



Implementation of Merdeka Curriculum in Indonesian Language Learning Plan for Class X Man 2 Pontianak City

Ummi Aslihatun Nadiroh; Hartono; Anwar Efendi

Master of Indonesian Language and Literature Education, Yogyakarta State University, Indonesia

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Abstract

This research discusses the implementation of the Merdeka Curriculum in class X Indonesian language subjects at MAN 2 Pontianak City. The aim of this research is to find the relationship between learning planning documents, learning implementation and learning assessment with the Independent Curriculum components. This study uses a descriptive qualitative approach. Data collection was carried out using the document study method. The data used in this research are Learning Achievements (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and Indonesian language teaching modules for class X MAN 2 Pontianak City. The data source in this research is the Indonesian language learning plan for class X at MAN 2 Pontianak City. Data analysis was carried out using the Miles and Huberman analysis model which includes three stages of work, namely data reduction, data exposure, and drawing conclusions and verification. Based on the data obtained, it was found that there was a match between the components of the learning plan prepared by the Indonesian language subject teacher for class Based on the results of the analysis, the results obtained are that Learning Achievements (CP), Learning Objectives (TP), Learning Objective Flow (ATP) are included in the learning planning component, teaching modules are included in the learning implementation component, and assessments in the teaching modules are included in the learning assessment component.

Keywords: *Independent Curriculum, Indonesian Language; MAN 2 Pontianak City; Learning Plan*

Introduction

Education is regulated by a system, namely the curriculum. The curriculum is designed so that learning can achieve national education goals which are expected to develop a generation that is moral, capable of mastering knowledge and skills, physically and spiritually healthy, good-natured and responsible. The curriculum is the heart of education. Arifin (2011) revealed that the function of the curriculum can be viewed from various perspectives as follows. First, the function of the curriculum in achieving educational goals is a tool for forming complete humans in accordance with the vision, mission and goals of national education. Second, the function of the curriculum for school principals is a guideline for organizing and guiding daily activities at school. Third, the function of the curriculum for each level of education is that it must adapt to each other and study the curriculum in schools below or above it. In this way, the continuity of the curriculum at all levels of education becomes clearer. Fourth, the function

of the curriculum for teachers. Teachers are the spearhead of curriculum development as well as implementing the curriculum. Fifth, the function of the curriculum for supervisors can be used as a guideline, benchmark or measure in guiding teacher activities in schools. Sixth, the function of the curriculum for society can provide enlightenment and broaden knowledge in various fields of life. Seventh, the function of the curriculum for graduate users is to create a workforce that is high quality and able to compete in increasing productivity.

The curriculum is designed and continues to be refined so that the quality of education, especially in Indonesia, continues to improve from time to time. The curriculum continues to experience changes in terms of objectives, content and structure, curriculum strategies and tools, and the curriculum evaluation system. As time goes by, the government is trying to adapt the world of education to the various advances prevailing in society. One of the efforts taken is to continue to improve the curriculum system. Alhamuddin (2019) revealed that there are internal and external factors that influence the curriculum in Indonesia. Internal factors include student needs, teacher skills, school policy structure, learning material sources, and the diversity of problems in Indonesia. Meanwhile, external factors include social and cultural changes, challenges to the education system, changes in nature as a learning resource, and school resources.

The curriculum that is now starting to be implemented gradually in Indonesia is the Independent Curriculum. Even though it has not yet been implemented at all levels of education, the Independent Curriculum is starting to be intensively socialized, both to teachers and students. One of the distinctive characteristics of the Independent Curriculum is that it gives teachers the freedom to create quality learning that suits students' needs and learning environment. This is certainly different from previous curricula which limited teacher creativity in planning, implementing and assessing the learning process. Apart from having implications for teacher creativity, the Independent Curriculum also has an impact on developing students' soft skills and character. In this way, students will achieve learning goals appropriately and in accordance with the learning activities that have been designed by the teacher. Anggraena (2021) also stated that one of the main principles in designing the Independent Curriculum is a policy that provides flexibility to educational units, educators and students. In various countries, the principle of curriculum flexibility and efforts to simplify and reduce content density are carried out by separating the curriculum framework from the operational curriculum.

Analysis regarding the Indonesian language learning plan based on the Independent Curriculum was carried out through the Phase X Indonesian language learning plan document at MAN 2 Pontianak City. The background for selecting this object is based on the fact that MAN 2 Pontianak City is one of the high school level schools that has implemented the Independent Curriculum. The analysis will be carried out by paying attention to aspects of learning planning, learning implementation, and learning assessment in documents related to the Phase X Indonesian language learning plan at MAN 2 Pontianak City. Anggraena (2022) stated that the Indonesian language learning component in the Independent Curriculum consists of planning, implementation and assessment. Thus, this research will focus on studies related to Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and teaching modules.

Research Methods

This research uses a qualitative approach with descriptive methods. Qualitative research is research conducted to systematically, factually and accurately describe or explain the facts and characteristics of a particular population (Sanjaya, 2013). This research is qualitative research because the researcher directly observed the phenomenon under study, namely the Indonesian language learning plan document for class X at MAN 2 Pontianak City. Qualitative research is used to examine natural

conditions so that the documents studied are the original product of the Indonesian language learning plan for class X at MAN 2 Pontianak City.

Research will focus on discovery, interpretation, and description of objects. The object studied was the class X class Indonesian lesson plan at MAN 2 Pontianak City. The data used in this research are Learning Achievement (CP) documents, Learning Objectives (TP), Learning Objective Flow (ATP), and teaching modules consisting of 6 modules. The source of the data in this study was the class X class Indonesian lesson plan at MAN 2 Pontianak City.

Data collection was carried out using a document study. Document studies were carried out by collecting and analyzing documents, namely Learning Achievements (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and Indonesian language teaching modules for class X MAN 2 Pontianak City. Data analysis was carried out using the Miles and Huberman model analysis technique (2014), namely data reduction, data display, and conclusion drawing and verification.

Results and Discussion

1. Learning Planning

Planning can be a reference and guide by a teacher in carrying out learning activities and how assessment techniques in learning will be carried out. The existence of lesson plans certainly makes it easier for teachers to carry out the learning process. In addition, the existence of good lesson planning also shows that a teacher has carried out his duties professionally and is able to complete administration as an educator.

The Indonesian language learning plan in the Merdeka Curriculum consists of three components, namely Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Flow (ATP). Based on the results of the study, these three components were found in learning Indonesian at MAN 2 Pontianak City. Following are the results of the analysis for each component in the class X Indonesian lesson plan at MAN 2 Pontianak City.

A. Learning Outcomes (CP)

Anggraena, et al (2022: 13) revealed that the CP manuscript consists of rationale, goals, characteristics, and achievements per phase. Rationale explained the reasons for the importance of studying subjects and their relation to the profile of Pancasila students. The goal describes the abilities or competencies that are aimed at after students learn the subject as a whole. Characteristics explain what is learned in the subject, the elements or domains that make up the subject and develop from phase to phase. The achievements per phase are delivered in two forms, namely as a whole and the achievements per phase for each element. Based on the results of the study, it was found that there were four CP components in the Indonesian Language CP manuscript Phase E at MAN 2 Pontianak City. The rationale components, objectives, characteristics, and achievements per phase are presented in full based on the guidelines for the preparation of the Independent Curriculum CP.

First, the rationale component. The rationale component data found in the CP Indonesian Language Phase E script at MAN 2 Pontianak City, are as follows.

Data (1)

Kemampuan berbahasa, sastra, dan berpikir merupakan fondasi dari kemampuan literasi. Semua bidang kajian, bidang kehidupan, dan tujuan-tujuan sosial menggunakan kemampuan literasi. Literasi menjadi kemampuan sangat penting yang digunakan untuk bekerja dan belajar sepanjang hayat.

Dengan demikian, pembelajaran bahasa Indonesia merupakan pembelajaran literasi untuk berbagai tujuan berkomunikasi dalam konteks sosial budaya Indonesia. Kemampuan literasi dikembangkan ke dalam pembelajaran menyimak, membaca dan memirsas, menulis, berbicara, dan mempresentasikan untuk berbagai tujuan berbasis genre yang terkait dengan penggunaan bahasa dalam kehidupan. Setiap genre memiliki tipe teks yang didasarkan pada alur pikir—struktur—khas teks tertentu. Tipe teks merupakan alur pikir yang dapat mengoptimalkan penggunaan bahasa untuk bekerja dan belajar sepanjang hayat.

Model utama yang digunakan dalam pembelajaran bahasa Indonesia adalah pedagogi genre. Model ini memiliki empat tahapan, yaitu: penjelasan untuk membangun konteks (*explaining, building the context*), pemodelan (*modelling*), pembimbingan (*joint construction*), dan pemandirian (*independent construction*). Di samping pedagogi genre, pembelajaran bahasa Indonesia dapat dikembangkan dengan model-model lain sesuai dengan pencapaian pembelajaran tertentu.

Pembinaan dan pengembangan kemampuan berbahasa Indonesia akan membentuk pribadi Pancasila yang beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia, berpikir kritis, mandiri, kreatif, bergotong royong, dan berkebinekaan global.

(Source: CP Manuscript Indonesian Language Phase E MAN 2 Pontianak City)

Based on data (1), it is known that the rationale for Indonesian Language lessons Phase E at MAN 2 Pontianak City explains the reasons for the importance of learning Indonesian subjects and their relation to the profile of Pancasila students. The important aspect of studying subjects can be seen in the quotations of sentences. All fields of study, areas of life, and social goals use literacy skills. CP compilers emphasize that class X students need to study literacy because it is related to all areas of study in everyday life. Then, the aspect of the linkage between the goal of learning Indonesian and the Pancasila student profile can be seen in the sentence excerpt. Guidance and development of Indonesian language skills will form a Pancasila person who believes, fears God Almighty and has noble character, thinks critically, is independent, creative, works together, and global diversity. Thus, it can be concluded that the CP for Indonesian Language Phase E subjects at MAN 2 Pontianak City has fulfilled the rational component.

Second, the objective component. In the objective component, the compilers of CP for the Indonesian Language subject Phase E at MAN 2 Pontianak City have detailed seven learning objectives to be achieved. The following is data related to the objectives of Phase E Indonesian language learning at MAN 2 Pontianak City.

Data (2)

Mata pelajaran Bahasa Indonesia bertujuan untuk membantu peserta didik mengembangkan:

1. akhlak mulia dengan menggunakan bahasa Indonesia secara santun;
2. sikap pengutamaan dan penghargaan terhadap bahasa Indonesia sebagai bahasa resmi negara Republik Indonesia;
3. kemampuan berbahasa dengan berbagai teks multimedia (lisan, tulis, visual, audio, audiovisual) untuk berbagai tujuan (genre) dan konteks;
4. kemampuan literasi (berbahasa, bersastra, dan bernalar kritis-kreatif) dalam belajar dan bekerja;
5. kepercayaan diri untuk berekspresi sebagai individu yang cakap, mandiri, bergotong royong, dan bertanggung jawab;
6. kepedulian terhadap budaya lokal dan lingkungan sekitarnya; dan
7. kepedulian untuk berkontribusi sebagai warga Indonesia dan dunia yang demokratis dan berkeadilan.

(Source: CP Manuscript Indonesian Language Phase E MAN 2 Pontianak City)

Based on data (2), it is known that the objectives of the Indonesian Language lesson Phase E at MAN 2 Pontianak City have explained the abilities or competencies students will aim for after studying Indonesian. The seven learning objectives not only cover knowledge aspects, but also spiritual and social aspects. The Indonesian language learning objectives also specify that students will gain language and literary skills. In this way, students will gain confidence in expressing and contributing to the surrounding environment.

Third, characteristic components. In terms of characteristic components, the compilers of CP Indonesian Phase E subjects at MAN 2 Pontianak City have detailed the things that will be learned in Phase E Indonesian lessons and the elements or domains that make up the subjects and develop from phase to phase. As for the things that will be learned in Fae E's Indonesian lessons, namely language (developing linguistic competence), literature (the ability to understand, appreciate, respond to, analyze, and create literary works); and thinking (critical, creative, and imaginative). Then, the compilers of Phase E Indonesian eye CP at MAN 2 Pontianak City also completed the characteristic component by detailing the approach to be used during the learning process, namely a genre-based approach through the use of various types of text and multimedia text (oral, written, visual, audio, audiovisual).). The learning model that will be used is genre pedagogy, namely explaining, building the context, modeling, guiding (joint construction), and independent construction; as well as activities that encourage students to think critically, creatively and imaginatively in the learning process. The characteristics component also describes the language skills students will achieve, namely receptive (listening, reading and viewing) and productive (speaking and presenting, writing).

Fourth, achievements per phase. In terms of the achievement component per phase, the compilers of CP for the Indonesian Language subject Phase E at MAN 2 Pontianak City conveyed it in two forms, namely as a whole and the achievements per phase for each element. The data for each achievement per phase is as follows.

Data (3)

Pada akhir fase E, peserta didik memiliki kemampuan berbahasa untuk berkomunikasi dan bernalar sesuai dengan tujuan, konteks sosial, akademis, dan dunia kerja. Peserta didik mampu memahami, mengolah, menginterpretasi, dan mengevaluasi informasi dari berbagai tipe teks tentang topik yang beragam. Peserta didik mampu menyintesis gagasan dan pendapat dari berbagai sumber. Peserta didik mampu berpartisipasi aktif dalam diskusi dan debat. Peserta didik mampu menulis berbagai teks untuk menyampaikan pendapat dan mempresentasikan serta menanggapi informasi nonfiksi dan fiksi secara kritis dan etis.

(Source: CP Manuscript Indonesian Language Phase E MAN 2 Pontianak City)

Based on data (3), it is known that the overall phase achievement is that students have the language skills to communicate, both in fiction and non-fiction texts. Then, in terms of the achievements per phase for each element, the CP compiler for the Indonesian Language Phase E subject at MAN 2 Pontianak City details the four elements that will be achieved, namely listening, reading and viewing, speaking and presenting, and writing.

B. Learning Objectives (TP)

At the stage of preparing learning objectives, the teacher is not actually required to sequence the learning objectives. In this case, teachers only need to design learning goals that are more operational and concrete. Then, the sequence of learning objectives will be arranged in the next stage. In this way, teachers can carry out the process of developing a learning plan step by step. Anggraena, et al (2022) reveal that there are two important components that should be included in learning objectives, namely competency and scope of material. Competency is an ability or skill that needs to be demonstrated by

students. Meanwhile, the scope of material is the main content and concepts that need to be understood at the end of a learning unit.

Based on the research results, no documents were found containing the draft objectives for Phase E Indonesian language learning at MAN 2 Pontianak City. However, the learning objectives have been presented in detail in the ATP components and teaching modules. Thus, it can be concluded that the teacher has designed the learning objectives well before finally presenting them with the ATP and teaching module.

C. Flow of Learning Objectives (ATP)

If in the learning objectives the teacher only designs learning activity objectives, now in the learning objective flow component a more complete and specific activity flow is available. In accordance with the policy in the Merdeka Curriculum, teachers are allowed to design the Learning Objective Pathway (ATP) independently according to the CP, modifying existing examples, or using examples provided by the government. Even though you may choose these three alternatives, teachers still need to pay attention that the ATP must be completed in one phase, not cut off midway.

Based on the research results, it is known that the compilers of the Indonesian Language ATP Phase E at MAN 2 Pontianak City modified the examples provided by the government. The compiler designed the ATP based on Kemendikbudristek No. 33 Yr. 2022 concerning Learning Outcomes. The following is an example of data related to the Indonesian Language ATP Phase E at MAN 2 Pontianak City.

Data (4)

Pelajar menilai ide pokok dan ide perinci serta merekonstruksi menjadi informasi dengan kata-kata sendiri setelah menyimak teks nonfiksi dalam gelar wicara, yaitu ceramah/pidato.

(Source: CP Manuscript Indonesian Language Phase E MAN 2 Pontianak City)

Data (4) is the learning objective of the listening element in Phase E of Indonesian language lessons at MAN 2 Pontianak City. The learning objectives are compiled from the learning outcomes that have been provided by the government. There are 22 learning objectives which contain various elements that will be studied in phase E, namely the elements of listening, reading and viewing, speaking and presenting, and writing.

Apart from containing learning objectives, the ATP for Indonesian Language Phase E subjects at MAN 2 Pontianak City also contains descriptions regarding learning outcomes, elements, time allocation, brief explanations, Pancasila student profiles, and a glossary. There are differences in time allocation for each element and subject matter. For example, all elements are studied within 8 hours of lessons for one week. However, the elements of writing exposition text are given for 12 hours of lessons. Meanwhile, the viewing element is given only 4 hours of lessons for one week. This is in accordance with the needs of students for the material being studied.

2. Implementation of Learning

The implementation of learning is guided by documents containing lesson plans. Learning plans can be in the form of Learning Implementation Plans (RPP) or teaching modules. In the Independent Curriculum, if a teacher has prepared teaching modules to be used during the learning process, then he does not need to prepare a lesson plan. The flow of learning objectives contained in the teaching modules is not determined by the government so that teachers can show their creativity in preparing teaching

modules. Thus, there may be differences in the teaching modules prepared by the teacher even though teaching the same phase.

Anggraena, et al (2022) stated that teaching modules contain objectives, steps, learning media, assessments, as well as other learning information and references that can help educators in implementing learning. One teaching module usually contains a learning plan for one learning objective based on the flow of learning objectives that have been prepared. There are three important components that need to be in a teaching module, namely general information, core components, and attachments. In the general information component, there is the identity of the module author, initial competencies, Pancasila student profile, facilities and infrastructure, target students, and the learning model used. In the core components, there are learning objectives, assessments, meaningful understanding, trigger questions, learning activities, as well as reflections of students and educators. In the attachment component, there are student worksheets, enrichment and remedial materials, teacher and student reading materials, a glossary and a bibliography.

Based on the results of the study, all components of the teaching module have been found in the Indonesian language teaching module Phase E at MAN 2 Pontianak City. There are six modules prepared by the Indonesian language teacher for class X for the odd semester. In the teaching module chapters 1 to 6, there are four elements studied, namely listening, reading and viewing, speaking and presenting, and writing. Each chapter is studied at an allotted time of 18 JP. The learning model is implemented using blended learning through a Project Based Learning (PBL) learning model integrated with differentiated learning based on Social Emotional Learning (SEL). There are three activities carried out by teachers and students during the learning process, namely introduction, core, and closing.

Based on the results of the analysis, a match was found between the learning objectives that had been prepared by the teacher and the activities that would be carried out in class. For example, on the learning objectives and learning activities contained in the teaching module chapter 3 Indonesian Phase E at MAN 2 Pontianak City. There are learning objectives that are aligned with the learning activities carried out, namely writing and publishing fictional stories. The data related to the intended learning objectives and learning activities are as follows.

Data (5)

Menulis gagasan, pikiran, pandangan, arahan atau pesan tertulis untuk berbagai tujuan secara logis, kritis, dan reflektif dalam bentuk teks fiksi dan mempublikasikannya di media cetak maupun digital.

(Source: CP Manuscript Indonesian Language Phase E MAN 2 Pontianak City)

Data (5) is one of the learning objectives that students will achieve after studying Indonesian for class X chapter 3. This objective is in line with the activities that students will carry out in the learning process, namely as follows.

Data (6)

1. Siswa menyimak penjelasan guru mengenai langkah-langkah pembuatan kerangka cerita dengan menggunakan peta konsep atau peta pikiran.
2. Siswa membuat peta konsep cerita yang akan ditulis.
3. Siswa membuat draf dengan mengembangkan ide pada peta konsep.
4. Siswa diberi masukan terkait isi dan teknis penulisan.
5. Siswa merevisi tulisannya sesuai dengan masukan yang diberikan guru.
6. Siswa memajang hasil tulisannya di meja agar siswa lain dapat memberi masukan atau komentar.
7. Siswa diberi apresiasi oleh guru terkait latihan yang sudah dikerjakan.
8. Siswa bertanya atau menyampaikan pendapat.

(Source: CP Manuscript Indonesian Language Phase E MAN 2 Pontianak City)

In data (5), the learning objectives to be achieved by students are being able to write ideas, thoughts, views, directions or written messages for various purposes logically, critically, and reflectively in the form of fictional texts. This goal was realized at the fourth meeting through core activities, namely data (6). This shows a systematic process because the writing activity does not start from the first meeting. Students need to be given an introduction to fiction text material before they are able to write fiction texts well and correctly. After being able to write fiction texts well and correctly, the next goal is to publish fiction texts through print and digital media. This goal was realized in the core activities of the fifth meeting, which were as follows.

Data (7)

1. Siswa menyiapkan media yang akan digunakan dalam menyajikan cerita.
2. Siswa menyajikan cerita di depan kelas.
3. Siswa lain diminta mengamati dan memberikan penilaian.
4. Guru memberi apresiasi dan membahas sekilas tentang cara penyajian yang dilakukan oleh siswa.
5. Siswa diberi kesempatan untuk menyampaikan pendapatnya terkait pelajaran hari ini.

(Source: CP Manuscript Indonesian Language Phase E MAN 2 Pontianak City)

Data (7) shows that students are free to publish written fiction texts. Learning activities in data (7) also show that learning is carried out in accordance with the objectives to be achieved. Thus, it can be concluded that the teaching module chapter 3 Indonesian Language Phase E MAN 2 Pontianak City has compatibility between learning objectives and learning activities in class.

3. Learning Assessment

Learning assessment is an assessment component contained in the teaching module. Assessment is the final part that needs to be prepared in the lesson plan. In the teaching module, the assessment plan is equipped with instruments and ways to carry out the assessment. There are two assessment concepts recommended in the Independent Curriculum, namely formative and summative.

Based on the results of the study, the type of assessment used in the Indonesian language teaching module Phase E MAN 2 Pontianak City is a summative assessment. Anggraena, et al (2022: 27) revealed that a summative assessment is an assessment carried out to ensure the achievement of all learning objectives. This assessment is carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, according to the educators' considerations and educational unit policies.

In the assessment section in the Indonesian language teaching module Phase E MAN 2 Pontianak City, the teacher prepares different assessment instruments for each chapter. Each assessment section is always equipped with student worksheets (LKPD) to make it easier for teachers and students to carry out the learning assessment process. The assessment used in the Indonesian language teaching module Phase E MAN 2 Pontianak City covers the domains of attitude, knowledge and skills. Types of attitude assessment include observation, self-assessment, assessment between friends, and journals. Knowledge assessment includes assessment of written tests, oral tests, and assignments. Skills assessment includes performance, project and portfolio. The following is an example of data related to assessment in the Indonesian language teaching module Phase E MAN 2 Pontianak City.

Data (8)

1. Penilaian Sikap/Profil Pelajar Pancasila

Selama proses mengajar berlangsung guru mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi Beriman, bertakwa kepada Tuhan Yang Maha Esa, Kebhinekaan Global, Mandiri, Bernalar Kritis, Gotong Royong dan Kreatif.

2. Penilaian Pengetahuan

Penilaian pengetahuan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes tertulis.

3. Penilaian Keterampilan

Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes unjuk kerja/praktik.

(Source: CP Manuscript Indonesian Language Phase E MAN 2 Pontianak City)

Data (8) shows three domains in the assessment of the Indonesian language teaching module Phase E MAN 2 Pontianak City. The existence of these assessment guidelines certainly makes it easier for teachers to evaluate students and in accordance with the learning objectives to be achieved. In addition, the three assessment domains are also in accordance with the guidelines for summative assessment used in the Independent Curriculum. The Indonesian language teaching module Phase E MAN 2 Pontianak City is also equipped with a follow-up program, namely enrichment for students who have completed and remedial for students who have not completed.

Conclusion

Based on the results of the analysis, it can be concluded that several things related to the Indonesian language learning plan at MAN 2 Pontianak City. First, the learning guides and assessments of Phase E Indonesian subjects at MAN 2 Pontianak City are complete and in accordance with the policies in the Independent Curriculum. There are components of learning outcomes, learning objectives, flow of learning objectives, teaching modules, and assessment guidelines in Indonesian class X learning. This shows that the Indonesian language teacher in grade X at MAN 2 Pontianak City is ready to carry out learning based on the Independent Curriculum. Second, teacher creativity plays an important role in the preparation of Learning Objectives Flow (ATP) and teaching modules. This can be seen from the ATP product which is a modification of the learning outcomes that have been prepared by the government. In the teaching module, the teacher also presents the completeness of the contents of the module according to the Independent Curriculum teaching module guidelines. This creativity can serve as an example for other schools and teachers throughout Indonesia. Third, the results of this study certainly cannot be generalized to every school and region. The findings on the Indonesian language learning plan at MAN 2 Pontianak City do not necessarily represent SMA as a whole or all schools in Pontianak City.

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