

IMPLEMENTATION OF MERDEKA BELAJAR AT SD ISLAM AL-AZHAR 60 PEKALONGAN

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ABSTRAK

Pendidikan merupakan prioritas utama bagi negara. Pemerintah menyadari bahwa majunya suatu negara sangat bergantung pada kualitas pendidikan di negara tersebut. Menteri Pendidikan dan Kebudayaan (Kemendikbud) Nadiem Anwar Makarim mencetuskan konsep “Pendidikan Merdeka Belajar”. Artikel ini ditujukan untuk memaparkan implementasi merdeka belajar episode 1 di sekolah dasar. Jenis penelitian ini *field research* menggunakan pendekatan kualitatif dan mengambil subjek di SD Islam Al-Azhar 60 Pekalongan. Adapun hasil yang dapat diambil adalah pelaksanaan merdeka belajar episode 1 di SD Islam Al-Azhar 60 Pekalongan sudah sesuai dengan yang dicetuskan oleh Kemendikbud yaitu pembelajaran yang menyenangkan, sistem belajar yang kreatif dan inovatif, dan ada kebebasan guru dalam memilih metode dalam penyampaian materi serta kebebasan peserta didik untuk mengeksplorasi pengetahuan. Dengan begitu, kualitas pendidikan di Indonesia dapat menuju ranah yang lebih signifikan.

Kata Kunci: Implementasi, Merdeka Belajar

ABSTRACT

Education is a top priority for the country. The government realizes that the progress of a country is highly dependent on the quality of education in that country. The Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim initiated the concept of "Free Education for Learning". This article is intended to describe the implementation of independent learning episode 1 in elementary schools. This type of research is a field research using a qualitative approach and taking the subject at SD Islam Al-Azhar 60 Pekalongan. The results that can be taken are that the implementation of independent learning episode 1 at SD Islam Al-Azhar 60 Pekalongan is in accordance with what was initiated by the Ministry of Education and Culture, namely fun learning, creative and innovative learning systems, and there is teacher freedom in choosing methods in delivering material and freedom students to explore knowledge. That way, the quality of education in Indonesia can go to a more significant realm.

Keywords: implementation, Merdeka Belajar.

INTRODUCTION

Education is an effort made by a person consciously, planned and structured to encourage, support, and make a person to grow various potentials so that they are able to achieve a better life. However, in its implementation, education in Indonesia cannot be separated from problems. It can be seen from the portrait of the teaching and learning process, some teachers mostly use the lecture method in class which can make students bored. Students only become objects in learning so that student creativity does not develop. Students are busy with various tasks given by the teacher. Learning resources used in the classroom are still very limited, etc. The portraits burden students a lot and ultimately shackle students' independence in learning. (Reni Anggraini, 2020: 76).

Rati Melda Sari stated that the 2019 Programmer for International Student Assessment (PISA) research showed that the results of the assessment of Indonesian students only occupied the sixth position from the bottom, for the fields of mathematics and literacy, Indonesia

was in the 74th position out of 79 countries. (Rati, 2019: 40).

Especially in today's era, education is a top priority for the country. The government realizes that the progress of a country is highly dependent on the quality of education in that country. Given the importance of education to the development of a country, the government seeks to continuously improve the quality of education in the country. Various regulations and policies are made by the government so that educational goals can be achieved. (Winda Anjelina, 2021: 1977).

Moving on from this problem, one of the government's efforts to improve the education system and improve the quality of education is still being pursued. In this way, the Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim initiated the concept of "Free Education for Learning". This independent learning education is the answer to the needs of the education system in Indonesia. Freedom of learning is freedom of thought, where freedom of thought is determined by the teacher so that the main key in supporting this new education system

is the teacher. (Kemendikbud, 2019: 120). The Mendikbud's version of Merdeka Belajar can be interpreted as the implementation of the curriculum in the learning process must be fun, this can be achieved through the critical and innovative thinking of teachers in designing learning in the classroom. A fun learning process can foster a positive attitude of students in responding to learning.

DISCUSSION

1. Implementation in Education

The term implementation is not new in the world of education, nor the world of management. Every teacher after planning a program or plan will definitely try as much as possible to realize the plan so that it is successful and achieves the expected goals in accordance with the applicable curriculum at the school.

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accordance with the applicable curriculum at school.

Broadly speaking, the notion of implementation is a process, an activity that is used to transfer ideas or ideas, programs or expectations that are outlined in the form of a design curriculum (written) so that it is carried out in accordance with the design. (Nurdin Usman, 2002: 70).

From the definitions above, it can be concluded that the word implementation is not just an activity, but an activity that is planned and carried out seriously based on certain references to achieve the objectives of learning activities.

Usman explains that in formulating implementation there are three things, namely:

a. Program Development

Curriculum

development includes the development of annual programs (general programs for each subject), semester programs (containing things to be delivered in the semester), module/subject programs (worksheets, keys,

questions, and answers), weekly and daily programs (to find out the progress and difficulties of students), enrichment and remedial programs, as well as guidance and counseling programs. In this case, the school usually holds a working meeting to determine the programs to be achieved.

b. Learning Implementation

In learning, the main task of the teacher is to condition the environment to support behavior change for students. In general, the implementation of KTSP-based learning and the 2013 curriculum includes three things, namely introduction, core activities, and closing. Teachers can be creative and innovate learning so that students can follow learning well. (M. Joko Susilo, 2007: 129).

c. Evaluation

Evaluation is a process of collecting data to determine to what extent, in what ways, and how the educational goals

have been achieved, in which the results of this evaluation can be used as a reference for making decisions. (Suharsimi Arikunto, 2003: 3). Included in this evaluation is how to overcome the problems that arise in learning. Implementation is not only limited to carrying out a program (curriculum, learning) but before its implementation a teacher has designed a learning plan that is in accordance with the applicable curriculum, the next task is to implement it and in the end is the evaluation. From the results of the evaluation, a decision will be made whether the plan is in accordance with the objectives or requires a re-planning.

2. Merdeka Belajar

Merdeka belajar is a new form of policy in Indonesia today. This free learning policy provides independence for students, teachers and schools in creating innovative education. This concept adjusts the conditions in

which the learning process runs both in terms of local wisdom, socio-economic culture and infrastructure. Freedom of learning is a policy made to provide freedom of reasoning. The importance of freedom in reasoning should be owned by educators first. If it has not been realized in educators, of course it will not be applied to students. (Winda Anjelina, 2021: 1979).

Oki Suhartono explained that the Minister of Education and Culture Nadiem Anwar Makarim wanted to create a happy and conducive learning atmosphere for students. Freedom to learn according to the Minister of Education and Culture departs from the desire that educational output produces better quality and no longer produces students who are only good at memorizing but also have sharp analytical skills, reasoning and comprehensive understanding in learning to develop themselves. (Suhartono, 2020: 12).

The essence of independent learning is freedom of thought for students and teachers. Freedom to

learn encourages the formation of an independent spirit character where teachers and students can freely and pleasantly explore knowledge, attitudes and skills from the environment. Freedom of learning can encourage students to learn and develop themselves, form a caring attitude towards the environment in which students learn, encourage students' confidence and skills and easily adapt to the community environment. Therefore, the existence of independent learning is very relevant to the needs of students and the demands of 21st century education. Because the essence of independent learning is to accelerate education that is liberating and autonomous for both teachers and schools to interpret the basic competition in the curriculum into teacher assessments. (Agustinus Tangu Daga, 2021: 1075).

Four policy points of merdeka belajar:

- a. National Assessment (UN) removed.

Nadiem Makarim in his independent learning

policy will eliminate the National Examination (UN). The exam will be replaced with a National Assessment (AN). The national assessment includes three aspects, namely the Minimum Competency Assessment, the Character Survey, and the Study Environment Survey.

b. USBN

Under this policy, exams are administered by the school. The exam is needed to assess the competence of students. The assessment is carried out in the form of a written test or other forms of assessment, such as assignments and portfolios. The policy was made so that teachers and schools are independent in providing assessments of learning outcomes.

c. Format Simplification RPP

This policy is made so that teachers are free to choose, create, use, and develop lesson plans formats. The lesson plans referred to here must contain at least

three core components of the lesson plans, namely 1) learning objectives, 2) learning activities, and 3) assessments.

Independence in preparing this lesson plan, it is hoped that teachers and students will have plenty of time to interact so that students become more active.

In addition, the simplification of this lesson plan also aims to make learning in schools not rigid.

d. PPDB Zoning System is more flexible

The Ministry of Education and Culture in its independent learning program is unwavering in implementing the zoning system, but uses realistic decisions to address gaps and capabilities in the environment. The capacity through this step is at least 50%, through the 15% test, and through the 5% transfer. While the class ranking step and the rest 0-30% based on

the situation. (Winda Anjelina, 2021: 1980).

3. Implementation of Merdeka Belajar.

The application of independent learning at Al-Azhar Islamic Elementary School 60 Pekalongan by planning, implementing, and evaluating. Here is the description:

a. Planning

Planning is basically an activity process that systematically prepares activities to be carried out to achieve certain goals. So important is a plan that it is said that if the planning has been completed and carried out correctly, in fact most of the work has been completed. (Yenny Septi, 2021: 12).

Related to this, Al-Azhar 60 Pekalongan Islamic Elementary School also plans to implement the concept of independent learning, while the planning carried out by Al-Azhar 60 Pekalongan Islamic Elementary School is the first to carry out curriculum revision. It can be seen that

Al-Azhar Islamic Elementary School is a school that was established under the auspices of the Al-Azhar Islamic Boarding School Foundation, where the curriculum used at Al-Azhar Islamic Elementary School also adopted the curriculum from YPIA. Furthermore, Al-Azhar Islamic Elementary School also uses the curriculum from the department and the Cambridge curriculum. In this way, Al-Azhar Islamic Elementary School conducted a curriculum review which would later be achieved in learning.

This is in line with the book entitled Education Unit Level Curriculum which explains that curriculum development includes the development of annual programs (general programs for each subject), semester programs (containing things to be delivered in the semester), module programs/subjects (sheets), work, keys, questions, and

answers), weekly and daily programs (to find out the progress and difficulties of students), enrichment and remedial programs, as well as guidance and counseling programs. In this case, the school usually holds a working meeting to determine the programs to be achieved. (M. Joko Susilo, 2007: 129).

The second plan is to assess the teacher's diagnosis to students. This is done to make it easier for teachers to know the character of their students. This is in line with the book entitled Diagnostic Assessment from the Ministry of Education and Culture which says that the Diagnostic Assessment is an assessment carried out specifically to identify the competencies, strengths, and weaknesses of students, so that learning can be designed according to the competencies and conditions of students. Students whose development or learning outcomes are the most lagging based on the results of the

Diagnosis Assessment, can be given more intensive and affirmative learning assistance. (Kemendikbud, 2021: 98).

Third, focus on learning objectives. This means by focusing on learning objectives which are then packaged with interesting learning methods so that they can train students to be creative and think logically.

b. Implementation

Implementation is everything that is done by someone with the hope that it will bring results or influence. The implementation of independent learning at Al-Azhar Islamic Elementary School 60 Pekalongan uses learning that does not burden students, creates a reactive and fun learning atmosphere, is not fixated on books, and conducts learning with the surrounding environment. That way, optimal learning can be achieved and make students understand literacy and numeracy.

Furthermore, the implementation of independent learning at Al-Azhar Islamic Elementary School 60 Pekalongan also uses project-based learning. The projects referred to in this case are children's works made in the form of individuals or groups. Projects made by students contain material that has been taught previously. This is done to provide opportunities for students who do not understand the theory but understand when practicing directly. This project-based learning activity is a form of student independence in exploring understanding in learning and training students to solve a problem.

Project-based learning aims to develop soft skills and characters according to the profile of Pancasila youth. From the statement above, it can be concluded that the independence of learning applied at SD Islam Al-Azhar 60 Pekalongan is in

accordance with the concept applied by the Ministry of Education and Culture which aims to describe independence to students and improve the quality of education in Indonesia.

c. Evaluation of Learning Freedom at Al-Azhar Islamic Elementary School 60 Pekalongan

SD Islam Al-Azhar 60 Pekalongan carried out evaluation activities to measure the extent to which the concept of independent learning was applied. The evaluation that has been carried out to see the development of the application of independent learning is through evaluating teacher performance and evaluating student learning outcomes.

1) Teacher Performance Evaluation

Evaluation of teacher performance conducted at SD Islam Al-Azhar 60 Pekalongan also aims to see teacher performance in

teaching in class. This evaluation is carried out once a month by the principal. The form of activities carried out by school principals to evaluate teacher performance is supervision, which will then be given direction to teachers regarding their performance in teaching.

This is in line with the book entitled *Teachers in the Implementation of the 2013 Curriculum* which says that supervision is all efforts of school officials in leading teachers and other education personnel, to improve teaching, including stimulating, selecting growth and development of teacher positions, selecting and revising educational objectives, teaching materials, and teaching methods and teaching evaluations. (Mulyasa, 2021: 34).

From the description above, it can be concluded that teacher performance evaluation activities through supervision are effective in improving the education system and teaching quality at Al-Azhar 60 Islamic Elementary School Pekalongan.

2) Evaluation of Student Learning Outcomes

In the process of evaluating the results of students at SD Islam Al-Azhar 60 Pekalongan usually use the reflection method. This reflection is done after the students finish doing the learning activities with the teacher. Then the teacher leads the students to reflect together, this activity is carried out directly or indirectly. Students can directly say learning reflections in front of their friends or indirectly by writing reflections on paper which are then

given to the teacher. In addition, the evaluation of student learning outcomes is taken by asking questions and using the work of students in the form of projects.

CONCLUSION

From the results of research at SD Islam Al-Azhar 60 Pekalongan, it can be concluded that the implementation of independent learning at SD Islam Al-Azhar 60 Pekalongan is in accordance with what is expected by the government. This is indicated by teaching and learning activities that give independence to teachers and students, fun and conducive learning, resulting in good quality learning so as to create outputs that have sharp analytical skills. In addition, Al-Azhar 60 Pekalongan Islamic Elementary School also implements four main independent learning policies, namely the replacement of the National Examination (UN) with a Minimum Competency Assessment (AKM), the National School-Based Examination (USBN) is carried out well, a more flexible zoning system, the use of one sheet of RPP. In

addition, an innovative teaching and learning system that makes it seem fun and not boring.

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