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The Analysis of Indonesian First New Curriculum Launching and Implementation Towards Freedom of Learning Best Practice Empowering Character Building and Pedagogical Competence Sustainability

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Abstract

Implementation of the curriculum is expected to encourage the improvement of the quality of management and educational processes in each academic unit, which leads to efforts to improve the quality of learning and education. The main aim of this study is to analyze both students' and teachers' responses towards Indonesian new curriculum implementation. The results of this study showed that the response of the Project/ Laboratory sampling school (Project or Laboratory sampling school) teachers' to implement the Merdeka Curriculum (Freedom of Learning Curriculum) in the City/Regency of Bandung was in a positive category. There are several "best practices" that can be emulated in the planning, implementation, and evaluation of Motivating Junior High School teachers in the City/Regency of Bandung related to the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum) in the form of activities " Teaching and Development Projects for strengthening the profile of Pancasila (State National Foundation) students, "Entrepreneurship and Local Wisdom Projects, "in house training on the preparation of KOSP at MGMP (Operational curriculum in educational units at Teachers' regular meeting), "to analyze, describe and break down learning outcomes into Learning Outcomes Flows and create teaching modules and conduct formative, summative and portfolio assessments, and " apply the STEM-Science, Technology, Engineering approach, and Math " which was held at the Driving School.

Keywords: *Merdeka curriculum; Teacher responses; Best practice; Curriculum implementation.*

Introduction

Stipulation of Kemendikbudristek (Decree of the minister of cultural education, research and technology) Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery, Especially the Merdeka Curriculum (Freedom of Learning Curriculum) and Circular Letter of the Head of the Educational Standards, Curriculum and Assessment Agency Number 2774/H.H1/KR/00101/2022 concerning Merdeka Implementation of the Merdeka Curriculum (Freedom of Learning Curriculum) in 2022 /2023. Also, the stipulation of Permendikbudristek (Decree of the minister of cultural education, research and technology) Number 5 of 2022 concerning Graduate Competency Standards at

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PAUD (Early childhood education), Elementary and Secondary Education Levels, Permendikbudristek Decree of the minister of cultural education, research and technology) Number 7 of 2022 concerning Content Standards in PAUD (Early childhood education) at the Elementary and Secondary Education Levels, and the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency Number 008/H/KR/2022 concerning Learning Outcomes of PAUD, SD, SMP, SMA, SMK (Early childhood education, elementary, junior, senior, and vocational high school) on the Merdeka Curriculum (freedom of learning curriculum), are expected to encourage increased the quality of education management in education units that lead to efforts to improve the quality of education and the quality of human resources, primarily through the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum), namely the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum) in schools and madrasas which has been limited since July 2022.

Several factors can cause the success or failure of curriculum implementation. Judging from the dimensions of the curriculum, Hasan (2007:479) explains that curriculum implementation is a process dimension. Hasan explained that "...The process dimension. implements what is planned in the document dimension. The implementation or implementation may be the same but may also be different from what is planned in the document". From this explanation, an understanding can be drawn that curriculum implementation (process dimensions, referred to as implemented, observed, or reality) is closely related to written curriculum documents or written documents (document dimensions).

In line with this opinion, Ornstein & Hunkins (2009: 250) states that " successful curriculum implementation results from careful planning, which focuses on three factors: people, programs, and process. " They further explained that some schools have failed to implement the curriculum because they ignore the people factor and devote a lot of time and money to modifying the program or process. On the other hand, focusing on new programs provides people with new ways to achieve new programs in schools. The method of organizing is also essential because it can move people to guide what is needed for successful implementation.

In the implementation of the 2013 Curriculum, which has been in effect since 2013, the problems that arise in the implementation of the curriculum are the unpreparedness of the school and regional curriculum development team to develop an academic unit-level curriculum under the potential and characteristics of schools and regions. This is due to the low competence of the curriculum development team in developing the curriculum. The non-optimal activities cause the low competence to increase competence in the form of training and technical guidance provided to the school curriculum development team.

Based on the perceptions of supervisors, principals, and teachers, the essential competencies contained in the 2013 curriculum document are not related to each other; the contents of the 2013 curriculum document have not been arranged in line with the education levels, both inter and inter-school. The education level and the contents of the 2013 curriculum document cannot be read clearly. The suitability of implementing the 2013 curriculum with the 2013 curriculum document is inseparable from the quality of the socialization, training, mentoring, and monitoring of the implementation of the 2013 curriculum by various related parties. Based on these findings, more severe and intense efforts are needed to improve the competence of the curriculum development team at schools and regions and simultaneously enhance the quality of curriculum documents at the education unit level compiled by the curriculum development team. One of these efforts can be made by providing training accompanied by assistance during the development and preparation process curriculum.

The results of the preliminary study conducted by the researchers also showed that the conditions were not much different. Some schools still do not have a curriculum development team and do not yet have an Educational Unit Operational Curriculum (KOSP). Not a few schools claim to have a KOSP only by adopting the KOSP that the school and other parties have prepared. KOSP should give birth to diversity but ends in uniformity. The existence of reality like this, of course, is caused by various factors, including the unpreparedness of the curriculum development team in schools, especially allegedly due to the inadequate competence of the school curriculum development team to develop KOSP and other supporting tools.

The success of curriculum implementation is influenced by three factors, namely: people, programs, and processes. Regarding the people factor, in Indonesia, teachers are a very strategic factor in developing and implementing the curriculum in schools (Ornstein & Hunkins, 2009: 250). The achievement of educational goals is more influenced by teachers' ability, for example, related professional competence, work motivation, performance, dedication, self-confidence, teacher experience, academic qualification background, participation in professional training, and length of time. Teach. Besides the teacher factor, curriculum implementation is also suspected to be related to program factors. In this study, the program is assumed to be a curriculum document prepared by the curriculum development team. The quality of a good curriculum document should be a guide for curriculum implementers (teachers) to be able to implement the curriculum well as well.

Referring to the explanation above, in this research, the research problem is formulated as follows: How is the response of Project/ Laboratory sampling school teachers to the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum) in the City/Regency of Bandung in terms of curriculum planning, implementation, and assessment activities? And what "Best Practice" can be learned from the teachers of Project/ Laboratory sampling schoolin Bandung City/Regency regarding implementing the Merdeka Curriculum (Freedom of Learning Curriculum) in planning, implementation, and assessment?

Based on the formulation of the problem, this research is aimed at obtaining an overview of the implementation of the Merdeka Curriculum, particularly related to "best practice" that can be imitated in terms of planning, implementing, and assessing the curriculum carried out by teachers of Project/ Laboratory sampling schoolin Bandung City or Regency. This research is also expected to provide practical benefits that will provide references/guidelines for teachers and schools who want to implement the Merdeka curriculum, especially references for teachers and schools who wish to and will implement the Merdeka curriculum.

According to the Oxford Advance Learner Dictionary, implementation is " put something into effect " (the application of something that gives effect or impact). Related to the notion of implementation in the field of curriculum, it defines the word implementation with three approaches, namely; implementation is defined as an activity, implementation is an effort to improve the interaction process between teacher developers and teachers, and implementation is something separate from the curriculum components (Miller & Seller, 1985).

Saylor and Alexander explain the same thing that curriculum implementation is a process of implementing curriculum plans (programs) in the form of learning, involving student-teacher interaction and in the context of schooling (Miller and Seller, 1985: 246). It is also stated that the term "implementation" refers to the " actual use " of the curriculum/syllabus or any things that are in practice. In also states that curriculum implementation is "an effort to realize the ideas, concepts, and values contained in the written curriculum into reality (Fullan & Pomfret

in Marsh, 2004: 65; Hasan, 1984:11).

Starting from July 2021, the government has implemented the Merdeka Curriculum (Freedom of Learning Curriculum) on a limited basis, namely to 2,500 driving schools with details of PAUD: 343 SD: 1,116 SMP: 574, SMA: 382, and SLB: 85 driving schools throughout Indonesia, namely in 34 provinces, 111 districts/cities. The government has also issued a Decree of the Minister of Education, Culture, Research, and Technology Number 162/M/2021 concerning Driving Schools. The government has published the Decree of the Head of the Agency for Research and Development and Books Number 028/H/KU/2021 concerning Learning Outcomes for Early Childhood Education, Elementary Schools, Junior High Schools, Senior High Schools, Special Elementary Schools, Extraordinary Junior High Schools, and Extraordinary High Schools in the Driving School Program, and on February 15, 2022, the government has issued a Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture Number 008/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Education Levels Elementary, and Secondary Education Levels in the Merdeka Curriculum.

The curriculum used in the education unit for learning, or what is commonly referred to as the operational curriculum of the education unit, is developed and managed by the education unit. The Central Government establishes a basic curriculum framework that becomes a reference for the development of the operational curriculum of this academic unit. The Pancasila Student Profile is derived from the National Education Goals, and Learning Outcomes are derived from the National Education Standards. Therefore, even this academic unit's operational curriculum indirectly refers to the National Education Standards.

The education unit, in this case, the Driving School, has the authority to develop an operational curriculum regarding the National Education Standards, basic framework, and curriculum structure set by the Government. The curriculum designed is unique and follows the characteristics of the education unit, the socio-cultural and environmental context, as well as the characteristics of students. The Education Unit should involve the school committee as well as the community. The head approves this curriculum of the education office by his authority.

Curriculum documents developed and implemented in education units consist of 1) Vision, Mission and Goals; 2) Curriculum content, including intra-curricular, co-curricular (project-based learning to strengthen the Pancasila Student Profile), and extra-curricular activities; 3) Setting the Study Load; and 4) Education Calendar.

Project-based learning across subjects strengthens efforts to achieve competence and character under the Pancasila Student Profile. Project-based learning to accomplish the Pancasila Student Profile is an integrated learning unit, so there are no more barriers between subjects. Therefore, even though in the curriculum structure, the learning activities of the Pancasila Student Profile project are attached to all subjects, it does not mean that each subject has its project or is separate.

In line with the implementation of the Pancasila student profile strengthening project, every teacher in charge of any subject needs to allocate their working time to facilitate this project-based learning. About 20% to 30% of students' learning time is used for learning activities for the Pancasila Student Profile project. Projects related to the Pancasila Student Profile provide opportunities for students to "experience knowledge" as a process of character strengthening and learning from the surrounding environment. Therefore, project-based learning to strengthen the Pancasila Student Profile needs to be well designed so that the allocated time

per year can provide benefits for developing the competence and character of students.

The Central Government determines the themes for learning the Pancasila Student Profile project. From the set of themes, PAUD 5-6 and SD units generally determine a minimum of 2 themes per year, while SMP and SMA choose a minimum of 3 themes per year. The school decides the theme and develops it for each class/class.

The main principle in reporting student learning outcomes is meaningful and simple to assess it as part of a series of learning with a new paradigm. That is, report cards for students must be easy to understand and provide complete information for parents. Report cards must also answer students' needs for feedback that motivates them to develop and does not interfere with the child's learning process. Like learning outcomes, assessment in report cards (both subjects and projects) combines knowledge, attitudes, and skills as one component. The description is also conveyed in its entirety without distinguishing these aspects (Rusman, et al, 2021). Hopefully, such a report card will not become an excessive burden for teacher administration. This report card assesses student achievement from Learning Outcomes and the six dimensions of the Pancasila Student Profile. Characteristics of student learning outcomes reports include; shows cohesiveness. The report card consists of the results of an assessment of the competence and performance of students in 1) subjects (Learning Outcomes) and 2) co-curricular projects. Although there are several integrated subjects in the project, the assessment of project results related to subjects is delivered in the subject section (1) of the report card. The project section focuses on integrated learning and character and competency development according to the Pancasila Student Profile, Does not add to the burden of excessive teacher administration. Report writing will be more straightforward significantly if it is assisted by technology. Technology can help teachers manage assessments, including assessments for learning the Pancasila Student Profile project and writing descriptions focus on unique and special things that deserve reflection, for example, situations where students make wise decisions, developing a genuine character in a certain period, etc.

Method

This research was conducted in the City /Regency of Bandung with the target of 28 teachers of Project/ Laboratory sampling school. The selected junior high school is the Activator Middle School which has implemented the Merdeka Curriculum (Freedom of Learning Curriculum)in as many as six schools. The method used in this research is a survey method with a questionnaire instrument and a checklist to convey experiences. Data analysis used descriptive-percentage and descriptive-qualitative statistics.

Results

Learner control is a term that refers to instructional practises that allow students to exert some level of control over the activities that take place during education (Hannafin, 1984). The majority of classrooms have an unbalanced pedagogical interaction between teachers and students since it is predominantly teachers who choreograph and manage the process of teaching and learning. This is because teachers have more experience and training (Kansanen & Meri, 1999; Valjataga & Laanpere, 2010). In contrast, the pedagogical relationship is more symmetrical in classrooms that are controlled by their students. This is because both students and teachers have the ability to make decisions regarding important aspects of teaching and

learning, such as the path, pace, materials, curriculum, and the instructional approach (Hannafin, 1984; Shyu & Brown, 1992). Learner control can be used in educational contexts like classrooms, for example by giving students more say in the instructional choices they make (Flowerday & Bryant, 2001; Harper, 2007; Patall et al., 2008).

In this way, learner control in the organisational domain is shown by how much control students have over their learning time (how long they work on a task), their workplace (where they work), and their learning partner (whom they like to work with) (Abualhaija, 2019; Emaliana, 2017; Cukierman et al., 2018; Hoidn, 2016). The methodical domain includes the rights to choose between different learning activities/techniques (e.g., student experiment, enquiry, field study), to choose or change the material (e.g., in a physical or biological experiment, simulations, etc.), and to choose how to present the results (e.g., posters, texts, videos, podcasts, etc.). The content-related domain has to do with how much control students have over the subject (like whether they do math or physics), the learning topic (like different topics in physics), and the learning task (e.g., tasks on different difficulty levels) (Evans et al., 2015; Gupta, 2020; Severiens et al., 2015; Ulewicz et al., 2021; Wayan wt al., 2021). Lastly, the domain of rights and norms is connected to the learner's control over classroom rules (e.g., how to handle classroom disruptions), learning objectives (e.g., the most important ideas or skills students need to learn), and the way they are assessed or evaluated (e.g., which criteria are used to grade a test) (Ciolacu et al., 2017; Goldin et al., 2021; Jhonattan et al., 2021).

Two things are presented as research results, namely the teacher's response to the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum) and the "best practice" of implementing the Merdeka Curriculum (Freedom of Learning Curriculum) in terms of planning, implementation, and assessment.

3.1. Teacher Responses

The response of the Project/ Laboratory sampling schoolteachers to implementing the Merdeka Curriculum (Freedom of Learning Curriculum) in the City/Regency of Bandung in three activities (planning, implementation and assessment) was in a positive category. The response can be described as follows.

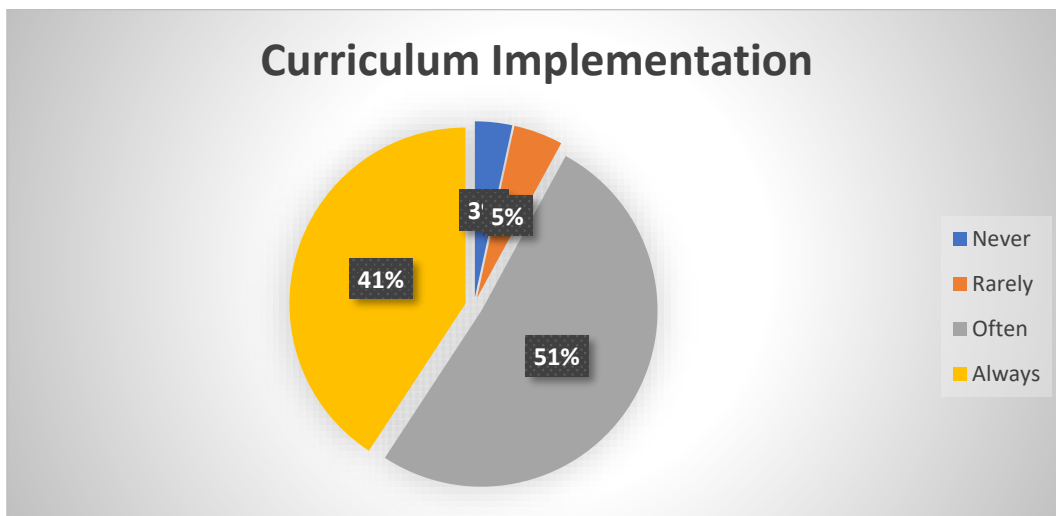


Figure 1. Teacher's Response to the Implementation of the Merdeka Curriculum.

The picture above shows that the teacher's response favors implementing the Merdeka curriculum. However, there are still teachers who have not implemented the Merdeka Curriculum (Freedom of Learning Curriculum) in the three activities, as many as 3%, even though all of the respondents in this study were driving teachers who had participated in the Merdeka Curriculum (Freedom of Learning Curriculum) training. This means there are still teachers who do not understand and have not been able to implement the implementation of the Merdeka Curriculum. This can be followed up by the principal or the education office regarding the socialization and strengthening of implementing the Merdeka Curriculum (Freedom of Learning Curriculum) in learning in schools.

Based on table 1, it turns out that there are 3 % of teachers respond negatively to the implementation of learning and learning assessments. This can be explained because the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum) learning emphasizes the project approach, and the Merdeka Curriculum (Freedom of Learning Curriculum) learning assessment emphasizes diagnostic, formative, summative and portfolio assessments that refer to Learning Outcomes and the six dimensions of the Pancasila student profile. These two things are still considered new and may not be well understood by the teachers who responded negatively. Meanwhile, the teachers regarded the learning planning in the Merdeka Curriculum (Freedom of Learning Curriculum) as not too different from the previous curriculum's lesson planning, so the teachers generally responded very positively.

Table 1. Teacher's Response to Planning, Implementation, and Assessment on the Implementation of the Merdeka Curriculum.

No	Aspects of Curriculum Implementation	Not	Once	Seldom	Often	Always	Quantity
A	Lesson Planning	5%	3%	44%	48%	100%	
B	Learning Implementation	3%	6%	48%	43%	100%	
C	Learning Assessment	2%	4%	63%	31%	100%	
	Amount	3%	5%	51%	41%	100%	

Some educators are concerned that the shift towards student-centered learning, which is occurring concurrently with the continuation of the more conventional practise of Teacher-Centered Learning (TCL) in the curriculum, may result in a decline in the quality of education. The skills necessary for the 21st century have caused the educational system to become more competent, and individualised education is necessary at all stages of a person's life. SCL implementation is essential in order to meet the difficulties that will be presented and to prepare students to be more active participants in the true learning process. The SCL approach communicates with learners' teachers to prepare them for their critical skills, desired goals, and professional development. This is accomplished through the use of curricula, which are designed to engage learners' skill interests (Osman et al., 2015; Shyu & Brown, 1992; Valjataga, 2010).

The shift away from the traditional TCL strategy and towards the SCL approach paves the way for increased adaptability in terms of learning and problem-solving, whether done in intimate settings or alone. This flexibility with SCL is necessary in light of the fact that schools have been forced to rapidly shift towards the deployment of remote learning in preparation for the worldwide pandemic in 2020 (Glowa & Goodell, 2016; Muianga et al., 2019). The goal of SCL is to stimulate self-learning through the application of cognitive pedagogy. Learners are given the flexibility to communicate their ideas in what, how, when, and with whoever they choose, and teachers are tasked with helping students recognise the significance of effective learning

tools while simultaneously assisting students in developing an appreciation for their significance (Lea et al., 2003; Shinde et al., 2017).

3.2. Best Practice

The information conveyed by the teacher through the form of "best practice" in implementing the Merdeka Curriculum (Freedom of Learning Curriculum) can be described as follows.

3.2.1. " Best Practice " in Lesson Planning Activities

Teachers must analyze and map Learning Outcomes (CP) - Flow of Learning Objectives (ATP) - Create Teaching and Assessment Modules in learning planning activities. To facilitate the analysis and elaboration of Learning Outcomes, teachers of Project/ Laboratory sampling schoolin Bandung City /Regency break down Learning Outcomes to be translated into Learning Objectives. Teaching and Assessment Modules together in the MGMP group. The CP-ATP-Teaching and Assessment Module analysis refers to the Learning and Assessment guide and the Pancasila Student Profile Strengthening Project Development Guide published by the Government. Prepare the Education Unit Operational Curriculum (KOSP) and teaching devices/teaching modules.

In some schools in the City /Regency of Bandung, for example, at SMPN 12 Bandung, at the beginning of each school year, they organize "In House Training" by presenting competent resource persons in the field of the Merdeka Curriculum (Freedom of Learning Curriculum)and inviting parents to socialize the Merdeka Curriculum (Freedom of Learning Curriculum)to the public. Parents to understand and cooperate in implementing the Merdeka curriculum. Every Thursday, we hold discussion activities at MGMP, attended by all classroom teachers and subject teachers to discuss Merdeka Curriculum (Freedom of Learning Curriculum)design tools, including analyzing and mapping Learning Outcomes, making Learning Objectives Flow, and making teaching modules and assessment criteria for Merdeka Curriculum (Freedom of Learning Curriculum)assessment. In addition, it also discusses the obstacles faced in planning a Merdeka curriculum. Make a diagnostic assessment plan before learning activities are carried out. Develop School Operational Curriculum/Education Unit (KOSP).

At SMPN 2 Bandung City, teacher workshops are held at the beginning of each school year, including the implementation of In-House Training (IHT) for Driving Schools from the learning teacher committee as resource persons to other teachers at the education unit level. This activity implements the Technical Guidance (Bimtek) of the teacher-learning committee. Followed by planning school programs for the next year by evaluating the activities of the previous year as improvements and recommendations for the following year's program, preparation of the Educational Unit Operational Curriculum (KOSP), namely compiling the vision, mission and goals of the school by including Learning Outcomes, ATP, Merdeka Curriculum (Freedom of Learning Curriculum)Structure, etc.), Preparation of School Programs (academic calendar, activity coordinator, activity budget by the Reno and school strategic plan). All teacher administration is uploaded to G.Drive and Digislamic LMS (based on data). Document 1 school consists of the Operational Curriculum for Education Units (KOSP) for grades seven and KTSP K-13 for grades 8 and 9. Making lesson plans based on Pancasila student profile projects with the theme "My trash is my future" in collaboration with other subjects. Designing learning according to the characteristics of students according to the diagnostic assessment. The results of the evaluation are used as a guide for creating learning.

3.2.2. " Best Practice " in the Implementation of Learning Activities

Several "best practices" are carried out by the teachers of Project/ Laboratory sampling school in the City /Regency of Bandung in the implementation of learning. Among them are implementing learning based on the Pancasila Student Profile Project with the theme "my trash is my future" in collaboration with other subjects, implementing integrated Entrepreneurship Project-Based learning with seven subjects, and Local Wisdom Project-Based Learning integrated with three subjects. At SMPN 12 Bandung City, entrepreneurship project-based learning is applied with the theme "Food Security and Family Economy during the Covid-19 pandemic."

Carry out differentiated learning activities, namely learning activities oriented to the heterogeneous needs of students—best Practices in teaching activities through the Pancasila Student Profile Strengthening Project. The theme chosen is Entrepreneurship, where the conditions at that time allowed us to develop Online Business learning. Creating scientific papers, learning videos, etc. through intracurricular activities and Pancasila student profile projects. Pancasila Student Profile Project "Voice of Democracy." A combination of 6 subjects, namely Islamic Religious Education (PAI), Christian Religious Education (PAK), Pancasila and Citizenship Education (PPKn), Indonesian Language, Sundanese Language, and Cultural Arts). Using the Geogebra App for learning materials for Transformation and Expo 3, involving parents in doing projects to strengthen the profile of Pancasila lessons. Conducted 3 Pancasila Student Profile Projects (2 mandatory themes and one optional theme): cyberbullying, traditional drinks, and entrepreneurship through various activities.

Students and alums with the theme of Profession tailored to the student's interest questionnaire. To improve the Human Resources (HR) of teachers and build a learning ecosystem, the SAWALA (Sharing Insights Early Literacy) activity was held with school teacher resource persons (sharing knowledge and skills by teachers and for teachers). For the growth of student character, every morning homeroom hours are held, containing morning prayers, student pledges, recitations of the Qur'an and motivation from homeroom teachers. Every Friday, there is a Friday blessing and princess activity together. Typical school activities are BEDAL (grade 7), Wandering (grade 8), and PROSPECTS of the Community Service Week Program (grade 9). There is also an apperception week activity at the beginning of the Even Semester, Show Kabisa, Performing Arts, GE Program (mangrove guardian, recycling projects, etc.). Learning is carried out with hybrid learning, namely collaboration between face-to-face learning with students at school (PTMT) and online learning (PJJ). The teacher provides diagnostics before starting learning activities to determine the extent to which students know/understand the material that the teacher will give. Applying a STEM (Science, Technology, Engineering, and Math) learning approach. Open class movement.

Student engagements are key aspects in the learning process and the quality of the learning product (Permendikbudristek, 2022). When it comes to student learning, student engagements are important features. Students are given the chance to work independently or in groups with their classmates, and they are given some time to prepare their views prior to the class discussion. This allows them the opportunity to talk about the task, share ideas and experiences, and collaborate.

The SCL presupposes that pupils will be able to function independently without the assistance of any other sources (Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemendikbudristek, 2022). Learners should instead be led through the process of taking ownership of the project and sharing the results of the project with one another. In order for

students to successfully engage in customised and self-directed learning, it is essential that there be a seismic shift away from an educational model that centres on the instructor and towards one that centres on the student. The educational system needs to be updated so that it is in line with the skills that are necessary for success in the 21st century, such as critical thinking, creativity, communication, and cooperation (Flowerday & Schraw, 2003). The instructional assessment that teachers use needs to be rethought in order to make room for formative assessments and to get students more involved in the evaluation process.

3.2.3. "Best Practice" in Assessment Activities Learning

Concerning learning assessment activities, the teachers of Project/ Laboratory sampling schoolin Bandung City /Regency are as follows: Implement a learning assessment based on the Pancasila student profile project with the theme "My trash is my future" in collaboration with other subjects. They are forming an assessment development team, training in preparing questions equivalent to a minimum competency assessment (AKM), and preparing questions for cognitive and non-cognitive diagnostic assessments. Various learning assessments include tests, observations and project report portfolios for strengthening the Pancasila learning profile (6 dimensions of the Pancasila student profile). Conduct a differentiated evaluation, which is an assessment that is tailored to the abilities and interests of students. Conducting Diagnostic, Formative, and Summative Assessments and projects to strengthen the profile of Pancasila students.

Best Practice is related to the assessment of differentiated learning, where we have to consider student diagnostic tests in determining teaching content, learning steps and the final product produced by students. Differentiated learning assessment in Pancasila and Citizenship Education (PPKn) learning in the form of tests, attitudes, and products. Conduct assessments through daily formative tests, summative tests at the end, observation and diagnostic tests at the beginning of learning activities.

Discussion

The response of the Project/ Laboratory sampling schoolteachers to implementing the Merdeka Curriculum (Freedom of Learning Curriculum) in the City/Regency of Bandung is in a positive category. Planning activities are in a positive classification, while curriculum implementation and assessment activities are in a positive variety.

There are several " best practices " that can be imitated from the Project/ Laboratory sampling schoolteachers in the City/Regency of Bandung related to the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum)in terms of curriculum planning activities, including the teachers at Motivator Middle School conduct analysis and mapping of Learning Outcomes (CP) - Flow of Learning Objectives (ATP) - Create Teaching and Assessment Modules. To facilitate the analysis and elaboration of Learning Outcomes, teachers of Project/ Laboratory sampling schoolin Bandung City /Regency break down Learning Outcomes to be translated into Learning Objectives. Teaching and Assessment Modules together in the forum MGMP. Planning activities through the analysis of CP-ATP-Learning and Assessment Modules refer to the Learning and Assessment guidelines and the Pancasila Student Profile Strengthening Project Development Guidelines published by the Government. The school prepares the Education Unit Operational Curriculum (KOSP) and teaching devices/teaching modules.

There are several "best practices" that can be emulated from the Project/ Laboratory sampling schoolteachers in Bandung City/Regency related to the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum) in terms of curriculum implementation activities, including implementing learning and Pancasila Student Profile Projects, implementing Entrepreneurship Project-Based learning integrated with other subjects, Local Wisdom Project-Based Learning combined with other subjects. Typical school activities are BEDAL (grade 7), Wandering (grade 8), and PROSPECTS of the Community Service Week Program (grade 9). There is also an apperception week activity at the beginning of the Even Semester, Show Kabisa, Performing Arts, GE Program (mangrove guardian, recycling projects, etc.). Learning is carried out using hybrid learning, namely collaboration between face-to-face learning with students at school (PTMT) and online learning (PJJ). Carry out differentiated learning activities, namely learning activities oriented to the heterogeneous needs of students.

There are several "best practices" that the teachers of Project/ Laboratory sampling school can follow in the City/Regency of Bandung related to the implementation of the Merdeka Curriculum (Freedom of Learning Curriculum) in terms of curriculum assessment activities, including carrying out diagnostic, formative, summative, portfolio assessments, and project assessment reports to strengthen the Pancasila student profile. The school forms an assessment development team, training in preparing questions equivalent to a minimum competency assessment (AKM) and preparing questions for cognitive and non-cognitive diagnostic assessments. Conduct a differentiated evaluation, which is an assessment that is tailored to the abilities and interests of students.

Conclusion

There are three main activities of teachers in implementing the curriculum: planning, implementing, and conducting assessments. The competencies of these three components are competencies that a teacher must possess. The improvement of the three main competencies can be made in various ways; from "best practice" teachers of Project/ Laboratory sampling school in the City / Regency of Bandung, it can be learned that the activities "Bimtek Project for Strengthening the Profile of Pancasila Students, "in house training KOSP, "and "workshops. "STEM-Science, Technology, Engineering, and Math, "which is carried out at MGMP, are activities that can help improve teacher competence. Therefore, teachers are advised to participate in Merdekaly and group activities to improve their competence. High competence is expected to improve self-image and self-confidence to achieve the dignity of a "teacher as a professional and noble person".

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