



Enhancing Learning Independence on Asia Baru and Rimbun Tulang Barito Elementary School: A Case Study of Policy Implementation

Kuryandoko¹; Sabariah²; Husnul Madihah²

¹ Master's Postgraduate Program of Educational Administration, Islamic University of Kalimantan Muhammad
Arsyad Al-Banjari Banjarmasin, Indonesia

² Islamic University of Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin, Indonesia

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Abstract

The purpose of this study is to know: 1) To analyze the state of the critical success factors of policies such as communication, resources, dispositions (tendencies) and bureaucratic structures towards the implementation of the Merdeka curriculum, 2) To analyze the stages of policy implementation which include Policy Interpretation, Policy Organization and application of curriculum policies Independent Learning and 3) To analyze the implications of the independent learning policy on the planning, implementation and evaluation of learning at SD Asia Baru and SD Rimbun Tulang Barito Kuala. This research method uses a qualitative method with a total of 4 research informants who come from school principals and Indonesian and Mathematics Subject Teachers with data analysis techniques using triangulation techniques. Research results 1) The condition of the determining factors for the success of the policy for the communication aspect includes information on the independent independent learning policy, although it is quite conveyed, there is still no standard guide regarding suitable implementation in schools that do not yet have facilities to support the resource aspect, teachers still need to implement the 2013 curriculum in integrate gradually with the independent learning curriculum and there is a tendency for student scores to decrease due to the unpreparedness of the principal, teachers and students. Bureaucratic Structure The implementation of the independent learning independent policy is quite good because it starts from the decision to implement the curriculum by the school principal, then the teacher and students implement it, 2) The policy implementation phase which includes Policy Interpretation, the principal decides to use the 2013 curriculum because it is not yet included in the mandatory category of implementing the independent curriculum as a whole and the location of the school is rural which does not allow online learning 3) Implications of the independent learning policy for planning where the goal of the independent curriculum is to give birth innovation through education becomes difficult to realize so that achieving innovation is constrained by conventional teaching methods still being applied as a result of limited teacher knowledge. well integrated in the teaching and learning process resulting from the conception of independent learning not being defined in classroom actions and teaching methods carried out by the teacher and the evaluation stage, the lack of teacher knowledge undermines the support that should be given to developing student competence because of the facilities and infrastructure needed to support the ideology of independent learning cannot be adequately provided, let alone the teacher's weaknesses have become the basis that greatly determines the success of the vision and mission of independent learning.

Keywords: *Implementation; Policy; Free Learning*

Introduction

Policy is a term that we often hear in the context of government or politics. The term policy has a very broad scope. The word "policy" means dealing with problems or public interest, or it also means government administration. (Hasbullah, 2015:37) The term policy (policy) is often confused with wisdom (wisdom). (Tilaar, 2009:16) These two terms are almost the same in terms of pronunciation. However, these two terms actually have very different meanings. Policies are based on rational considerations in the process of making them. Human reason is the dominant element in making decisions from various options in policy decision making.

Policies in this context are policies related to educational issues. Education is an endless process that is sought by anyone, especially the state. Education as an effort to increase awareness and knowledge. Judging from its narrow meaning, education is synonymous with school. In this regard, education is teaching held by schools as educational institutions. Education is all the influences that schools strive for on children and adolescents (school age) which are handed over to the school so that they have perfect cognitive abilities and mental readiness and advanced awareness which are useful for them to get involved in society, establish social relations, and assume their responsibilities. as individuals and as social beings (Soyomukti, 2010:41)

School as an institution must be a place for the engineering process of behavior change to take place. Schools should be designed in the same way as engineers work on designing sophisticated machines. Schools as an ongoing process of behavior change engineering must be based on a scientifically designed curriculum and the forms of activity must be organized with great care and carried out with full discipline. In relation to education, schools are the right place to foster student behavior/morals.

In the education system in Indonesia, education has undergone a change of curriculum eleven times, starting in 1947, with a very simple curriculum and then up to the 2013 curriculum. Even though the curriculum changes are nothing but improvements to the previous curriculum. Any changes that occur are the policies of the parties responsible for handling education in Indonesia, in this case, the Ministry of Education and Culture

In simple terms, the purpose of policy implementation is to set directions so that policy objectives can be realized as a result of government activities. The policy-setting process can begin when the goals and objectives have been detailed. The policy implementation process does not only concern the behavior of the administrative body responsible for implementing the program. To achieve successful policy implementation, it is necessary to have a common view of the goals to be achieved and the commitment of all parties to provide support for its implementation.

The success of policy implementation can be seen from the conformity between implementation and the formulation of policies, objectives and targets that have been set. If the policy is not in accordance with the formulation, goals and objectives, it can be said that the implementation of the policy is not successful. The success of implementing the policy can also be seen from the positive impact of the policy on solving the problems faced. The sequence in the implementation of educational policies can be visualized as shown in the scheme as following: (Hasbullah, 2015:101)

The three main activities that are most important in implementing decisions are: 1) Interpretation, which is an activity that translates the meaning of the program into acceptable and workable arrangements, 2) Organization, which is a unit or container for placing programs into policy objectives and 3) Implementation that related to routine equipment for service, wages, and so on.

Policy implementation refers to the activity of carrying out the policy in the real world, both carried out by government organs and parties that have been determined in the policy. Implementation of

the policy itself is usually what is referred to as the implementor, and the target group. Policy implementers are those who are officially recognized as individuals/institutions responsible for program implementation in the field.

The target group is to designate parties who are used as policy objects. Policy implementation is an important stage in policy. This stage determines whether the policies pursued by the government are truly applicable in the field and successful in producing outputs and outcomes as planned. Output is the policy output that is expected to appear as the direct output of the policy. Output can usually be seen within a short period of time after policy implementation. Outcomes are the impact of the policy, which is expected to arise after the issuance of the policy output. Outcomes are usually measured after the release of the output or a long time after the implementation of the policy.

The Freedom to learn policy released by the Ministry of Education and Culture is intended to overcome various problems that arise in the field of education and in realizing freedom of thought (Sakarinto, 2022). the independent learning policy which so far has regulated 19 aspects concerning various kinds of policies in the field of education. The nineteen policies can be broken down as follows: National Assessment, USBN, RPP and PPDB, 2) Merdeka Campus, 3) Distribution and Use of Bos Funds, 4) Organizational Programs Implementing the Independent Curriculum, 5) Teachers Implementing the Independent Curriculum, 6) Transformation of Government Funds for Higher Education, 7) School Programs Implementing the Independent Curriculum, 8) Central Vocational Schools of Excellence, 9) KIP Merdeka Lectures, 10) Program Expansion LPDP Scholarships, 11) Freedom Vocational Campus, 12) Safe shopping school with SIPLah, 13) Cultured independence with Indosiana channel, 14) Freedom Campus from Sexual Violence, 15) Freedom Curriculum and Freedom Learning Platform, 16) Acceleration and Increase of PAUD Funding and Equality Education, 17) Revitalization of Regional Languages, 18) Independence in culture with Indonesian funds, 19) Indonesian Education Report Card.

The independent learning policy elicited various reactions, Hadi (2020) tried to identify the pros and cons of the independent learning policy, some supported the independent learning policy and stated that Free Learning was a solution to such a complicated problem in schools (Hendri, 2020). Those who oppose say that one of the independent learning policies regarding PPDB Zoning can cause students not to get the school they want and there are students who are not accommodated, not accepted at any school.

Schools that implement an independent curriculum are schools that prioritize the development of student learning outcomes where in schools that implement an independent curriculum link one of the themes, namely the Pancasila Student Profile. As the name implies, schools that implement an independent curriculum use a curriculum which includes one of the important aspects of social, national and state life (Fauziyah, F. F., 2021). The school program that implements the independent curriculum aims to encourage the process of changing educational units in order to improve student learning outcomes holistically both in terms of cognitive competence (literacy and numeracy) and non-cognitive (character) in order to realize the Pancasila student profile. In implementing the school curriculum that applies the independent curriculum, it consists of 5 (five) interrelated interventions. These interventions are described as follows:



Figure 1. Intervention of School Programs that implement the independent curriculum
(Source: Ministry of Education and Culture, 2021: 8)

a. Consultative and Asymmetric Assistance

The school program that implements the independent curriculum is a collaboration between the Ministry of Education and Culture and the local government where the Ministry of Education and Culture provides assistance in the implementation of schools that implement an independent curriculum. The Ministry of Education and Culture through the UPT in each province will provide assistance to provincial and district/city governments in planning the School Program that implements the independent curriculum.

b. Strengthening School Human Resources

Strengthening school human resources includes strengthening school principals, supervisors, owners and teachers through one to one intense training and mentoring (coaching) programs with expert trainers that have been prepared by the Ministry of Education and Culture. Training for school principals, school supervisors, owners and teachers consists of; 1) Learning implementation training with a new paradigm for school principals, supervisors, owners and teachers, 2) Learning leadership training for school principals, supervisors, owners.

c. The Concept of Learning with a New Paradigm

The concept of learning with a new paradigm is formed based on the principle of separate learning so that each student learns according to his needs and stage of development. Believing in God Almighty and having noble character, Global Diversity, Independence, Mutual Cooperation, Critical and Creative Reasoning, this is a profile of Pancasila learning that is learned through curricular and co-curricular programs.

d. Program-Based Learning Plans

Conducted to improve the performance of teachers through a planned and structured data collection program. The application of the school curriculum that applies the independent curriculum can be used as motivation for other schools to be able to improve the quality of the education unit.

e. School Digitization

Aiming to increase the effectiveness and efficiency of implementing the school curriculum that implements the independent curriculum, bearing in mind that with the times, almost all schools use digital-based learning methods. This also aims to strengthen and uphold the good name of the school concerned. The use of digital platforms aims to facilitate, increase efficiency, add inspiration, and a customized approach.



Figure 2. Digital Platforms
(Source: Ministry of Education and Culture, 2021: 12)

f. School Transformation Through School Programs That Implement an Independent Curriculum

The school program that implements the independent curriculum aims to perfect the previous school transformation program. The School Program that implements the independent curriculum is a collaborative program formed by the Ministry of Education and Culture with the Regional Government where the responsibility of the Regional Government is the main key, interventions carried out holistically, starting from school human resources, learning, planning, digitalization, and assistance to Regional Government, programs that have the scope of which covers all school conditions, not only superior schools, both public and private, assistance is carried out for 3 school years and schools continue transformation efforts independently, and programs that are carried out are integrated with ecosystems so that all schools in Indonesia become schools that apply the curriculum independence (Ministry of Education and Culture, 2021).

This can prove that the role of the principal as a leader is an important parameter in the implementation of quality education. In the context of education, quality education includes; input, process and output.

- 1) Input is everything that must be available because it is needed in the course of a process.
- 2) The educational process is to create a fun learning situation, able to motivate and trigger interest in learning and able to empower students.
- 3) The output of education is how much the graduates from that education can be accepted or used by stakeholders (Harahap, 2016:135).

g. Scope of the School Program that implements the independent curriculum.

The scope of the school program that implements the independent curriculum is divided into 5 (five) aspects namely:

1) Study

The school applies a new learning model with simpler and holistic learning outcomes, and uses the TaRL approach, namely differentiated learning and teaching at the right level. Likewise teachers will receive training and assistance to develop their capacity in applying learning with new learning models.

2) School Management

School Programs that implement an independent curriculum also increase the competence of school principals. The school principal organizes school management that is pro-learning through instructional leadership training, mentoring and consultation. In addition, capacity building is also included in teacher training and mentoring to improve the quality of learning.

3) School Programs that implement an independent curriculum will optimize the use of digital technology to facilitate the performance of school principals and teachers.

4) Evidence-Based Self-Evaluation and planning

School Programs that implement the independent curriculum design data related to student learning outcomes to be used for program and budget planning, as well as provide assistance in interpreting and utilizing this data.

5) Partnership Between the Central and Regional Governments Through Consultative and Asymmetric Assistance.

In a regional environment, the School Program that implements an independent curriculum can also increase the competence of supervisors to assist school principals and teachers to improve student learning outcomes (Zamjani et al, 2020:41).

First, education that liberates is an educational pattern that instills true values and changes the conditions of individual learners. Second, education that liberates is education that is presented by prioritizing human values and dignity. Third, education that liberates is education that restores human life, specifically in the practice of life.

SDN Rimbun Tulang has just implemented a new curriculum, namely the independent learning curriculum in class VI, because it is still new and the adjustment stage during learning. Teachers still feel stiff with the independent learning curriculum. carry out learning with the lecture method, when giving an assessment the teacher is also confused about filling in the value format in a new way, in grade VI students feel confused by the independent curriculum, students are still unable to understand learning in the independent learning curriculum, projects in the independent learning curriculum as well still confusing students.

The background is why Rimbun Tulang Elementary School chose to take part in the selection to become a school that implements an independent curriculum. In addition, the lack of facilities to support the learning process still needs adjustments and improvements according to the needs and financial capabilities of the school. More priority to improve the quality of its human resources. According to the Principal, becoming a school that implements an independent curriculum is one of the doors to open access to achieving targets and goals. Apart from that, another background that moved SDN Rimbun Tulang to want to become a school that implements an independent curriculum was the amount of public trust in the school to entrust their sons and daughters to receive a good basic education, so based on a commitment with the School Committee, they agreed on the strategy taken by the school to can enter the School Program that implements the independent curriculum. With quite an uphill struggle, for schools implementing the 1st batch independent curriculum, they had to face 3 stages of selection.

Thanks to the cohesiveness of the School Work Team and the full support of the School Committee, supported by the Development Superintendent, Rimbun Tulang Elementary School was able to become one of the 14 elementary schools in Barito Kuala District that passed the School Program that implements the independent curriculum, with the Independent Curriculum as the reference. learning service.

Aspects that support change internally include; 1) there is a relationship between school components; 2) components related to work mechanisms; 3) financial component, starting from the 2021/2022 academic year SDN Rimbun Tulang officially becomes a school that implements the independent curriculum that implements the Merdeka Curriculum for grades 1 and 4. And for grades 2, 3, 5 and 6 it still uses the 2013 curriculum, but the strategy learning follows the Merdeka Curriculum and the application of the Pancasila Student Profile is the same as grades 1 and 4.

At SDN Rimbun Tulang, after officially becoming a school that implements the independent curriculum with the implementation of the independent curriculum, it begins with the formation of a learning committee, whose elements consist of 2 teachers for grades 1, 4, PAI, and PJOK respectively, complemented by the school principal and development supervisor, then the first activity is training directly guided by the Ministry of Education and Culture for 10 days for the Learning Committee, followed by IHT for 8 days, which should only be attended by grade 1, 4, PAI, and PJOK teachers, leaders at SDN Rimbun Tulang invite all existing PTK at school to participate, so that everyone understands and can apply the Independent Curriculum in educational service activities.

According to the Director General of Elementary Schools. The Independent Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students where this program aims to strengthen the achievement of Pancasila student profiles developed based on certain themes set by the government but because this program is not directed to achieve specific learning achievement targets, so it is not tied to the content of the subject

Not all of these independent learning curricula can be applied to all students for equivalent elementary school, so that generally the independent learning curriculum starts from grade VI, so based on the description that there is a need for examples and efforts to increase school readiness in implementing the independent learning curriculum, it is very important to do a research to find out "Implementation of Free Learning Policy Case Studies in SD Asia Baru and SD Rimbun Tulang Barito Kuala".

Research Methods

This study uses a qualitative research method or is called analysis, the approach used is a descriptive approach, namely research that describes the status of the research subject with respect to a specific or typical phase of the whole personality. (Arikunto, 2013: 123). The reasons for using this method, because it is very suitable for digging deeper information from informants, because the data obtained is more accurate, namely the description of the implementation of the independent learning policy at SD Asia Baru and SD Rimbun Tulang Barito Kuala. In this study the researcher will interview, observe and then describe the processes of interpretation, organization and application as well as the determining factors for the successful implementation of the independent learning curriculum policy such as communication, resources, dispositions (tendencies) and bureaucratic structures at SD Asia Baru and SD Rimbun Tulang Barito Kuala.

The research locations are SDN Asia Baru which is located at Jalan Asia Baru RT.2, Asia Baru and SDN Rimbun Tulang which is located at Jalan Rimbun Tulang, Kuripan District, Barito Kuala Regency, which both have just implemented the independent learning curriculum, especially for science lessons, as for subjects. or research results obtained through interviews with school principals and teachers as well as observations from data documenting teacher activities implementing the independent learning curriculum.

Research instruments are the tools needed or used to collect data. This means, by using these tools data is collected. The instrument or tool for conducting this research is a list of questions or interview guides that will be submitted to informants, namely teachers and school principals.

The main sources that will be used as informants in this study are school principals and teachers as comparisons or cross-checks from the opinions given by sources so that the data produced is valid, accurate and can be accounted for. The data collected in this study is in the form of qualitative data. The data sources are primary data sources and secondary data sources.

The techniques used to collect data in this study are: Documentation, Observation and Interview. Data analysis is data from observations, documentation and interviews regarding factors that influence and the process of implementing the independent learning curriculum at SDN Asia Baru and SDN Rimbu Tulang Barito Kuala Regency which has been collected and needs to be checked for validity or correctness.

Research Results and Discussion

A. Research Results

1. The condition of the determinants of policy success such as communication, resources, disposition (tendency) and bureaucratic structure towards the implementation of the Freedom to Learn curriculum at SD Asia Baru and SD Rimbu Tulang Barito Kuala

The following is the result of the author's interview with the Principal of the New Asia Elementary School, Mr. Nanang Basuni, M.Pd (NB) where this school is located at Jalan Asia Baru RT.2, Barito Kuala District, this Public Elementary School was founded in 1960. Now SD Negeri Asia Baru uses the 2013 SD curriculum guide and is developing the Merdeka Learning curriculum and Mr. Surya Rusmadi, M.Pd., (SR) as the Principal of Rimbu Tulang School. The results of the interview with the authors are as follows:

Thank you for the willingness of Mr. Nanang Basuni, M.Pd (NB) in taking the time for me to be interviewed, if I may ask "Since when have schools implemented an independent curriculum?", they replied:

"Yes... it's okay I haven't started activities yet because it's recess, we implemented the learning curriculum about 6 months ago, the arena is still quite new so it needs a lot of improvements for the readiness of teachers, students and learning tools" (NB, Interview June 26 2023)

Then the Headmaster of the Formidable Bones replied:

"Yes...thank you, we have only just started for 4 months, but we are still in the process of adjusting it so that for a while we are still unable to fully implement the curriculum because there are obstacles in terms of human resources and supporting facilities" (SR, Interview 28 June 2023)

Means it's been about 1 semester, sir, okay then "How is the curriculum development carried out by the school by integrating the independent curriculum?", Then he replied:

"Yes, because this curriculum is new and we are also still in the process of developing it in our school, initially about 6 months ago we received training from the Ministry of National Education and then started implementing it, but the implementation of the independent curriculum in class is still partially adopted and refers to the 2013 curriculum plan that has been accustomed to being used by teachers, so we do it gradually first". (NB, Interview 28 June 2023)

Then the Headmaster of the Forest of Bones replied:

"Currently in the development of the curriculum, we are still following the example of schools that have implemented it. Apart from that, we are continuing to dig up information from the internet about how to implement it" (SR, Interview, 28 June 2023)



Figure 3. Interviewing Mr. Nanang Basuni, M.Pd, Principal of SDN Asia Baru

All right, it means it's still in stages, sir, then "How is the curriculum planning carried out by the school?" Then he replied:

"Yes, so far apart from getting knowledge from training, we are also actively seeking information on the Internet or Youtube regarding the implementation of the Independent Curriculum in other regions, especially schools on the island of Java. to be effective the teacher will coordinate with me as the Principal to find solutions to the obstacles encountered when learning in class.

Then the head of the Rimbone School answered:

"Regarding planning, we coordinate with subject teachers by holding meetings to evaluate it" (SR, Interview 28 June 2023)

Then my question "How is the Socialization of the Independent Curriculum carried out by the school?" he replied:

"Yes, socialization has been carried out since we started implementing the independent curriculum about 6 months ago, and appealed to teachers and school principals to be able to adapt to these new rules so as to increase understanding regarding the implementation of the Independent Curriculum, at that time we conducted socialization for one week during school hours. schools assisted by officers from the Barito Kuala District Education Office".

Then the head of the Rimbone School answered:

"We did socialization when we started receiving training from the Ministry of National Education and teachers also received socialization, but in practice we still followed the implementation method in other schools that had implemented it first" (SR, Interview, 28 June 2023)

It means that the socialization was carried out quite intensively too, yes, the next question is "What preparations need to be made before this independent curriculum is implemented/implemented?" to which the Principal answered:

"The first thing we apply is that all teachers must understand that the basic thing that distinguishes the independent curriculum from K-13 is that if K-13 contains core competencies (KI) and basic competencies (KD), syllabus and lesson plans, then in the independent curriculum there are achievements learning (CP), Learning Objectives Flow (ATP), and Teaching Modules"

Then the head of the Rimbone School answered:

"The information we get from the independent curriculum is a learning pattern that favors students, according to the needs of students, and there is a mapping of the potential of students at the beginning before delivering material or known as a diagnostic assessment." (SR, Interview 28 June 2023)



Figure 4. Interviewing Surya Rusmadi, M.Pd., (SR) as the Principal of the Rimbun Tulang School.

My next question is "How is the implementation of the independent curriculum in classroom learning?" which was then answered:

"Yes, apart from mapping the potential of students, another thing that distinguishes K-13 from the independent curriculum is P5 (Project for Refining Pancasila Student Profiles) where this project contains 6 dimensions of Pancasila student profiles namely faith, piety to God Almighty and noble, critical thinking, creative, global diversity, independence and mutual cooperation so whether we like it or not, we have to adopt these moral values in making learning materials, while that's what we know because regarding application in class it seems like the teacher knows better."

Then the head of the Rimbone School answered:

"We convey the application in class regarding moral values and those contained in the independent learning curriculum." (SR, Interview 28 June 2023)

All right, then "How is the teacher's readiness in preparing the syllabus and lesson plans in implementing the independent curriculum?", which was then answered by the principal of SDN Asia Baru:

"Yes, in implementing the Merdeka Curriculum, the point is that the teacher must understand the students where the teacher needs to understand the character and potential of the students so that it is easier to choose suitable material to be conveyed to students so that in this way the teacher can foster enthusiasm for learning in students by getting them interested in learning because according to the potential and character they have".

Then the head of the Rimbone School replied:

"We convey the application in class regarding moral values and those contained in the independent learning curriculum." (SR, Interview 28 June 2023)

This program has been running for almost 6 months at SDN Asia Baru. Then according to your observations so far "How is the teacher's interaction with students during teaching and learning activities? Then he answered:

"According to my observations, the interaction relationship that has so far occurred between teachers and students is often one-way where students only listen to what the teacher says so that when viewed from the learning pyramid, students will easily forget what they learned before when they only listened to the teacher's explanation because actually students will be able to remember and understand the material deeper and longer if they are able to explain the contents of the material to others.

Then the head of the Rimbone School answered:

"Regarding the interaction between teachers and students it is still one way while students listen and follow directions only." (SR, Interview 28 June 2023)

Then the question regarding "How is the suitability of the curriculum with the needs of students in learning activities?", they answered:

"What I know is that we have participated in Indonesian language learning using the independent learning curriculum which is modeled on other school lessons whose videos we obtained on YouTube, then when in our class, the teacher and students practiced the learning sequence in the video.

Then the head of the Rimbone School answered:

"As a result, students are interested because this method of learning is still new, so the teacher also has not mastered it well, so several times they have to open notes. But in general, it is only a matter of time that we can adapt independent learning according to the curriculum" (SR, Interview, 28 June 2023)

The next question "In your opinion, is the independent curriculum program able to improve the implementation of teaching and learning activities? Why?", then they replied:

"Yes, after observing and studying in the last 6 months we are sure that this program can improve the implementation of teaching and learning activities, firstly because the teacher must think hard so that the learning carried out must be in accordance with the curriculum"

Then the head of the Rimbone School answered:

"In order for students to understand that at least in order to be considered capable of implementing this curriculum, of course we are always looking for information about materials and learning that are in accordance with the characteristics of our students." (SR, Interview, 28 June 2023)

The next question is "In your opinion, are teachers able to implement an independent curriculum?". Then they answered:

"Yes, they are capable, and the results have been seen even though they are still in Indonesian and Mathematics subjects whose teachers are actively implementing this independent learning curriculum"

Then the head of the Rimbone School answered:

"Yes, we may need time to adjust, but later it will only be a matter of time." (SR, Interview, 28 June 2023)

The next question is "Are there any obstacles that the teacher feels in implementing the independent curriculum? how did they overcome it?", then they replied:

"Yes, there are actually many obstacles encountered because they have to get used to learning from the start using new teaching materials, new lesson plans and new facilities, so that sometimes teachers always coordinate with us regarding learning aids and teaching staff assistance by teachers of other subjects"

Then the head of the Rimbone School answered:

"Yes, especially in online learning support facilities, to overcome this, sometimes we use an Android cellphone, even though the standard is to use a computer." (SR, Interview, 28 June 2023)

The next question is "How is the evaluation carried out by the school in implementing the curriculum?", which is then answered:

"The evaluation of the implementation of the independent curriculum at SDN Asia Baru schools is carried out at the end of each semester by grade 6 online through the use of computer devices, but because at our school the internet network is limited or slow, this evaluation is carried out by sending the grade 6 students to other schools in The city of Marabahan, which has a computer device and internet network, is not very supportive.

Then the head of the Rimbone School answered:

"Yes, an evaluation is carried out at the end of each semester because that's where student scores can be known so an evaluation can be carried out." (SR, Interview, 28 June 2023)

The next question, "When was the curriculum evaluation carried out and what was done after the curriculum evaluation was carried out? He replied:

"For now we have never conducted a curriculum evaluation because it has only been running for 6 months, so it is likely that at the end of this semester we will carry out an evaluation by looking at the average value of students taking this course"

Then the head of the Rimbone School answered:

"Yes, the results of the evaluation seem to be lower than the 2013 curriculum because we still need to adjust it." (SR, Interview, 28 June 2023)

The next question "How is the implementation of policy interpretation, organization, application of the Merdeka curriculum policy in your school?", then answered:

"Implementation of the interpretation of the independent learning policy in our school because it mainly concerns human resources or teachers still have to teach face to face with students because for online learning our school still has limitations so that's what causes us to be unable to carry out the independent learning curriculum in full or online, but so far we are still trying to adjust it to work even though there are only 2 subjects and only in grade 6 henceforth we will improve it".

Then the head of the Rimbone School answered:

"Yes, all processes from implementation to application still have limitations in all processes." (SR, Interview, 28 June 2023)

Furthermore, the question "Are there factors that influence the implementation of the curriculum in schools?", which is then answered:

"Yes, of course there are many factors that affect especially the readiness of teachers and students in the implementation of other factors, namely facilities and infrastructure and support from the Education Office"

Then the head of the Rimbone School answered:

"The main factors are human resources and supporting facilities such as computers and the internet." (SR, Interview, 28 June 2023)

Furthermore, the question "Inhibiting factors and supporting factors in the implementation of the independent curriculum and what are the solutions?" answered:

"In carrying out learning with the 2013 curriculum which is carried out face-to-face, while in the independent curriculum the competency of teachers in the learning field is increased through an online independent curriculum learning training program (online) which is required by the Barito Kuala District Education Office in collaboration with the Teacher Room so that in In this learning the teacher's performance is considered good if he is able to create a conducive learning environment, is able to position himself as a learning facilitator by becoming a learning change agent, lesson planner, class leader and able to guide and foster students in the learning process"

Then the head of the Rimbone School answered:

"Indeed, our problem is that computer and internet facilities are still limited, so the solution is that we have to strive for these facilities to be available at our school, but for the time being we are working with another SDN in Marabahan City which has these facilities for some of our 6th grade students who are doing independent learning. learn online with material from the teacher's room." (SR, Interview, 28 June 2023)

2. The policy implementation phase which includes Policy Interpretation, Policy Organization and application of the Free Learning curriculum policy at SD Asia Baru and SD Rimbun Tulang Barito Kuala

After finishing asking questions about the first formulation of the problem, the author asked about the second formulation of the problem regarding the policy implementation stage which included Policy Interpretation, Policy Organization and application of the Free Learning Curriculum Policy at SD Asia Baru with the Principal of the Elementary School, namely Mr. Nanang Basuni, M.Pd (NB) and Mr. Surya

Rusmadi, M.Pd., (SR) as the Principal of SD Rimbun Tulang Barito Kuala with the question "Does the school prepare a curriculum for each new school year and how are the preparations and planning in making the school curriculum?", which were answered by Mr. Nanang Basuni as follows:

"For now, because we are new, we have not reorganized the independent learning curriculum, but we continue to refine the material every time"

Then the head of the Rimbone School answered:

"Indeed, we plan to always evaluate it at the end of each semester so that later it can be used as a special note for improvement in the next semester." (SR, Interview, 28 June 2023)

Then my next question was "What are the hopes of the school by implementing the independent curriculum?", which Mr. NB answered as follows:

"Yes, of course, first of all, this is a program from the central government which, based on experiments in other places or countries, can improve student learning outcomes by training students to think creatively independently, so we are confident that this curriculum can further improve the learning outcomes of our students."

Then the head of the Rimbone School answered:

"We really need government support, in this case the education office so that we can assist with facilities and training for our teachers or human resources, especially subject teachers who are experimenting with implementing this curriculum." (SR, Interview, 28 June 2023)

The next question "How is the school curriculum developed?", which was answered by Mr. NB as follows:

"Currently, for our curriculum development, most of the subjects still use the 2013 curriculum, while for Indonesian subjects which are considered easier for students to understand, we have tried implementing the independent learning curriculum, so we plan to implement it in stages based on experience in this Indonesian subject."

Then the head of the Rimbone School answered:

"The trick is that we try from video samples obtained from Youtube regarding its implementation in one of the pilot schools and we practice it gradually using the facilities we have." (SR, Interview, 28 June 2023)

My next question is "Was input (including input from the community) from the last school year taken into consideration in preparing the curriculum?" Mr. NB replied:

"Yes, it is clear that we must be able to absorb the aspirations of other people, especially the aspirations of the parents of students because for now most of the learning support funds come from BOS funds, which are contributed by parents through the committee in our school."

Then the head of the Rimbone School answered:

"Yes, there is, we usually record it first, then we discuss it in meetings discussing the evaluation of this program, then there we consider input from the community about how to implement it." (SR, Interview, 28 June 2023)

The next question that the author asks is "Is the curriculum prepared according to the needs of students? What are the examples?", which was answered by Mr. NB as follows:

"Yes, because grade 6 students are a transition between children into their early teens. Besides displaying attractive colors in the material presented, we have started to introduce technology to students, regarding the importance of using technology for positive things, in this case to find out how to do things. something or questions that you don't understand, for example by downloading videos in the Teacher's Room or YouTube instead of spending time playing online games and so on, so basically we direct students to view the internet positively through the Indonesian language material that I teach"

Then the head of the Rimbone School answered:

"Yes, we adapt as much as we can to the abilities of our students, which is why we still can't practice online because of the limited facilities and abilities of our students who are still in elementary school, so they are still new to online technology." (SR, Interview, 28 June 2023)



Figure 5. Handbook of Indonesian Language Free Learning Curriculum

The next question "Is the preparation of the curriculum adjusted to the program that will be implemented by the school?", answered by ND as follows:

"Yes, of course because of the status of a state school, you are not required to accept donations in any form at school, so to implement the independent independent learning curriculum policy the source of funding comes from School Operational Assistance (BOS) funds from the Central Ministry of Education"

Then the head of the Rimbone School answered:

"The program or curriculum that is implemented is adjusted to the situation of school financial management by first knowing a clear picture of income and use of school funds for the benefit of the education and learning process without violating regulations on the use of education funds and preparing reports on the use of transparent finances in schools." (SR, Interview 28 June 2023)

The next question "Is the curriculum development carried out together? Answered by Mr. NB as follows:

"In curriculum development it is carried out jointly, this aims so that all teachers also get knowledge about the procedures and processes for making independent learning curricula so that if one day all subjects apply it, all teachers will be ready"

Then the head of the Rimbone School answered:

"The curriculum that is being developed is only gradually being adjusted to the abilities of teachers as well as the capabilities of our facilities and pre-facilities because we feel that in addition to supporting facilities for this curriculum, we still have many deficiencies in learning support facilities and infrastructure." (SR, Interview, 28 June 2023)

The next question is "Does the curriculum planning cooperate with other parties? Anyone?" which was answered by Mr. NB that:

"We are indeed working with other parties, especially officials from the Barito Kuala Regency Ministry of Education and Culture who are our mentors in implementing the independent learning curriculum. Apart from that, we also always exchange information with state elementary schools in Marabahan City because they first implemented the independent learning curriculum."

Then the head of the Rimbone School answered:

"We are collaborating with schools that have experience implementing this curriculum. (SR, Interview, 28 June 2023)

The next question is "In the implementation of the independent curriculum, how is the implementation related to learning in the classroom? Is there a special grid from the school in learning so that the goals of learning in schools are successful?", was answered by Mr. NB as follows:

"Yes, what I know is that there are grids that must be met, namely learning outcomes (CP), Learning Objective Flow (ATP), and Teaching Modules, while the method of implementation is left to the respective subject teachers"

Then the head of the Rimbone School answered:

"But the point is that learning patterns are more in favor of students so teachers must also pay attention to the characteristics of students who are given instruction". (SR, Interview 28 June 2023)

The next question is "Are you as the Principal instructing something in the implementation of learning both in terms of preparation, implementation, final activities and also learning evaluation?" which was then answered by Mr. NB that:

"Yes, I, as the person in charge of learning at school, try to provide resource support and coordination between teachers and school elements, especially in evaluating teacher performance in carrying out independent learning."

Then the head of the Rimbone School answered:

"The school principal is indeed obliged to help with learning problems in schools so that they can run well so that teacher performance and student achievement can be improved." (SR, Interview, 28 June 2023)



Figure 6. Example of Indonesian Language book material for the Merdeka Curriculum

The next question "In general, how is the school's evaluation of the implemented curriculum?" Regarding this question, the principal's answer is

"Curriculum evaluation is carried out in implementing education units in schools, namely teachers because the Independent Curriculum is a series of planned and systematic activities in collecting and processing valid and reliable information and data, it requires all school components to make improvements to the independent learning curriculum that has been implemented"

Then the head of the Rimbone School answered:

"Because the evaluation of the independent learning curriculum focuses on implementing educational units, namely teachers, because the implementation of the Independent Curriculum aims to test the effectiveness, efficiency, relevance, and feasibility of designing and implementing curriculum and learning in educational units implementing the Independent Curriculum." (SR, Interview 28 June 2023)

The next question is "What is the curriculum evaluation method used during the implementation of the independence program?" answered by the respondent NB that:

"Evaluation of the implementation of the independent curriculum is carried out by correcting the weaknesses that are still present in the application of the learning that has been carried out so that further improvements are made"

Then the head of the Rimbone School answered:

"The learning evaluation method focuses on implementing teachers as implementers of the Independent Curriculum by involving assessments from school principals and other parties so that with this gradual evaluation of learning there will be an increase in the quality of learning the implemented independent curriculum" (SR, Interview 28 June 2023)

The next question is "What is the follow-up to the implementation of the curriculum evaluation?" answered by the respondent NB that:

"Later the results of the evaluation of the implementation of the independent curriculum can be used as a reference and corrected and used to determine appropriate follow-up in the implementation of the independent curriculum in the future at this school where an evaluation is carried out on curriculum components in the education unit implementing the Independent Curriculum, namely starting from: curriculum structure, learning outcomes, learning and assessment, the use of teaching devices, and the educational unit's operational curriculum.

Then the head of the Rimbone School answered:

"Evaluation of learning in education units implementing the Independent Curriculum is carried out by the Ministry of Education, Culture, Research and Technology and may involve: the Ministry of Religion, education offices, education unit committees, education councils, and the community as for the education units implementing the Independent Curriculum carry out learning evaluations independently and periodically, this is done to find out the next step in developing the curriculum of each educational unit"



Figure 7. one of the descriptive story materials in the Merdeka Belajar book

A. Discussion

1. The condition of the determinants of policy success such as communication, resources, disposition (tendency) and bureaucratic structure towards the implementation of the Freedom to Learn curriculum at SD Asia Baru and SD Rimbun Tulang Barito Kuala.

Based on the results of interviews with school principals and subject teachers who apply learning with the Free Learning Curriculum, the author can conclude that there are several obstacles in implementing this independent learning curriculum at the State Elementary School level in Barito Regency due to the unpreparedness of communication between related agencies, HR teachers, the tendency or disposition of teachers who are still comfortable using the 2013 curriculum and the bureaucratic structure that is still not perfect formulating SOPs for implementation in schools as well as learning support facilities and infrastructure that are still lacking in the implementation of online learning which is the backbone and characteristic of independent learning.

The results of the research on the Implementation of the Independent Independent Learning Policy: Case Studies at SDN Asia Baru and Rimbun Tulang Barito Kuala Regency, seen from the policy implementation factors of George E Edward III, are explained as follows:

1. From the aspect of communication as follows:

- a. Transformation: information on the independent learning policy has not been conveyed properly and clearly to school principals and teachers because the two schools only implemented it about 6 months ago.
- b. Clarity: school principals and teachers do not really understand the information, procedures and process of implementing the independent learning curriculum
- c. Consistency: information on the implementation of the independent learning policy is quite confusing for school principals and teachers at schools because it is still in the trial phase and not yet required.

The communication factor for the implementation of the independent independent learning policy at the Asia Baru Elementary School, Barito Kuala Regency, can be seen from the following factors:

First, the transformation factor: it means that information about the independent learning policy is conveyed in its entirety to schools. Principals and teachers understand well and clearly all the rules contained in the independent independent learning policy. Policy communication *trasmini* is the process of receiving policy information properly by policy recipients, which if the communication is done incorrectly (miscommunication) then the contents of the policy will not be conveyed properly which will certainly have a negative impact on the process of implementing the policy itself (Edward III, Agustino, 2016, p. 137). Transformation is the process of providing information in which it is possible to change ideas due to the ability of human resources to provide and receive information (Baidowi, 2021, p.95).

The two factors are clarity of information, information provided by the Ministry of Education through the District Education Office and continued by school supervisors to school principals and teachers is conveyed properly and understands the information on the process of implementing independent independent learning in schools. The clarity of the contents of the information is very important so that the information is conveyed in its entirety and does not confuse policy implementers (Edward III, Agustino, 2016, p.137). With regard to policy implementation, the main concern of policy implementers is the clarity of the implementation steps, to whom the information must be conveyed and when the implementation of the policy must be carried out (Baidowi, 2021, p.97).

Uncertain consistency factor: information conveyed from the center to schools regarding the implementation of the independent independent learning policy does not confuse school principals and teachers as the main recipients of independent independent learning information. The information conveyed is quite consistent and clear and there is no significant change in information in the process of providing the information. The consistency of the content of the information to be communicated affects the results of policy implementation, therefore the information provided should not change which can cause confusion to policy actors (Edward III, Agustino, 2016, p.137). Consistency in the content of information conveyed by policy makers affects the success of implementing the policy itself, so policy makers and implementers need to carry out intense and continuous communication so that the implementation process can run properly and appropriately (Baidowi, 2021, p.99).

2. Resources Aspect

From the aspect of Human Resources are as follows:

- a. Principal: decides to still use the 2013 curriculum in the face-to-face learning process at school but also runs an independent curriculum for subjects where the teacher is better prepared.

The principal as a leader makes two decisions for the implementation of the independent independent learning curriculum policy, namely the principal decides to use the 2013 curriculum at school and the learning process takes place face-to-face. This decision was made on the basis that the school still does not belong to the category of implementing the independent curriculum as a whole and the location of the school is rural which does not allow online or online learning. The school principal performs the role of a decision maker, decisions made must be able to bind all school members through regulations that can improve academic and non-academic quality in schools (Anam et al, 2019).

Things that can be done in making decisions are observing educational problems, collecting data related to problems, preparing improvement plans, identifying school problems, conducting deliberations to make policies, approaching teachers interpersonally and providing good ideas. (Murtiningsih & Lian, 2017).

- b. Teachers: still carrying out the learning process according to the 2013 curriculum set by the school principal while attending independent curriculum learning training.

Teachers at SDN Asia Baru, Barito Kuala Regency, totaling 8 teachers (6 class teachers and 2 subject teachers) carry out the learning process in accordance with the decisions made by the school principal, namely carrying out learning with the 2013 curriculum which is carried out face to face. Teacher competence in the field of learning is enhanced through an online independent curriculum learning training program that is required by the Barito Kuala District Education Office in collaboration with Ruang Guru. Teacher performance is considered good if it is able to create a conducive learning environment, is able to position itself as a learning facilitator by becoming a learning change agent, lesson planner, class leader and able to guide and foster students in the learning process (Zein, 2016).

The commitment of teachers in carrying out their duties at school can be done by teaching, educating and guiding students (Jannah, 2014).

- c. Students: take part in the learning process face-to-face at school and for online do not have supporting facilities such as computers and internet networks but some representative students can take part in schools that have supporting facilities.

Students as the main target of the principal's policies and decisions regarding the implementation of the independent independent learning curriculum have followed the face-to-face learning process well at school. Meanwhile, grade 6 students who take part in the evaluation of the independent curriculum implementation process each semester also have a fairly good ability to understand the use of computers (although they are not taught at school).

This happens because students perceive computers to be almost the same way they are used with cellphones so that teachers are not too overwhelmed in giving directions to students about using computer devices. Through group study, students are able to form and build their own science, are able to find ways to solve learning problems that are being worked on, and are able to increase their enthusiasm for learning both individually and in groups. (Anwar, 2020).

- d. Community/guardians of students: support the face-to-face learning process and tend not to know about the newly implemented independent curriculum.

Community/guardians of students: the socio-economic conditions of the community which incidentally are below average and the educational level of parents which incidentally is low, in general they support the face-to-face learning process and tend not to know about the applied curriculum. This is because parents and the community have surrendered and have full trust in the school regarding the process and curriculum implemented in the school. Community participation and student guardians in schools can take the form of support and motivation, either directly or indirectly in the process of planning, implementing and evaluating the educational process in schools (Pakniyan et al., 2020). With the participation of the community and student guardians at school, it is able to make schools more motivated to improve and develop the quality of the educational process that occurs at school or in the community (Nurhasanah, 2017).

As for the aspect of Resources

- a. Financial Resources: School Operational Assistance (BOS) funds from the government are used for more urgent matters such as school operational needs and are not sufficient to provide supporting facilities for the implementation of the independent curriculum.

Financial resources: state school status, not required to accept donations in any form at school, so to implement the independent independent learning curriculum policy the source of funding comes from School Operational Assistance (BOS) funds from the Central Ministry of Education. School financial management is carried out to get a clear picture of income and use of school funds for the benefit of the education and learning process without violating regulations on the use of education funds and making transparent reports on the use of finances in schools (Syaifullah, 2021).

Management of school funds is an activity carried out to determine the extent to which planning for the use of funds reaches the accountability of funds to the school principal (Iskandar, 2019). The benefits of good financial management: schools can meet educational needs, improve school quality, are able to motivate educators and education staff to continue working according to their SOPs, schools are able to independently manage existing funds, and are able to empower school members and the community (Komariah, 2018).

b. Equipment Resources: the implementation of independent learning still uses learning media owned by schools through purchases from BOS funds

Equipment resources: equipment used by SDN Asia Baru Barito Kuala District to support the process of implementing the independent independent learning curriculum using learning media such as books, class equipment, office stationery, and other media at schools purchased through BOS funds. Educational and learning support equipment is very important and is a major requirement in schools, therefore every school always makes every effort so that educational equipment remains available and has good quality for the smooth running of the education and learning process so as to help create high student learning achievements. optimal (Zohriah, 2015).

The use of learning equipment has a positive influence on student achievement at school, because in every management of learning media that is carried out it is able to increase student motivation to learn, in this case it is well proven that there is a positive relationship between learning media owned by schools and student learning motivation in the classroom (Seprianty, 2018; Jannah & Sontani, 2018).

c. Information Resources: Independent Independent Learning Policy and the 2013 Curriculum from Medikbudristek and the Barito Kuala District Education Office

Information resources: the main sources of information on the independent independent learning policy through the implementation of the 2013 Curriculum at SDN Asia Baru, Barito Kuala Regency, are the central Ministry of Education and the Barito Kuala District Education Office. Information is something that has important meaning for the recipient who is used to make decisions about a problem where the information conveyed must be free of errors and must contain values that are accurate, precise and appropriate to the problem (Maydianto & Ridho, 2021).

Information can also be interpreted as data that is processed so that it becomes a form of data that is useful and able to explain a problem that has important meaning for the recipient of the information to decide on a relevant action (Hasbiyalloh & Jakaria, 2018).

Resources of Authority: Minister of Education and Culture to Barito Kuala District Education Office, continued to school supervisors, continued to school principals by utilizing groups of school principals per work area, and finally to teachers as executors of the independent independent learning policy.

Resources of authority: the authority to implement the independent independent learning curriculum starts from the Central Ministry of Education down to the Barito Kuala District Education Office and is forwarded to the school supervisors of Elementary Schools (SD) where the Education Office

uses two ways of communication, namely by using the whatsapp group specifically for school supervisors and internal meetings of the Education Office with school supervisors.

Then the authority was passed on to the principals of each of their assisted schools by utilizing the principal's whatsapp group and visits to schools. After that, the authority was continued again by the principal to each teacher to implement independent independent learning. People who can issue orders and make policies formally to be obeyed by their subordinates are often referred to as people who give authority (authority) (Kaplan, Puasa et al., 2018).

3. From the aspect of Disposition

Principals, teachers and students implement the independent learning policy through the proper implementation of the 2013 curriculum in schools. The results of this research when compared with the factor theory of George E Edward III's policy implementation, when juxtaposed with the independent independent learning policy, can be explained in the following figure:

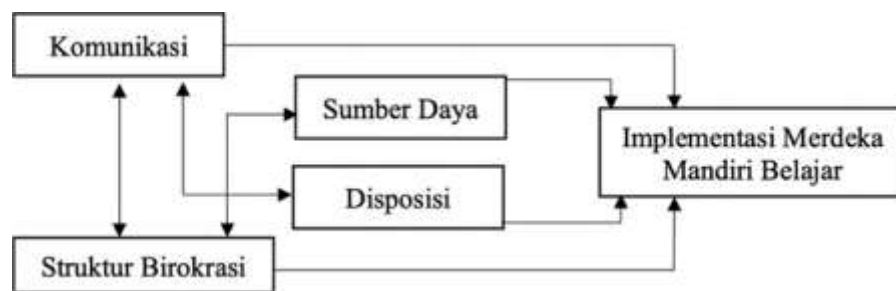


Figure 8. Implementation of George E Edward's Policy III

Based on the picture above, the research results can be discussed as follows:

Independent independent learning is one part of the independent learning curriculum that has been set by the government. Independent independent learning is a policy that requires schools to implement an independent learning curriculum in schools. that is, schools are given full authority to determine the curriculum to be used but do not override the characteristics of the independent curriculum itself. Freedom of learning in essence is that students are free to get science at school through their experiences that are recognized as human beings so that student characters with new characteristics are formed (Pangestu & Rochmat, 2021).

In the current Millennial 4.0 era, it is hoped that by implementing this curriculum, schools are expected to be able to form students who have high reasoning power which is balanced with good character in order to be able to create various innovations that will be able to compete with the global community (Rahmansyah, 2021).

Based on the results of the research, at SDN Asia Baru, Barito Kuala and Rimba Tulang Regencies, which are located in rural areas and have not been selected as schools that must fully implement the independent curriculum, currently implementing the independent independent learning curriculum according to orders from the Ministry and the Barito Kuala District Education Office. . The curriculum used at SDN Asia Baru, Barito Kuala Regency, is the 2013 curriculum.

The principle of independent learning, namely literacy, numeracy and Pancasila character, is well implemented by SDN Asia Baru Barito Kuala Regency through a learning process in the classroom or outside the classroom. The implementation of the independent curriculum in class is carried out through a learning process with reference to the 2013 curriculum lesson plans that have been prepared by the teacher. While the implementation of the independent curriculum outside the classroom is carried out by

providing guidance to students by the school principal or other teachers if there are students who commit violations, fight or bully fellow friends. The evaluation of the implementation of the independent curriculum in schools is carried out at the end of each semester by grade 6 online through the use of computer devices. However, in carrying out this evaluation, SDN Asia Baru, Barito Kuala Regency, sent grade 6 students to other schools due to limited ownership of computer equipment and an unsupportive internet network.

This factor is related to the school's readiness to implement the independent independent learning curriculum policy at SDN Asia Baru, Barto Kuala District. Overall school principals, teachers and students have implemented the independent independent learning policy in accordance with the recommendations of the Ministry of Education as well as the direction and guidance of the Barito Kuala District Education Office while continuing to use the 2013 curriculum as the basis for implementing the learning process in schools. Disposition is defined as the attitude of policy implementers to accept policies well such as commitment, honesty, democracy towards policies with the hope that if there are differences in the attitudes of policy recipients and policy makers then policy makers and implementers must bear the consequences of policies not being implemented effectively (Edward III, Roring, 2021). Because the attitude of policy implementers can determine the smoothness and unsmoothness of the policies being implemented and even result in implementation discrepancies with policy makers (Agustino, Yuanita et al., 2022).

Attitude is a response displayed by the body that occurs as a result of external stimulation involving one's feelings, actions and psychology in responding to an object so that the object being responded to can be well received by the body and cause an action from a person. (Maha & Fitriani, 2022).

A person's positive attitude in the organization also has a positive impact on a high sense of care for the organization, this is necessary to do with the aim of reducing the negative impact and damage to the organizational system to form a conducive organizational climate in a sustainable manner (Palupi & Sawitri, 2017). The function of the attitude itself is to encourage adjustment to the environment, regulate attitudes and behavior, and regulate self-experience and media to convey one's personality (Ahmadi, Pakpahan, 2017).

4. Aspects of Bureaucratic Structure

The successful implementation of the independent learning policy in the bureaucratic structure is explained in the following figure:

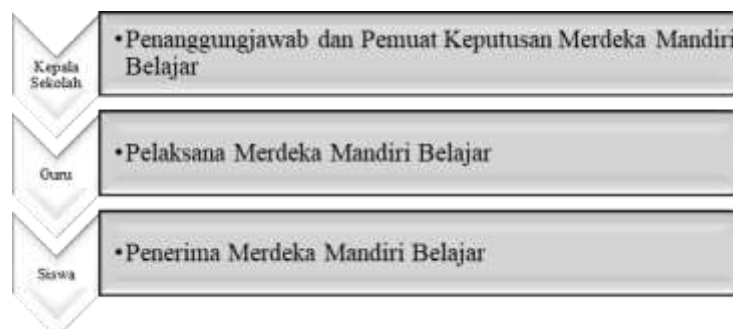


Figure 9. Bureaucratic Structure Flow of Independent Independent Learning Implementation

The successful implementation of the independent independent learning policy in a bureaucratic structure started with the school principal as the person responsible for the success of the policy and the decision maker for using the 2013 curriculum and determining the implementation of face-to-face learning to support independent learning at SDN Asia Baru, Barto Kuala District. then, the decisions

made by the principal of the school are then carried out by the teacher through the learning process and students have followed the learning properly according to what is given by the teacher. With a good bureaucracy, all human resources within the organization can carry out their duties and functions according to their roles in the bureaucratic structure in providing maximum service, understanding organizational needs, being able to design work patterns with a scale of work priorities and being able to develop work programs according to the characteristics of the organization (Firdaus & Oktisari, 2018).

The human resources contained in the organizational bureaucratic structure must understand their duties in the bureaucratic structure including: carrying out administrative tasks to determine organizational policies, the function of policy advisors to the organization, the function of interest articulation by providing services that focus on the interests of society as well as the function of political stability which services do not disturb the stability of political work (Risnawan, 2017). In addition, the bureaucratic structure must establish standard operating procedures for work so that policy implementers can embed their perceptions of the actions to be taken so as to be able to create good work flexibility within the organization because performance is based on compliance with existing policies (Winarno, Maulidia, 2017).

3. The policy implementation phase which includes Policy Interpretation, Policy Organization and application of the Free Learning curriculum policy at SD Asia Baru and SD Rimbun Tulang Barito Kuala

a. Interpretation of the implementation of the Freedom to Learn policy

Regarding policy interpretation, SDN Asia Baru and SDN Rimbun Tulang Barito Kuala have prepared a curriculum for each new school year with preparation and planning in making the school curriculum evaluated at the end of each semester. need government support to assist with facilities and training for our teachers or human resources, especially subject teachers who are experimenting with implementing this curriculum

Curriculum development carried out by schools is by integrating the independent curriculum with the temporary 2013 curriculum before it can be fully implemented or carried out while perfecting classroom learning according to independent curriculum standards. students and the facilities available at our school, of course, in accordance with the program that will be carried out by the school. all subjects apply it then all teachers are ready.

For curriculum planning, we collaborate with officials from the Ministry of National Education of Barito Kuala Regency who are our mentors in implementing the independent learning curriculum. Apart from that, we also always exchange information with state elementary schools in Marabahan City because they first implemented the independent learning curriculum because they have experience implementing it. curriculum so that the implementation related to learning in class is preceded by making special school grids in learning (RPP) so that the goals of learning at school are successful but in the Merdeka curriculum the RPP is replaced with learning outcomes (CP), Learning Objective Flow (ATP), and the Teaching Module as for how to implement it, it is left to the teacher of each subject, this is done so that the learning pattern is more pro-student so that the teacher must also pay attention to the characteristics of the students who are given teaching.

The role of the Principal is to instruct something in the implementation of learning both in terms of preparation, implementation, final activities and also evaluation of learning by trying to provide resource support and coordination between teachers and school elements, especially in evaluating teacher performance in carrying out independent learning because it is necessary to improve teacher performance and student achievement so that in general the evaluation carried out by schools regarding the curriculum implemented is in the implementing education unit at school, namely teachers because the Merdeka curriculum is a series of planned and systematic activities in collecting and processing valid and reliable

information and data, so it requires all components schools in making improvements to the independent learning curriculum that has been implemented and the assessment focuses on implementing educational units, namely teachers, because the implementation of the Independent Curriculum aims to test the effectiveness, efficiency, relevance, and feasibility of designing and implementing curriculum and learning in educational units implementing the Independent Curriculum

Based on the results of this study, the authors can draw the conclusion that the application of the independence curriculum at SDN Asia Baru and SDN Rimbun Tulang is by using the curriculum evaluation method used during the implementation of the independence program by correcting weaknesses that still exist in the application of the learning that has been done so that for the next improvements are made that are focused on implementing teachers by involving assessments from school principals and other parties so that with this gradual evaluation of learning there will be an increase in the quality of the independent curriculum learning that is applied regarding follow-up of the implementation of curriculum evaluation which can later be used as a reference and determine the follow-up actions appropriate in the future implementation of the independent curriculum starting from: curriculum structure, learning outcomes, learning and assessment, use of teaching devices, and educational unit operational curriculum.

The most important thing in implementing the independent learning curriculum is knowing in advance the vision of independent learning. The vision of independent learning is to create an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students. There are 6 profiles of Pancasila students that must be known in the independent learning curriculum, namely (1) faith, piety to God Almighty and noble (2) independent (3) critical thinking (4) global diversity (5) mutual cooperation (6) creative.

In implementing the independent learning curriculum in an educational institution, it is necessary to have the freedom of an education to fill in (flexible), not to refer to the device, and the readiness of human resources must be considered, including that they must program learning activities in advance and the teacher must become a carrier agent (human touch/face to face and task collection). Learning activities, both practices and projects, are the result of class agreements that must have outputs, rules and consequences as well as school agreements that include parents, committees, and educators to facilitate learning activities.

b. Interpretation of the Organization of Freedom to Learn policy

Based on the results of research conducted with the aim of knowing the teacher's difficulties in defining and applying the concept of independent learning, it shows that due to the teacher's lack of understanding of the concept of independent learning, it has led to different implementations of independent learning among teachers. The teacher was found not to have a true understanding of the content and process of implementing independent learning. The role of teachers and students is still vague in the understanding of teachers resulting in ignorance to apply independent learning as it should. It is evident that independent learning has worried teachers with the form of applying the teaching method that has been carried out so far. Moreover, there are the same teachers who have never had an understanding and experience of independent learning.

c. Independent Learning policy interpretation application

The results of the study show differences with the results of previous studies where first, the teacher's lack of understanding about independent learning results in different interpretations of the definition and application of independent learning. The study of the problems of learning evaluation in achieving educational goals in the era of independent learning found that teachers had not properly evaluated the concept of independent learning. The reason is that the teacher has not mastered the specified form of evaluation. Does not discuss the lack of teachers understanding the concepts and

principles of independent learning so that it affects the ignorance of teachers to develop evaluations in independent learning.

Weaknesses of independent learning and its negative impact on the art of teaching because independent learning in reality is still understood in a limited way at the implementation level. Likewise with the immature teacher's readiness to apply learning with the concept of independent learning. Meanwhile, in the characteristics of an independent teaching and learning process, it is necessary to optimize the teaching and learning process which is oriented, among others, (1) recognizing the unique intellectual capacities, interests, and aspirations of students, (2) students are involved in making decisions in planning the learning process.

Conclusion

The conclusions that the researchers got from the results of research in the field in the two educational units that have been studied as research objects as research sources are as follows:

1. The conditions of the determinants of policy success such as communication, resources, disposition (tendency) and bureaucratic structure towards the implementation of the Freedom to Learn curriculum at SD Asia Baru and SD Rimbun Tulang Barito Kuala are as follows:
 - a. For the communication aspect, namely the transformation factor where the information on the independent independent learning policy has not been conveyed properly and clearly to school principals and teachers, for the clarity factor the principal and teacher understand the process information and implementation of independent independent learning, for the consistency factor that information on the implementation of the independent independent learning policy confusing school principals and teachers at school, for resource factors, school principals: decide to use the 2013 curriculum and the learning process takes place face-to-face at school, for teachers implementing the learning process they still use 2013 while for implementing the independent curriculum they still attend curriculum training and learning merdeka, for students participating in the face-to-face learning process at school and there are several grade 6 students participating in independent learning trials at other schools whose facilities are supportive, while for the community or student guardians they still support the face-to-face learning process and tend not to know about the independent learning curriculum that There is
 - b. From the aspect of human resources the school principal, teachers and students are quite enthusiastic about participating in learning even though the facilities are limited, the financial factor is the School Operational Assistance (BOS) fund from the government, from the aspect of Equipment Resources using learning media owned by the school through purchases from BOS funds, Information Resources uses the independent independent learning policy combined with the 2013 Curriculum from Medikbudristek and guided by officers from the Barito Kuala District Education Office.
 - c. From the aspect of the disposition of school principals, teachers and students implementing the independent independent learning policy through the implementation of the 2013 curriculum, it is gradually integrated with the independent learning curriculum well in school
 - d. For the Bureaucratic Structure aspect, the implementation of the independent independent learning policy starts from the decision to apply the curriculum by the school principal, then it is carried out by teachers and students so that the bureaucratic structure has a positive effect on the learning process so that with a good bureaucracy, all human resources within the organization can carry out their duties and functions according to roles in the bureaucratic

structure and are able to develop work programs according to the characteristics of the organization

2. The policy implementation phase which includes Policy Interpretation, Policy Organization and application of the Freedom to Learn curriculum policy at SD Asia Baru and SD Rimbun Tulang Barito human resources at SDN Asia Baru Barito Kuala Regency consists of the following human resources: the leader made two decisions for the implementation of the independent learning curriculum policy, namely the principal decided to use the 2013 curriculum combined with the independent learning curriculum, at school the learning process took place face to face and for class VI could be online this decision was made on the basis that the school was still not included in the category mandatory implementation of the independent curriculum as a whole and rural school locations that do not allow online or online learning. The school principal performs the role of decision maker, from a teacher perspective in the environment of SDN Asia Baru, Barito Kuala Regency, totaling 8 teachers (6 class teachers and 2 subject teachers) carry out the learning process in accordance with decisions made by the principal which will be required by the Education Office Barito Kuala Regency, which is working closely with Ruang Guru, as for the student aspect as the main target of the policy and the principal's decision regarding the implementation of the independent independent learning curriculum, has followed the learning process well face to face at school. Meanwhile, grade 6 students who take part in the evaluation of the independent curriculum implementation process each semester also have fairly good abilities in understanding the use of computers (although they are not taught at school through group study, students are able to form and build their own science, are able to find ways to solve learning problems what is being done, and being able to increase their enthusiasm for learning both individually and in groups. for the community / student guardian aspect: the socio-economic conditions of the community which incidentally are below average and the educational level of parents which incidentally is low, in general they support the learning process face-to-face and tend not to know about the applied curriculum. This is because parents and the community have surrendered and have full trust in the school about the process and curriculum implemented in schools.

Suggestion

1. The government should unify, integrate and provide independent learning experiences to teachers through planning, implementation and evaluation of independent learning as a whole and evenly for all teachers or educators and the need to improve the implementation of socialization programs that strengthen the effective delivery of independent learning curriculum policies which also include assistance by school principals and vice principals to teachers and students.
2. Teachers can determine the level of readiness of teachers and students before implementing independent learning. The selection of the right time for implementing independent learning is a very important element for carrying out the independent learning process so that in the implementation of the independent learning curriculum policy has been established by the school so that it runs consistently according to predetermined program objectives, evaluation of implementation is carried out periodically every three once a month, along with preparations for the implementation of school exams so that the results can be used as material for evaluating the implementation of the independent learning curriculum program.
3. Relatively the program objectives have not been fully achieved, but have changed the behavior of stakeholder actors. This can especially be seen from the performance of school principals including deputy principals and teachers, but this does not happen to target students, they still have not adapted to this independent learning policy, including parents of students.

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