun to apply the EL Curriculum model as a guide for teaching and learning activities in schools. In implementing it, schools and teachers need to start by preparing various learning tools that are in accordance with the provisions of the EL Curriculum, such as textbooks, teaching modules, and others. In planning for the development of the Independent Curriculum, the principal works closely with teachers, school committees, and the school environment. According to the results of the interview, it is known that there are no specific school criteria for implementing the EL Curriculum as a learning guide, as long as the school is able and ready for the changes listed in the EL Curriculum.

The school provides a teacher development program regarding implementation. In its development, the school provides a program in the form of socialization in advance to teachers as well as the use of the Merdeka Mengajar application, which really helps teachers and school principals adapt to changes in the EL Curriculum and instructs them to provide important aspects in preparation for starting learning, especially in implementing the curriculum (Lubis, 2022). However, on the one hand, the teacher feels that he can independently seek and develop information, which, of course, cannot be separated from the need for facility assistance from the school. After carrying out teaching and learning activities, an evaluation will be held to minimize obstacles and errors in the following year. Teachers make preparations before implementing the EL Curriculum (Herliani, 2023), namely by (1) analyzing learning outcomes to develop learning objectives and the flow of learning objectives; (2) planning and implementing diagnostic assessments; (3) developing teaching modules; (4) adjusting learning to the stages of achievement and characteristics of students; (5) planning, implementing, and processing formative and summative assessments; (6) learning progress reporting; and (7) learning evaluation and assessment. The evaluation implementation used by schools at both SMP Nusantara and SMP IT Al-Izzah adapts to the character and needs of the school.

Based on the results of the analysis with the implementation of the EL curriculum, it was found that there was a significant relationship or influence of implementation on students, especially in the aspect of the facilities provided by the school, but there are problems of anomaly in the differences in results in the zoning system that are felt by students; this indicates that there is dissatisfaction or injustice that students feel, which is based on the research of Suparno (2023) and (Nora, 2022), which describes the existence of school zoning problems caused by factors namely the socialization of the zoning system that has not been evenly distributed, the mindset of teachers, parents, and students who have not shifted from the old conditions, the absence of accurate guidelines, and the uneven distribution of problems. The impact of the zoning system on the quality of education is not yet visible because it has not yet produced graduates.

Implementation of the EL curriculum, which has a positive impact in the form of teacher flexibility in developing and exploring talents between students and teachers, is not without obstacles, namely still not used to designing learning instruments in the form of simplification of lesson plans and terms in the transition from the K13 curriculum to the EL curriculum. In addition, teachers need the support of qualified facilities and infrastructure to accelerate access to information and digitize teacher literacy so that they can become reliable facilitators and not fall behind in literacy information technology, according to research by Rosmana et al. (2023) which describes barriers to integration and access in implementing the EL curriculum. However, these obstacles are still in the process of being evaluated, considering that the implementation of the EL Curriculum is still new. In the preparation of teaching modules that were designed and used by teachers as guidelines for the implementation of learning in the classroom, there were obstacles and difficulties in the form of debate among the general public that writing requires talent, constraints in starting writing, and difficulties in analyzing teaching materials.

The Pancasila Student Profile is one of the program innovations in the EL Curriculum. The Pancasila student profile has six main characteristics: faith, fear of God Almighty, noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity, as quoted from the website of the Ministry of Education, Culture, Research, and Technology. In its implementation, the Pancasila Student Profile Strengthening Project in these two schools can be carried out flexibly, both in terms of content, activities, and implementation time. The Project for Strengthening Pancasila Student Profiles in the EL Curriculum was also designed separately from intra-curricular activities, which of course cause changes arising from aspects of the school environment (Aprima & Sari, 2022).

According to the teacher in both schools, with the Pancasila Student Profile Strengthening Project, the education unit needs to allocate time so that teachers can work collaboratively. Collaboration will be the key to the success or failure of a project. In carrying out projects, teachers must collaborate across disciplines to plan, facilitate, and carry out assessments, which, on the one hand, are burdensome for teachers. Teachers accept the existence of the EL curriculum, but in reality there are implementation constraints because, of

course, a system requires a gradual process and needs consistent guidance and supervision with adequate support for teacher development, which is required to continue to adapt to the curriculum transformation.

Conclusions

After conducting the study, the researcher draws conclusions that answer the problems formulated in Chapter I. The first conclusion is the implementation of EL in SMPIT Al Izzah and SMP Nusantara Kota Sorong. The study concludes that the implementation of EL in those schools runs well. The good implementation of EL in both schools, SMPIT Al Izzah and SMP Nusantara Kota Sorong is the result of the tireless efforts of the government, the Ministry of Education and Culture, the local education authority, schools, teachers, parents, and students. The second is the effect of implementation on teachers; even though teachers can openly implement the EL curriculum, in reality there are several obstacles that are felt by the existence of implementation transformations that are required to accelerate changes, such as still not used to designing learning instruments in the form of simplification of lesson plans and terms in the transition from the K13 curriculum to the EL curriculum. In addition, teachers need the support of qualified facilities and infrastructure to accelerate access to information and digitize teacher literacy so that they can become reliable facilitators and not fall behind in literacy information technology. The third, conclusion is there is an influence or relationship between the implementation of the EL curriculum and the students in both schools. Most of them perceive the new curriculum is helping them learn something that matches their interest. The students are also grateful because they can experience learning using high-tech devices such as computers, chrome books, a projector, and the internet.

REFERENCES

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar." *Studies in Philosophy of Science and Education*, 1(1), 38–49. <https://doi.org/10.46627/sipose.v1i1.9>
- Afrina, M., Siska, J., Agusta, O. L., Sasongko, R. N., & Kristiawan, M. (2022). The policy of mover school as a catalyst for improving the quality of education. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 8(1), 108. <https://doi.org/10.29210/020221639>
- Akinoso, S. O. (2022). Motivation and ICT in Secondary School Mathematics using Unified Theory of Acceptance and Use of Technology Model. *Indonesian Journal of Educational Research and Technology*, 3(1), 79–90.
- Alghamdi, A., Albawardi, A., Alzuabi, N., & Alshaiji, L. (2023). Does Gender Matter? Motivation and Learning EFL: A Saudi Case Study. *International Journal of Arabic-English Studies*, 23(1), 17–44. <https://doi.org/10.33806/ijaes2000.23.1.2>
- Alotaibi, S. M., Amin, M., & Winterton, J. (2020). Does emotional intelligence and empowering leadership affect psychological empowerment and work engagement? *Leadership and Organization Development Journal*, 41(8), 971–991. <https://doi.org/10.1108/LODJ-07-2020-0313>
- Alsaloohi, R. A., & Al-Tale', M. A. (2022). Saudi EFL Learners' FLA: Levels, Causes, Gender, and Impact on Academic Performance. *Journal of Language Teaching and Research*, 13(1), 145–155. <https://doi.org/10.17507/JLTR.1301.17>
- Alsowat, H. H. (2022). The Mediating Roles of Gender and Academic Field in the Relationship between Vocabulary Knowledge and Reading Comprehension of EFL Students. *Universal Journal of Educational Research*, 10(2), 146–159. <https://doi.org/10.13189/ujer.2022.100204>
- Andussamad, Z. (2021). Metode Penelitian Kualitatif. In *Syakir Media Press* (1st ed., Vol. 1, Issue 1). Syakir Media Press.
- Anggraini, S. (2017). The Correlation between Reading Comprehension and Academic Achievement of English Education Study Program Students of UIN Raden Fatah Palembang. *Islamic State University Raden Fatah Palembang*, 106.
- Aprima, D., & Sari, S. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pelajaran Matematika SD. *Cendikia : Media Jurnal Ilmiah Pendidikan*, 13(1), 95–101.
- Astini, N. K. S. (2022). Tantangan Implementasi Merdeka Belajar Pada Era New Normal Covid-19 Dan Era Society 5.0. *Lampuhyang*, 13(1), 164–180. <https://doi.org/10.47730/jurnallampuhyang.v13i1.298>
- Biesta, G. (2022). Reclaiming a future that has not yet been: The Faure report, UNESCO's humanism and the need for the emancipation of education. *International Review of Education*, 68(5), 655–672. <https://doi.org/10.1007/s11159-021-09921-x>
- Dinsa, M. T., Seyoum, G., & Dinsa, D. T. (2022). The Influence of Gender and Study Duration on EFL Learners' Speaking Strategies Use. *International Journal of Language Education*, 6(1), 10–24. <https://doi.org/10.26858/ijole.v6i1.19272>

- Esawe, A. T., Esawe, K. T., & Esawe, N. T. (2023). Acceptance of the learning management system in the time of COVID-19 pandemic: An application and extension of the unified theory of acceptance and use of technology model. *E-Learning and Digital Media*, 20(2), 162–190. <https://doi.org/10.1177/20427530221107788>
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
- Freire, P. (2018). Education as a Practice of Freedom. *The Brazil Reader*, 6(17), 195–199. <https://doi.org/10.1215/9780822371793-102>
- Ghozali, I. (2021). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 26* (Edisi 10). Badan Penerbit Universitas Diponegoro.
- Herliani, D. E. (2023). *Analisis Profesionalisme Guru Bersertifikat Pendidik Dalam Implementasi Kurikulum Merdeka Di Paud Islam Rahmatullah ...* [Universitas Muhammadiyah Malang]. <https://etd.umm.ac.id/id/eprint/2037/%0Ahttps://etd.umm.ac.id/id/eprint/2037/13/TESIS-2.pdf>
- Hermita, N., Wijaya, T. T., Yusron, E., Abidin, Y., Alim, J. A., & Putra, Z. H. (2023). Extending unified theory of acceptance and use of technology to understand the acceptance of digital textbook for elementary School in Indonesia. *Frontiers in Education*, 8(February). <https://doi.org/10.3389/feduc.2023.958800>
- Hidayat, D. N., Fitriah, Mahlil, & Mason, J. (2023). Factors Impacting English Teachers' Creativity in Teaching English as a Foreign Language in Indonesia. *Studies in English Language and Education*, 10(1), 155–173. <https://doi.org/10.24815/siele.v10i1.26145>
- Irwahyudi, W., Khoiri, A., & Kusumaningrum, S. R. (2023). Implementation of the Independent Curriculum in Mover Schools (a Case Study At Upt Sd Negeri Kedungbanteng 02 Bakung District Blitar Regency). *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 7(2), 118–127.
- Kemendikbud. (2021). *Ministry of Education and Culture Launches Emancipated Learning Episode 7: Mover School Program*. Kemendikbud.
- Koukopoulos, Z., Koutromanos, G., Koukopoulos, D., & Gialamas, V. (2020). Factors influencing student and in-service teachers' satisfaction and intention to use a user-participatory cultural heritage platform. In *Journal of Computers in Education* (Vol. 7, Issue 3, pp. 333–371). <https://doi.org/10.1007/s40692-020-00159-4>
- Krishnapatria, K. (2021). Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: Challenges and opportunities. *ELT in Focus*, 4(1), 12–19. <https://doi.org/10.35706/eltinf.v4i1.5276>
- Kristiani, W., Matin, M., & Sugiarto, S. (2019). The Effect of Organizational Culture and Perceived Organizational Support (POS) Towards Organizational Citizenship Behavior (OCB) Teacher SDK PENABUR Jakarta. *International Journal for Educational and Vocational Studies*, 1(6), 528–532. <https://doi.org/10.29103/ijevs.v1i6.1680>
- Lim, K. (2022). The Mediating Role of Curriculum Design and Development on the ICT Curricular Initiative in Singapore Private Institution. *International Journal of Research in Education and Science*, 8(3), 596–610. <https://doi.org/10.46328/ijres.2902>
- Lubis, S. (2022). Pendidikan Profesi Guru untuk Meningkatkan Mutu Pendidikan. *Inovasi Kurikulum*, 17(2), 117–122.
- Nora, D. (2022). Implementasi Kebijakan Sistem Zonasi. *Jurnal Ecogen*, 5(3), 498. <https://doi.org/10.24036/jmpe.v5i3.12904>
- Nurbaity, L., Anggraeni, A., & Dewi, D. (2021). Paradigma Baru Bagi Pendidikan Masa Depan Indonesia. *IJOIS: Indonesian Journal of Islamic Studies*, 2(01), 15–24.
- Purwaningsih, Y. (2022). Implementasi Sistem Informasi Manajemen Pendidikan (Simdik) Dalam Meningkatkan Mutu Pendidikan di Madrasah Ibtidaiyah. *Borobudur Educational Review*, 2(2), 68–76. <https://doi.org/10.31603/bedr.6546>
- Rizal, M., Grave, A. De, Saputra, dani nur, Mardianto, D., Sinthania, D., Hafrida, L., Bano, vidriana O., Susanto, E. E., Mahardhani, A. J., Amruddin, Alam, M. D. S., Lisyia, M., & Ahyar, D. B. (2022). Metodologi Penelitian Kualitatif. In *Angewandte Chemie International Edition*, 6(11), 951–952.
- Rosmana, P. S., Iskandar, S., Agnia, A., Rahma, A., Mutiara, E. A., Rosyani, W. A., Guru, P., Dasar, S., & Indonesia, U. P. (2023). Implementasi Kurikulum Merdeka pada Sekolah Penggerak SD Negeri di Purwakarta. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 9471–9480.
- Silmi, N., & Nurgiyantoro, B. (2021). “Merdeka Belajar” Adaptation Of Indonesian Learning During The Covid-19 Pandemic. *The 4th International Conference on Linguistics and Language Teaching*, 457–464.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Suparno, P. (2023). The Implementation of High School Student Admission Zoning. *Jurnal Ilmiah Wahana Bhakti Praja*, 13(1), 1–16.
- Suryani, N., Muspawi, M., & Aprillitzavivayarti, A. (2023). Implementasi Kurikulum Merdeka Belajar di Sekolah

- Penggerak. *Jurnal Ilmiah Universitas Batanghari Jambi*, 23(1), 773. <https://doi.org/10.33087/jiubj.v23i1.3291>
- Syafaaturrahman, H. (2022). Principal Leadership in Improving the Effectiveness of the School Mover Program. *Proceedings of the 6th International Conference on Research of Educational Administration and Management (ICREAM 2022)*, *Icream*, 304–310.
- Syarochil, A. I., & Abadi, M. (2023). Problematics of The Implementation of The Emancipated Curriculum (IKM) In Indonesian Language of Class X. *JP (Jurnal Pendidikan): Teori Dan Praktik*, 8(1), 1–7. <https://doi.org/https://doi.org/10.26740/jp.v8n1>
- Tedjokoesoemo, P., Nilasari, P., & Sari, S. (2021). Addressing the Independent Learning Curriculum (Kurikulum Merdeka Belajar) as a Form of Positive Disruption to Empower the Community. *Proceedings of the 1st International Conference on Emerging Issues in Humanity Studies and Social Sciences*, 167–176. <https://doi.org/10.5220/0010749100003112>
- Wang, X., Lu, A., Lin, T., Liu, S., Song, T., Huang, X., & Jiang, L. (2022). Perceived usefulness predicts second language learners' continuance intention toward language learning applications: a serial multiple mediation model of integrative motivation and flow. *Education and Information Technologies*, 27(4), 5033–5049. <https://doi.org/10.1007/s10639-021-10822-7>
- Wibowo, S. E., Saptono, B., Hastomo, A., Herwin, H., & Ardiansyah, A. R. (2022). The implementation of independent curriculum on mover schools. *International Journal of Education and Learning*, 4(3), 214–223.
- Widagdo, W., & Anshori, I. (2019). Curriculum Implementation During Covid-19. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(3), 446–458.
- Yulianto, B., Sueb, S., Asteria, P. V., Harmanto, Bachri, B. S., Subekti, H., & Kafrawi, F. R. (2023). Emancipated Learning: Bridging Universities and Schools for Future Teacher Education. In *Emancipated Learning* (Issue March, pp. 1114–1121). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-008-4_119