International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Independent Curriculum Management In Improving Learning Quality At SMA Negeri 1 Tanjungpandan

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Abstract

The Independent Curriculum is a national curriculum reform policy that requires educational units to manage the planning, organization, implementation, and evaluation of learning in a more flexible and student-centered manner. This study aims to describe and analyze the management of the Independent Curriculum at SMAN 1 Tanjungpandan and its contribution to improving the quality of learning, including aspects of curriculum planning, teacher resource development, implementation of differentiated learning and the Pancasila Student Profile Strengthening Project, curriculum evaluation, and supporting and inhibiting factors for its implementation. The study used a descriptive qualitative approach with a case study design. Data were collected through participatory observation, in-depth interviews with the principal, vice principal of curriculum, teachers, and students, and documentation studies. Data analysis was carried out through data reduction, data presentation, and drawing conclusions, with data validity checked through triangulation of sources and techniques. The results of the study indicate that the management of the Independent Curriculum at SMAN 1 Tanjungpandan has progressed through planning stages involving the school curriculum development team, organizing the distribution of teaching tasks and ongoing teacher training, implementing learning oriented to student learning needs, and periodic evaluation through academic supervision. This implementation has had a positive impact on learning quality, marked by increased student engagement, learning independence, and learning outcomes, despite challenges related to teacher readiness, digital infrastructure, and assessment understanding. This study recommends strengthening ongoing training, optimizing the Merdeka Mengajar Platform, and strengthening academic supervision as strategies to sustain learning quality.

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Keywords: Curriculum Management, Independent Curriculum, Learning Quality, SMAN 1 Tanjungpandan

INTRODUCTION

Education in Indonesia has faced significant challenges over the past decade, including disparities in learning outcomes, low critical thinking skills, and learning loss due to the COVID-19 pandemic. These challenges are exacerbated by learning methods that still focus on uniformly completing material, ignoring the varying needs, interests, and learning readiness of each student. In many schools, including high schools in rural areas, teachers still adhere to a one-way teaching style, which discourages students from being active and engaged in the learning process.

This situation is also evident in high schools in Belitung Regency, where SMAN 1 Tanjungpandan is located. As a public school chosen by the local community, this school strives to improve the quality of learning amidst limited resources, technological facilities, and diverse student backgrounds. With the change in national curriculum policy through Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Curriculum Implementation for Learning Recovery, schools have the opportunity to make improvements in their overall curriculum management (Mardiana & Emmiyati, 2024).

The Independent Curriculum was introduced as a solution to the need for more flexible, contextual, and student-centered learning. The main principles of this curriculum are the implementation of differentiated learning, character strengthening through the Pancasila Student Profile Strengthening Project (P5), and simplification of learning outcomes so that teachers can design learning processes according to student needs (Rahayu et al., 2022). However, the success of the curriculum implementation is not only determined by policy design at the central level but also depends heavily on how each educational unit systematically manages the curriculum through management functions, namely planning, organizing, implementing, and evaluating (Triwiyanto, 2022).

A similar situation is also evident at the national level. Data from the National Assessment and various education monitoring reports indicate that student literacy and numeracy in many regions, including those with limited access like the Bangka Belitung Islands, still need improvement. This emphasizes that any changes to curriculum policy at the national level must be accompanied by improved governance within educational institutions to ensure the policy has a genuine positive impact on the quality of classroom learning, rather than simply changing administrative documents.

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Various previous studies have shown that effective curriculum management significantly contributes to improving the quality of education. Siahaan et al. (2023) found that planned and coordinated curriculum management can improve the effectiveness of the teaching and learning process and student academic achievement. Research by Napitupulu, Silalahi, and Gultom (2023) at SMA Negeri 1 Bandar also confirmed that the implementation of the Independent Curriculum management, supported by responsive principal leadership, can contribute to sustainable improvements in the quality of education. In this regard, Zumrotun et al. (2024) highlighted the important role of the Independent Curriculum in fostering student learning independence and creativity when managed with proper governance.

However, many educational institutions still face various challenges in implementing the Independent Curriculum. Jannah, Fathuddin, and Zahra (2022) identified obstacles related to teachers' lack of understanding of the concepts of diagnostic assessment and differentiated learning. Furthermore, Zulaiha, Meisin, and Meldina (2023) reported that some teachers struggled to create relevant learning modules and faced obstacles in using digital technology for learning. This mismatch between policy design and readiness to implement it makes school management, particularly in the curriculum, a key factor in achieving success.

In theory, curriculum management can be understood as the overall collaborative activity to utilize educational resources so that the curriculum can be designed, implemented, and evaluated effectively and efficiently to achieve educational goals (Triwiyanto, 2022). The curriculum planning process includes developing a vision, compiling an operational curriculum structure, and establishing learning objectives; organization includes teaching assignments, resource allocation, and teacher competency development; implementation relates to classroom teaching and learning activities and co-curricular activities; and evaluation includes academic supervision and assessing the achievement of curriculum objectives (Sutarman & Purnomo, 2024; Utami & Arifin, 2024). Learning quality is defined as the level of success of the learning process manifested in achieving educational goals, demonstrated by active student participation, achieved abilities, and the satisfaction of various parties involved in education (Rahmansyah, 2021).

In this study, the concept of learning quality refers to the extent to which the teaching and learning process can help achieve educational goals optimally, as seen through indicators of active student engagement, the suitability of material to student needs, the achievement of competencies relevant to learning outcomes, and teacher, student, and parent satisfaction with the ongoing educational process (Rahmansyah, 2021). Learning quality cannot be separated from good curriculum management, because the curriculum is the core of the entire educational

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process in schools. Without regular management, even if the curriculum design from the central government is very good, its implementation in the classroom can be inconsistent and ineffective (Prastiwi et al., 2024).

In addition to the theoretical aspects, the policy context also adds to the research's relevance. Decree No. 044/H/KR/2022 from the Education Standards, Curriculum, and Assessment Agency (BSKAP) introduced educational units implementing the Independent Curriculum in the 2022/2023 academic year, which was then gradually expanded to all educational institutions in Indonesia, including SMAN 1 Tanjungpandan. This policy change required the school to make rapid adjustments across all management lines, from developing curriculum documents and improving teacher skills to providing supporting facilities for differentiated learning. The geographical location of Belitung Regency, as an archipelago, also presents certain challenges, particularly in terms of equitable access to teacher training and information technology infrastructure, which could impact the speed and quality of curriculum implementation in the field.

Previous research, as explained above, has generally focused on the implementation of the Independent Curriculum in schools located in urban areas or areas with relatively good access, while in-depth studies of curriculum management in schools in island areas are still rare. Therefore, this study offers innovation by uncovering curriculum management strategies within a unique geographic and sociocultural context and providing practical contributions in the form of policy recommendations for educational institutions with similar characteristics.

Based on the explanation above, research on the management of the Independent Curriculum at SMAN 1 Tanjungpandan is very important to conduct, because this school is located in an island area with unique geographical and socio-cultural characteristics, so that the curriculum management strategy implemented can provide examples of best practices that can be a reference for other schools with similar conditions. This research seeks to answer various issues: (1) how the planning of the Independent Curriculum is implemented at SMAN 1 Tanjungpandan; (2) how the organization of resources and development of teacher skills are carried out to support the implementation of the Independent Curriculum; (3) how the implementation of varied learning and the Pancasila Student Profile Strengthening Project are implemented; (4) how the curriculum evaluation and supervision process is carried out; and (5) what factors help and hinder, and how the management of the Independent Curriculum contributes to improving the quality of learning at this school.

Academically, this research is expected to broaden insights into educational management, particularly those considering curriculum management in the Independent Curriculum era, and to

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provide conceptual contributions to the development of curriculum management models appropriate to the regional context. Practically, the results of this study are expected to serve as evaluation material and strategic input for school principals, teachers, and local education offices in formulating policies to strengthen the implementation of the Independent Curriculum, particularly in schools located in areas with limited geography and infrastructure.

RESEARCH METHODS

This research employed a qualitative approach with a case study design, aiming to gain an in-depth and contextual understanding of the Merdeka Curriculum management at SMAN 1 Tanjungpandan as it exists in the field. The qualitative approach was chosen because the phenomenon of curriculum management is complex, involves interactions between various educational actors, and requires in-depth interpretation that is difficult to reduce to mere numerical data (Muchtar et al., 2024).

The research subjects consisted of the principal, the vice principal for curriculum, the school curriculum development team, several subject teachers in grades 10, 11, and 12, and student representatives. Subjects were selected using a purposive sampling technique, selecting informants deemed to have direct knowledge and experience related to the planning, implementation, and evaluation of the Independent Curriculum at the school.

Data collection was conducted through three main techniques. First, participant observation was conducted to directly observe classroom learning processes, Pancasila Student Profile Strengthening Project activities, and curriculum coordination meetings. Second, in-depth semi-structured interviews were conducted with key informants to explore perceptions, experiences, and strategies implemented in curriculum management. Third, a documentation study was conducted on educational unit operational curriculum documents (KOSP), teaching modules, assessment results, meeting minutes, and academic supervision reports as supporting data to strengthen the validity of the findings.

Data analysis refers to the interactive model of Miles and Huberman, which includes three stages: data reduction, data presentation, and conclusion drawing/verification. Data reduction was carried out by sorting and classifying data from observations, interviews, and documentation according to the research focus, namely curriculum planning, organization, implementation, and evaluation. Data presentation was carried out in the form of descriptive narratives and thematic matrices to facilitate understanding of patterns and relationships between categories. Conclusions were drawn gradually and tentatively, which were continuously verified throughout

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the research process until credible findings were obtained.

The research instruments used included a semi-structured interview guide based on indicators of curriculum management functions, an observation sheet for observing classroom learning activities and the implementation of profile projects, and a documentation checklist for reviewing the completeness of curriculum documents. Prior to use, the interview and observation instruments were reviewed by the supervisor and piloted on a limited basis to ensure the questions were relevant and easily understood by the informants, thus ensuring that the data obtained accurately reflected the current state of curriculum management in the field.

The validity of the data in this study was checked through source triangulation and technical triangulation. Source triangulation was conducted by comparing information from the principal, teachers, and students, while technical triangulation was conducted by comparing interview results with observations and documentation. Member checking was also conducted, which involved reconfirming the data interpretation with informants to ensure the alignment between the research findings and the reality experienced by the research subjects.

This study also paid attention to ethical aspects of research, including obtaining informed consent from the principal and all informants before data collection, maintaining the confidentiality of informants who did not wish to be named, and communicating the research objectives transparently to all parties involved. The data collection process was carried out over a period of one semester so that researchers could observe the complete cycle of curriculum planning, implementation, and evaluation, starting from the program development stage at the beginning of the semester to the implementation of supervision and evaluation at the end of the semester.

RESULTS AND DISCUSSION

Independent Curriculum Planning at SMAN 1 Tanjungpandan

The research results show that the Independent Curriculum planning at SMAN 1 Tanjungpandan began with the formation of a School Curriculum Development Team (TPKS) involving the principal, vice principal for curriculum, subject coordinator, and teacher representatives. This team was tasked with developing the Operational Curriculum for Educational Units (KOSP) by referring to student characteristics, the geographical conditions of the archipelago, and local potential in the Belitung region, such as the tourism and maritime sectors, which were integrated into the theme of the Pancasila Student Profile Strengthening Project.

The planning process begins with a context analysis that includes a review of student

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characteristics, the socio-economic conditions of the surrounding community, the readiness of teacher resources, and the availability of facilities and infrastructure. The results of this context analysis serve as the basis for formulating the school's vision, mission, and learning objectives that align with national learning outcomes while remaining contextualized to local needs. This finding aligns with the views of Sutarman and Purnomo (2024), who assert that effective curriculum planning must begin with a mapping of the actual needs of educational units, not simply the adoption of centrally generated curriculum documents without contextual adjustments.

Furthermore, planning also includes the collaborative development of learning objectives (ATP) by subject teachers through the school's internal Subject Teachers' Discussion Forum (MGMP). Through this forum, teachers exchange ideas in formulating learning outcomes, which are translated into more operational learning objectives, thus creating alignment across grade levels. This collaborative practice reinforces the findings of Napitupulu, Silalahi, and Gultom (2023) that curriculum planning involving active teacher participation tends to produce curriculum documents that are more applicable and easier to implement in the classroom.

Curriculum planning also includes determining the implementation path. SMAN 1 Tanjungpandan adopted the independent change path in the first year before gradually transitioning to the independent sharing path as teacher readiness increased. The choice of this implementation path was based on the principal and curriculum development team's consideration of the level of human resource readiness, infrastructure, and school financial support, ensuring that the curriculum transition process could proceed gradually and measurably without unduly burdening teachers in the initial stages of implementation.

The KOSP document also includes study load arrangements, an educational calendar, and mentoring programs for students requiring special interventions, such as remedial and enrichment programs. The document's development involved a joint review with school supervisors from the Bangka Belitung Islands Provincial Education Office to ensure compliance with applicable regulations and to obtain input for improvements before the document was ratified and implemented in the current academic year. This joint supervisory review mechanism strengthens accountability for curriculum planning and serves as a means of transferring knowledge of the latest policies from the education office to schools.

Organizing and Developing Teacher Resources

In terms of organization, the school divides teaching tasks based on teacher competency and expertise, and appoints phase coordinators and P5 coordinators to ensure coordinated

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program implementation. The principal serves as the primary person in charge, assisted by the vice principal for curriculum, who coordinates lesson schedules, distribution of teaching modules, and time allocation for profile project activities.

Teacher competency development is a primary focus in resource organization. Schools regularly hold In-House Training (IHT) as an internal training platform for teachers to understand the concept of the Independent Curriculum, develop teaching modules, and practice diagnostic and formative assessments. This aligns with the findings of Irvani, Ainissyifa, and Anwar (2023), which demonstrated that IHT effectively improves teachers' understanding of the implementation of the Independent Curriculum through communities of practice in pilot schools.

In addition to internal training, teachers are also encouraged to utilize the Merdeka Mengajar (PMM) Platform as a resource for independent learning and a platform for sharing good practices among teachers. However, the level of utilization of this platform varies among individuals, primarily influenced by the digital literacy gap and limited stable internet access, given the archipelagic geography. This finding reinforces the research of Alfath, Azizah, and Setiabudi (2022), which emphasized the importance of developing teachers' digital competencies as a prerequisite for the successful implementation of a technology-based curriculum.

Resource organization is also reflected in the formation of an internal school learning community comprised of teachers from various subject areas. This community serves as a forum for regular weekly discussions to discuss best learning practices, challenges encountered, and collaborative problem-solving strategies. The principal actively facilitates the continuity of this learning community by allocating dedicated time within teachers' work schedules, ensuring that sharing good practices is not seen as an additional burden but rather as an integral part of the school's work culture.

In addition to developing pedagogical competencies, the school also allocates resources to provide supporting facilities, such as rotating computer labs to support digital-based assessments, and limited internet access in certain areas of the school. While not yet fully adequate, these efforts demonstrate the school management's commitment to optimally utilizing limited resources to support the ongoing implementation of the Independent Curriculum.

Implementation of Differentiated Learning and the Pancasila Student Profile Strengthening Project

The implementation of learning at SMAN 1 Tanjungpandan demonstrates concrete efforts in implementing the principles of differentiated learning, namely adapting the learning process

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based on students' learning readiness, interests, and learning profiles. Teachers conduct diagnostic assessments at the beginning of the semester to map students' learning needs, which are then used as a basis for designing varied learning strategies, including differentiation of content, process, and learning products.

Field observations indicate that most teachers have begun implementing a variety of learning strategies, such as project-based learning, group discussions, and the use of contextual learning media that leverage Belitung's local potential. However, the level of consistency in implementing differentiated learning varies among teachers, aligning with Arviansyah and Shagena's (2022) findings that the effectiveness of teachers' roles in the Independent Curriculum is greatly influenced by each individual's pedagogical preparedness and teaching experience.

Senior teachers who have long taught using conventional approaches tend to require more time to adapt than younger teachers who are relatively more open to changes in teaching methods. To bridge this gap, schools implement peer coaching schemes, pairing teachers who are already proficient in implementing differentiated learning with teachers who are still adjusting. This mentoring scheme has proven effective in fostering teacher confidence in trying new teaching strategies, as the learning process takes place in a non-judgmental, collegial atmosphere, unlike formal training, which can sometimes feel one-way and less applicable to real-life classroom conditions.

In the Pancasila Student Profile Strengthening Project (P5), the school allocates specific time outside the regular schedule for the implementation of three project themes in one academic year, including local wisdom and sustainable lifestyles by utilizing Belitung's marine and tourism potential. This activity involves cross-subject collaboration and presents speakers from the community and local businesses. This contextual approach strengthens the relevance of learning to students' real lives, as emphasized by Rahayu et al. (2022) that the success of the profile project is largely determined by the school's ability to link the project theme to the local socio-cultural context.

However, the implementation of P5 still faces technical challenges, such as limited time for collaborative planning among teachers and a lack of standardized project assessment guidelines at the school level. This situation aligns with the findings of Rahma and Hindun (2023), who highlighted that the effectiveness of the Independent Curriculum in the learning process requires the support of a clear assessment system so that project achievements can be measured objectively.

In classroom learning practices, teachers of core subjects such as Indonesian,

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Mathematics, and Science have begun implementing product differentiation by giving students a choice of final assignment formats, such as written reports, oral presentations, or visual products such as posters or short videos. This flexibility allows students with different learning styles to demonstrate their understanding optimally. Interviewed students revealed that this variety of assignment formats makes them more motivated and feels valued for their unique learning styles, although some still require more intensive guidance in managing their time for independent assignments.

At the 10th grade level, which has fully implemented the Independent Curriculum, schools also offer elective subjects tailored to students' interests in subsequent semesters, as part of an effort to provide students with the flexibility to plan their own development. The process of selecting elective subjects is preceded by guidance and counseling activities to help students understand their interests and potential, ensuring that choices are not solely based on social trends but rather on their true readiness and interest in learning.

Curriculum Evaluation and Supervision

Curriculum evaluation at SMAN 1 Tanjungpandan is carried out through two main mechanisms: academic supervision by the principal and vice principal for curriculum, and school self-evaluation conducted at the end of each semester. Academic supervision is carried out through classroom visits, assessment of learning materials, and direct feedback to teachers regarding implemented learning practices. These activities aim to ensure alignment between planning and implementation of classroom learning.

In addition to academic supervision, schools also conduct collective curriculum evaluations through teacher council meetings, which discuss learning outcomes, implementation challenges, and follow-up plans for improvement. The results of these evaluations serve as the basis for refining the Educational Unit's Operational Curriculum for the following academic year. This practice aligns with the view of Simanjuntak et al. (2023) that orderly administrative governance and ongoing curriculum evaluation are prerequisites for the long-term success of the Independent Curriculum implementation.

Evaluation of student learning outcomes is also conducted through formative and summative assessments designed to be more varied than in the previous curriculum, including portfolio assessments and presentations of work. This assessment approach provides a more holistic picture of learning outcomes, not solely oriented toward cognitive values, as emphasized by Mardiana and Emmiyati (2024) in their study on the evaluation and renewal of the

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implementation of the Independent Curriculum.

The results of academic supervision during the current semester indicate an improvement in the quality of teachers' learning materials over time, particularly in terms of the alignment of learning objectives with designed activities and assessments. Principal feedback generally focuses on strengthening the variety of learning methods and optimizing the use of diagnostic assessments as a basis for developing differentiation strategies. Teachers who have received regular supervision have expressed that this feedback has helped them reflect on their teaching practices and identify previously unnoticed areas for improvement, thus ensuring that supervision is no longer viewed as merely a formal administrative activity but rather as a meaningful means of professional development.

Supporting and Inhibiting Factors for Implementation

This study identified several supporting factors, including the principal's proactive leadership commitment to driving change, a strong culture of collaboration among teachers, and parental and school committee support for innovative school programs. These principal leadership factors are consistent with the findings of Napitupulu, Silalahi, and Gultom (2023), who emphasized the principal's central role as a driving force for successful curriculum management.

On the other hand, this study also identified several inhibiting factors, namely limited technological resources and uneven internet access due to the archipelagic geography, variations in teachers' pedagogical readiness to implement differentiated learning, and increased teacher administrative burdens due to the demands of developing more complex teaching modules and assessments. These findings reinforce the research of Jannah, Fathuddin, and Zahra (2022) and Zulaiha, Meisin, and Meldina (2023), which found similar obstacles in other educational institutions implementing the Independent Curriculum, particularly related to the readiness of human resources and supporting infrastructure.

To clarify the findings, Table 1 presents a summary of the supporting and inhibiting factors for the implementation of the Independent Curriculum management at SMAN 1 Tanjungpandan based on the results of observations, interviews, and documentation.

Table 1. Supporting and Inhibiting Factors in Independent Curriculum Management

Aspect	Supporting Factors	Inhibiting Factors
Leadership	The principal is proactive and responsive to change	The high managerial workload of the principal

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Teacher Resources	Collaborative culture and learning community among teachers	Variations in teachers' pedagogical readiness and digital literacy
Facilities and infrastructure	Gradual support from schools and committees	Limited internet access and digital devices
External Support	Support from parents, committees, and school supervisors	Training gaps due to the geographical conditions of the archipelago
Administration	Periodic evaluation and supervision forum	Administrative burden of preparing teaching modules and assessments

The Contribution of Independent Curriculum Management to Learning Quality

Overall, the findings of this study indicate that the Merdeka Curriculum, implemented through structured planning, organizing, implementing, and evaluating stages, has positively contributed to improving the quality of learning at SMAN 1 Tanjungpandan. Indicators of this improvement are evident in increased active student participation in the learning process, the growth of independent learning through profile project activities, and a variety of learning strategies that are more responsive to individual student needs.

These results reinforce Utami and Arifin's (2024) argument that systematic and adaptive curriculum management can be a strategic tool for improving educational quality. Similarly, these findings align with Yuhasnil (2020), who asserted that educational quality is inextricably linked to the quality of curriculum management at the educational unit level, encompassing orderly learning administration and the quality of learning outcome evaluation.

However, this study also shows that improving the quality of learning through the Independent Curriculum is not an instant process, but rather requires a long-term commitment from the entire school community, continuous strengthening of teacher capacity, and policy and infrastructure support from local governments, particularly in addressing the gap in technology access in island regions such as Belitung Regency. This recommendation aligns with Nugraha's (2022) view that the success of the Independent Curriculum in resolving the learning crisis depends heavily on the readiness of the education ecosystem as a whole, not just on the normative policy level.

From the perspective of educational management theory, these findings confirm that the

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four functions of curriculum management—planning, organizing, implementing, and evaluating—cannot stand alone but must operate cyclically and mutually reinforcingly. Weaknesses in one function, such as limited digital resource organization, will impact the implementation of differentiated learning that relies on technology. Conversely, consistent evaluation provides feedback that strengthens the quality of planning in the next cycle. Understanding this cyclical interconnectedness is crucial for school policymakers so that improvement interventions are not carried out in isolation but rather target the entire curriculum management chain in an integrated manner.

Comparisons with research in other schools, such as the findings of Hutabarat, Harahap, and Elindra (2022) in high schools throughout Padangsidimpuan City, show a relatively consistent pattern, namely that the success of the Independent Curriculum implementation is greatly influenced by the school's managerial readiness and not solely by the availability of regulations from the central government. This similarity of patterns indicates that the challenges of implementing the Independent Curriculum are relatively universal across various high school contexts in Indonesia, although the intensity and form of the obstacles can vary depending on the characteristics of each region, including the geographical factors of the islands faced by SMAN 1 Tanjungpandan.

CONCLUSION

Based on the research results and discussion, it can be concluded that the Merdeka Curriculum management at SMAN 1 Tanjungpandan has been implemented through four integrated management functions. Curriculum planning is carried out through the formation of a school curriculum development team that compiles the Educational Unit Operational Curriculum based on an analysis of local context and potential. Resource organization is realized through a clear division of tasks and teacher competency development through In-House Training and the utilization of the Merdeka Mengajar Platform. Learning implementation is characterized by the application of differentiated learning and the Pancasila Student Profile Strengthening Project contextualized with local wisdom of Belitung, while curriculum evaluation is carried out through academic supervision and periodic collective evaluations.

The planned and collaborative implementation of the Independent Curriculum has been proven to positively contribute to improving the quality of learning, as evidenced by increased active engagement, independent learning, and varied student outcomes. However, the sustainability of this quality improvement still requires strengthening teachers' digital readiness,

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equitable distribution of technological resources, and improvements to the profile project assessment system.

Several recommendations can be formulated based on the findings of this study. First, schools are advised to continue strengthening their ongoing teacher professional development programs, both through in-house training and the use of learning communities, with a particular emphasis on improving digital literacy and differentiated assessment competencies. Second, local governments, particularly the Bangka Belitung Islands Provincial Education Office, need to increase support for educational technology infrastructure equitably, considering that the archipelago's geographical conditions are a major inhibiting factor in the use of the Merdeka Mengajar Platform and digital-based learning. Third, schools need to develop more standardized assessment guidelines for the Pancasila Student Profile Strengthening Project so that project achievement assessments can be conducted objectively and consistently across teachers. Fourth, further research is recommended to develop studies using a quantitative or mixed methods approach to more measurably measure the impact of the Merdeka Curriculum management on student learning outcomes, as well as expand the scope of the study to several schools with diverse regional characteristics so that the findings can be more broadly generalized.

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