

Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What not in Indonesian Education

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ABSTRACT

This articles aims to gain an in-depth knowledge of the human resources of "Kurikulum Merdeka Belajar" design to the implementation capability in the classroom, especially what has been and has not been implemented in the course of Indonesian education. The researchers has obtained several data that have collected from various sources such as book publications, journal publications, and other newspapers that discuss issues of an independent curriculum as well as its implementation and output. The researchers analyzed under a phenomenological approach, a technique where to get a phenomenal answer from a large amount of data to answer the issues of this study. The research used coding the data, evaluating in-depth data, and interpreting the data. Hence, the researchers could draw conclusions that answered the problem validly. The result showed that the human resources in Indonesian, independent from curriculum design to implementation in schools, found significant obstacles where the government was successful in designing the curriculum but it was constrained in implementation. It can be seen quite a lot has been achieved and a lot has not been achieved. Thus these results were helpful for the subsequent study.

Keywords: *Human Resource, Kurikulum Merdeka, Implementation Kurikulum Merdeka*

ARTICLE INFO

Article history:

Received

July 07, 2022

Revised

August 09, 2022

Accepted

August 28, 2022

How to cite

Pratikno, Y., Hermawan, E., & Arifin, A., (2022). Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What not in Indonesian Education. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 7(1). 326-343
<https://doi.org/10.25217/ji.v7i1.1708>

Journal Homepage

<http://journal.iaimnumetrolampung.ac.id/index.php/ji/>

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INTRODUCTION

The last goal to reestablish learning brought about by the pandemic, the Government under the Minister of Education gave a strategy for improving the Independent Curriculum (Yudhawasthi & Christiani, 2021). This educational program is given to training units as an extra choice to reestablish picking up during 2022-2024. The government approaches the public education program would be audited in 2024, given assessments during the learning recuperation period. Merdeka Curriculum is the new name of the model educational plan, which the Minister of Education and Technology authoritatively sent off. Right now, schools are as yet permitted to pick the

educational program that would be utilized in their separate training units. Educational program decisions include 2013, Emergency, and Independent Curriculum. The Independent Learning Curriculum is the turn of events and execution of a crisis educational program sent off to answer the effect of the Covid-19 pandemic. Understanding Independent Learning is a methodology that is taken so understudies and understudies can pick the subjects they are keen on (Supriyono, 2022)

The decision for schools to utilize one of these three educational programs depends on two reasons. Schools have the power and obligation to foster educational plans as indicated by the requirements and setting of each school (Firman et al., 2022). The strategy of picking an educational program is supposed to work with the most common way of changing the public educational program since it is completed in stages. One might say that the arrangement of giving school educational plan choices is one of the changes the board endeavors. The substance of the Independent Curriculum is schooling in the light of the embodiment of realizing, where each understudy has their abilities and interests. The motivation behind autonomous learning is to alleviate advancement in reverse during the Covid-19 pandemic. The 2013 Curriculum can be utilized while schools prepare to carry out this new educational plan. Each instructive unit can execute the Independent Curriculum in stages founded on their separate availability (Kania, 2022; Manullang et al., 2021).

The educational program, as a plan in training, has an important position since all instructive exercises lead to the educational program. When the significance of the educational plan is a middle for instructive exercises, it should genuinely be created. Educational plan advancement is done due to the unique idea of the educational plan, continuously changing and adjusting to the necessities of the people who are learning. What is more, the local area and the people who are growth opportunity change (Tedjokoesoemo et al., 2021), so the most critical phase in educational program detailing is an examination of the circumstance (circumstance investigation) we face, remembering what is happening in the learning climate for a complete sense, the circumstance of understudies, and imminent educators who are supposed to do exercises.

The significance of educational program advancement is valuable to help understudies and educators complete the growing experience. With the improvement of a country, the information instructed should be grown ceaselessly (Faiz & Purwati, 2021). Subsequently, the advancement of this growing experience begins with educational plan improvement. However, at the same time, the furnished educational program should be per the capacities of understudies in a country. Try not to raise the educational plan, yet the HR of the understudies are sufficiently not to acknowledge the example. This would make understudies unfit to concentrate appropriately and successfully with the goal that it can make the understudy not pass (Sari et al., 2020). Educational program advancement would gain ground. So it is not generally abandoned in that frame of mind of science. Since science is vital as far as we are concerned to learn in day-to-day existence. Furthermore, raising the educational plan would expand our quality as HR. We are subsequently making a solid and great HR for the country (Afrina et al., 2022). This would be extremely useful for all gatherings. In making the educational plan should be exceptionally cautious. We should initially have an educational program hypothesis and need to know the idea of the educational plan. Then the educational program should likewise be considered according to his perspective since it should be viewed as concerning the school and its current circumstance. Furthermore, the last thing we need to do is check out the field of study (Sihombing et al., 2022). Like that, we

can decide on a decent and right educational program. The significance of educational plan improvement should be visible from a few sides. The development of the educational program's arrangement would additionally upgrade learning for all gatherings.

To get to know an educational curriculum, we should know from the start that an educational plan was shaped. Webster's word reference in 1812 set forward a word educational plan. Furthermore, in 1856 Webster distributed a word reference which later turned into the word educational program, which was quickly found. For this reason, the word educational program has been known in training for the nineteenth century (Fuadi & Aswita, 2021). The meaning of educational plan in the word reference proposed by Webster is more centered around the sports field. Models, for example, a distance that should be crossed by a student or a train in a race from beginning to end – and deciphered as a racecar which implies an instrument that would convey a sprinter from the outset line to the end goal. In schooling, the word educational plan implies the number of college courses. In Indonesia, the word educational curriculum is brought by youngsters considering from the United States. The term often heard before the word educational program is the word example curriculum (Maipita et al., 2021). Then the more science creates, the more this educational curriculum changes. Numerous specialists then set forward the word educational curriculum with another definition. There are many purposes behind this educational program change. Some are because of the times, and some are because they are not happy with the viability of the old educational program (Brewer & Brewer, 2010). What has compelled this educational program to change the most is innovation. The significance of educational program improvement is unequivocally affected by innovative advances. Technology advances extraordinarily influence our insight.

What is more, we are urged to have the option to learn it accurately and definitively. To change an educational plan is difficult. It should be as per the times around then. Practice and hypothesis ought to continuously be scattered. Really at that time, we can make another educational curriculum. To change an educational curriculum is challenging. It should be as per the times around then. Practice and hypothesis ought to constantly be blended. Really at that time, we can make another educational plan. Numerous specialists have talked about the significance of educational plan advancement (Venance et al., 2014).

Consequently, the utilization of the educational program should be finished by thinking about numerous things. The main thing is to know the understudies' capacity to confront this educational plan (Tyas et al., 2020). Many advantages would be obtained by changing the right educational curriculum. Then again, if the changing educational plan is not fitting, it would make it hard for all understudies to confront their examples. This way, utilize the educational program appropriately and speak to educators. Many variable and factors influence the success of the curriculum implementation. Those factors include the availability of infrastructure, curriculum readability, teaching staff quality, and the teaching and learning process implementation (Lukita et al., 2020). In contrast, external factors include the involvement of contributing business people, the school environment, parents' involvement, and the broader community in teaching and learning activities.

As educators, both at the tertiary level and in school, it is essential to understand that the changes in the curriculum can be applied following the demands of the curriculum itself. As a newly innovated curriculum called the independent learning curriculum, every educator and researcher must be able to understand and know what

changes are happening to facilitate the task of educators to prepare students to face the demands of today's era. By understanding their learning goals, education can quickly mitigate the learning slump caused by the pandemic outbreak (Faiz & Purwati, 2021). Because of this pandemic, the government took the initiative to revise or change the curriculum from the 2013 curriculum, and then it was changed to an independent learning curriculum which was implemented in 2022 with an approach where students could be more flexible with each learning interest. This is in accordance with the directions given in the content of the independent learning curriculum, where the content aims to optimize students' talents and abilities in learning. So, it is hoped that the independent learning curriculum can be applied in 2022 so that later academics after this study is published would become additional material for making knowledge and skills in carrying out their duties as researcher educators and even making curriculum policies themselves (Mariati, 2021). The presence of educators with quality human resources is one of the determining factors in successfully implementing the curriculum. Excellent and creative educators can minimize the consequences of deficiencies, including lack of infrastructure and management support. Educators include principals, vice principals, homeroom teachers, teachers, heads of departments, librarians, laboratories, technicians, learning resources, and heads of agencies.

To apply the independent learning curriculum with a principle, intended to answer the challenges of education in the digital-based industrial era or industry 4.0. Moreover, education in Indonesia is trying to align the industry with education 4.0 (Peristiwo, 2020). The Merdeka Curriculum was designed as part of the government efforts to overcome the learning crisis that we have been facing for a long time and has become even worse due to the pandemic. This crisis is marked by the low learning outcomes of students, even in essential matters such as reading literacy. According to BSNP or the National Education Standards Agency, the definition of an independent learning curriculum is a learning curriculum that refers to an approach to talents and interests. Here, students (both students and students) can choose any subject they want to study according to their talents and interests (Saputra, 2020). The curriculum aims to equalize education in a country. They guide and educate students to become intelligent, highly knowledgeable, creative, innovative, responsible, and ready to enter social life.

This is in line with the change in the new education system, namely from centralized to decentralized. Schools, especially teachers and students, are free to develop their existing potential, including the competencies expected of students after completing one level of education (Setyawan & Soesilo, 2020). The granting of broad autonomy and independence in developing curriculum and learning and its evaluation system is a form of government. Implementing the "Kurikulum Merdeka Belajar" in schools requires the support of skilled, qualified, and competent human resources from principals, teachers, and other education personnel. Curriculum changes cannot be implemented without changes in the teachers themselves. Decision-makers in curriculum development are not only the responsibility of curriculum makers and planners but also teachers' responsibility in schools. Whether we realize it or not, teachers are the foremost curriculum developers (Suryaman et al., 2020; Mariati, 2021)). On the other hand, no matter how good the curriculum, success or failure would depend on teachers' actions as human resources in schools in implementing the curriculum

Based on the explanations and games between the level of educators' understanding and the demands of an independent curriculum in terms of implementation at the school level, we believe in increasing the understanding of the educators' abilities in understanding and applying at the school level. So for that, we

would try to get deep resilience from several scientific optics that have been published so that they can add insight into the perspectives and skills of educators, especially educational resources in applying what curriculum might be achieved and which are the obstacles. This articles aims to gain an in-depth knowledge of the human resources of "Kurikulum Merdeka Belajar" design to the implementation capability in the classroom, especially what has been and has not been implemented in the course of Indonesian education.

METHODS

The method section describe the steps for implementing this literature review which aims to gain an understanding of Indonesian human resources and an independent curriculum from design efforts to implementation in schools so that it can be seen what has been achieved and what is impossible to achieve (Eyisi, 2016). The researcher argues that the government has often made curriculum changes followed by acceptable reasons, but unfortunately, almost none have been successfully implemented in schools. Therefore, we have carried out a series of data search steps to complete the discussion on implementing the independent curriculum. First, we try to comprehensively understand the problem or research question (Dee & Penner, 2017). Next, we determine the relevant data criteria to answer the problem, namely, following the research question. We browse the database of data or curriculum sources we digitally search on publications such as books, academic works, and journal articles relevant to this study (Tabuena & Hilario, 2021).

After the data was collected, we tried to review it with stages such as data coding, looking for relevant data for straightforward interpretation to get conclusions that answered the problem. Before deciding, we also involve synthesizing the information we collect and conducting a detailed analysis. Finally, we report this literature review in a descriptive qualitative research design with a phenomenological approach to get some information that can answer the problem by collecting data and then looking for something. Phenomenal problem-solving in the educational project is essential (Wilson, 2017). This research entirely relies on secondary data in the form of published field research evidence so that researchers no longer need data to go to the field. In reporting the final data, we are guided by reporting previous literature reviews, especially in the field of curriculum literature review and the like that are relevant to be answered.

This study relies entirely on scientific evidence that has been published in various sources so that we can summarize the answers to the research problems, namely understanding human resources in curriculum design to implementation in the field to find out what has worked and what has not been successful in finding solutions to gain the higher quality of educational goal in Indonesia (Coe et al., 2021).

RESULT AND DISCUSSION

Curriculum and Educational Program

Considering that schooling is a cognizant and arranged exertion, delicate individuals who are receptive to changing requirements are required in the ongoing time of choppiness of progress. Implementers of training should have the option to make arrangements to plan understudies to confront life as well as could be expected by their time (Nouraey et al., 2020). However, it ought not to be a dismissal of progress but instead on the substance of the educational plan and whether it can address the issues

of understudies as per their time. The design is central since it would decide on different parts, a specific substance, materials, and the show method. From the plan of the goals, we would likewise know where the understudies would be taken. To have the option to figure out accurately, a mentality that is one with the soul of the educational plan is required (Chen et al., 2020).

The educational program of 1947, 1957 to 1968 holds back a rundown of instructing materials. In this manner, it is right on the money, assuming the educator has a comprehension that educating is moving the instructing materials to their understudies (Tröhler, 2016). The 1975 educational program was created given objectives. In making arrangements, the educator should decide on the understudy's capacities to be accomplished through detailing Specific Instructional (educating) Objectives or ICT. The plan of goals starts with the words. The 1984 educational program focuses on process abilities. The word educating is supplanted by learning; for dynamic educator instructing, in dynamic understudy learning. ICT supplanted Specific Learning Objectives. The definition of the goals ought to be changed to "along these lines, understudies can. Sadly, the educator never recorded this definition until the following educational plan change in 1994, which depended on the subject (Hasan, 2013).

From the four changes, the adjustment in the outlook requested is precise. Assuming it is genuinely followed, since a long time back, imaginative and inventive instructors ought to arise because they are caught up with searching for different learning methodologies that make their understudies dynamic. The way of thinking of the 1984 Curriculum is "Do not give fish to youngsters, yet give snares and nets so they can get fish themselves" (Makel et al., 2012).

Curriculum Implementation

The world's development continues the change itself is no exception. The curriculum is still being developed to adapt to changes in all science, technology, and human business sectors. Chaudhary, (2015) wants to illustrate that the curriculum continues to change, which is likened to the process of technological progress. Therefore, it takes a willingness to implement curriculum content with a record as close as possible to what is happening outside of education, especially in the market.. Implementing the curriculum is not as easy as documented in this case; what is planned in the curriculum is not as easy as applying. In teaching in the form of a measurably planned management of teaching programs involving exports Experienced, so that curriculum implementation is not a wasted job but follows innovation changes in the world sector schools and implement learning experiences for students so that they can apply them to the world of work later (Kisirkoi & Mse, 2016). In the context of curriculum development, the parties must realize that curriculum implementation efforts are indeed in a position that is not so encouraging because there is a demand between hope and success at the field level, namely at school.

How the governance of curriculum implementation determines the reality in schools and, of course, must be based on agreed guidelines (You, 2019). So if someone asks why the development has not been maximized, at least they are still looking for the causes, including how the curriculum is designed, perhaps the low export in the field, and its implementation could be from policies that are still not integrated with the field. As education actors in the field, such as teachers and education leaders, they must first get the understanding and ability to apply it; among others, educational actors still understand the aims and objectives of subsequent implementation, and they can convert between curriculum documents that the government has designed with field models.

What kind of teaching is synergy. Applying what has been designed by the government is indeed the task of educators where in carrying it out, it must reflect what is documented in the curriculum, how the implementation method is, and of course, requires a pattern or evaluation to see success or not (S & Aithal, 2020).

To be able to implement curriculum documents at school level, educational actors, including teachers and their leaders, must understand the nature of curriculum implementation (Billett, 2020). Of course, the competency factor is significant in implementing the results of curriculum development. Schools' leadership level also understands effective curriculum design and implementation through teaching and learning activities. Lastly, they at least understand what an educational evaluation means, which is the last step to see whether education actors in the field, such as teachers and school leaders, are competent; the educational evaluation results become the benchmark. Interpreting based on the curriculum must adhere to various perspectives in the context of education which contains teaching and success as well as factors that mutually influence the success of the implementation or implementation of the curriculum, such as demanding creativity, excellence, skills, and perseverance of teachers and other factors (Wagner et al., 2020).

In addition, curriculum activities with learning must have a match or two lipsticks between curriculum and learning; there would be proper implementation by having various models, the essence of which is the interplay between curriculum and teaching and between teaching and their curriculum (Arruti & Paños-Castro, 2020). If they see how the curriculum is related to learning, there would be a kind of the point of understanding the curriculum as the parent of all educational documents, then teaching is a small part of the curriculum, one model that other models must understand or curriculum and teaching are separate things. Next is how to formulate a design curriculum related to the teaching model. In this way, to link the curriculum model and teaching, it is necessary to develop a model that explains what kind of teaching contribution is desired in the curriculum (Sami et al., 2020). In this increasingly sophisticated era with technological advances that do not continue, the application of curriculum fermentation models, of course, must boil down to how the implementation of a curriculum that educates is a pattern of implementing a curriculum that has human values that has a human essence that functions as good and bad students.

As well as other aspects that need to be taken from the curriculum, the target of implementing the curriculum is to humanize students so that they are not machine objects. From here, it would be seen how human resources can reflect the implementation of the curriculum into their daily classrooms; they understand aspects of their learning and design relevant criteria that are truly effective, efficient, and significant—dynamics of interaction between the educational community. Primary education with the right qualifications can express how the curriculum implementation has the correct quality criteria. It is sufficient to have evaluation procedures and aspects that must be evaluated so that the implementation can be seen at the level of success (Mehta & Aguilera, 2020).

The primary hindrance is execution strategies that are not following impacting outlooks. Among these are the educator's commitment to making a Study Material Analysis and a bill toward the end of the semester regarding the "educational plan target" deciphered as the consequence of working out the level of instructing materials that can be finished. Subsequently, the embodiment of the 1975 educational program, which focuses on the accomplishment of understudy capacities, and the 1984

educational program, which focuses on process abilities, is overlooked. Few individuals say that CBSA, which is excellent, has fizzled (Fonseca et al., 2020).

With the difference in clergy members, the guidelines and educational training program in Indonesia has also changed; the educational program has been misjudged. We are arranging instructions just in a flash. Whenever seen from the part of individual interest, we feel that it is valid, particularly when confronted with a tumultuous school system, which would progressively be legitimate. However, if we utilize the worldview of ethnicity, ummah, libertarian, or large-scale needs, there are things that. We should look at and evaluate. As of not long ago, the issue of schooling is a unique worry by the public authority. This is because Indonesia's Education for All (EFA) Development Index is diminishing consistently (Kuhon, 2020). One of the reasons for the low training improvement file in Indonesia is the large number of kids exiting school. What is more, Indonesia is not just encountering issues with the training of youngsters exiting school, yet going from an unfortunate foundation to the absence of value instructors. The principal issues of schooling in Indonesia are the terrible quality of educators, the nature of the educational program is not normalized, and the nature of the foundation is insufficient (Islam & Asadullah, 2018).

This is proof of the shortcoming of the school system, which is a result of an entrepreneur vote-based government framework. People, in general, concede that we do not have an unmistakable origination of the substance of schooling that can be utilized as a compass for such countless instructive exercises and drives in the country even though the Indonesian educational program has changed multiple times, specifically in 1947, 1964, 1968, 1973, 1984, 1994, 1997, 1994, 2004, 2006, and 2013 (Kemendikbud, 2012), what different reactions are not made against the Ministry of National Education. What is sure is that all along, each clerical change accountable for schooling has consistently changed arrangements, even the educational plan. Individuals who work in public schooling prefer 'experimentation' programs, strategies, and terms (Prastowo, 2018).

As of recently, our schooling issues are various, from fundamental training to advanced education - every one of them is loaded with issues. Cannot envision, with conditions like that, might an unrivaled age of pioneers at any point be understood? (Le Hung, 2013). How might this nation thoroughly search later on? Rather than making an age with the spirit of a pioneer, there is the lost age. The school system has neglected to accomplish its objectives. Schooling in the point of view of private enterprise is viewed as just as a partner to deliver working-class laborers who have abilities (work according to the private enterprise are machined in a human structure that may be viewed as valuable when they can work. They are not considered to have spirits or sentiments on the off chance of being "harmed." They must be tossed out through the cutback component somewhat better than those not instructed. Presently, instruction is viewed as a method or arrangement for looking for a job (Graham et al., 2013).

At the same time, the genuine reason for schooling is a method for examining and molding one's mentality and character. For instance, individuals rush to seek after a "Lone ranger" degree without truly grasping its capability (Krishnapatria, 2021). At the point when the Undergraduate Program does not create the item actual to form, the College is expected to apply reasonableness values in its educational plan. On the off chance that this is permitted, later on, science would create as indicated by the requirements of the proprietors of capital (business people) because the market presently decides the nature of training yield. So like it or not, schools and colleges today should follow the even-minded stream. As of now, this is tainting understudies, activists, and even speakers or instructors. Be that as it may, alongside the times, such an example

never again should be accomplished through instruction (read: school) because these abilities can be gotten through different channels. Presently, when the school is not proficient as a provider of work for modern processing plants, the school is likewise changed into a "production line" with the expectation of having the option to create instant items called "proficient specialists." Before humanity was grabbed away when they worked, our humanity has been removed since we were placed in school (Pertiwi & Pusparini, 2021).

Curriculum Implementation Workless

One minister with numerous educational plans is another motto appended to Mendikbudristek Nadiem Makarim, notwithstanding the expression "change serves for the educational plan." His choice to allow schools to utilize three educational programs is a possible contortion. Schools can pick what educational programs they need to utilize (Rohiyatussakinah, 2021). In 2024, it is trusted that all schools would have embraced a public education plan. The inquiry that follows is that of the three current educational programs, which one would end up being the public educational program? Is the educational program autonomous? Why are not all schools required if the free educational program is ready to turn into a public one? Isn't this educational plan exceptionally straightforward and applicable in all schools? In 2023 Indonesia would enter a hot political heightening. That year would be a bustling year to decide the official/bad habits of official competitors. Consider the possibility that in 2023 not all schools would utilize an autonomous educational plan (Sitompul et al., 2021).

The current government is not confident that the new government and the new minister would utilize an autonomous educational plan mainly; for instance, this educational plan until 2024 is just involved by certain schools in Indonesia, so the cost of training should be paid is high. Indonesian schools in 2024 would be brilliant in graduation abilities (Tedjokoesoemo et al., 2021). There is no equivalent accomplishment for the instructive result from Sabang to Merauke because of the brilliant educational plan utilized in schools. The explanation that Kemdikbudristek does not force an educational plan is likewise silly. The motivation behind the free educational program being sent off is to fix up learning misfortunes during the Covid pandemic. All schools experience learning misfortune, so an autonomous educational plan is a pressing requirement for all schools. Hasn't the educational plan been effectively guided in 2,500 driving schools, even those with negligible offices? Maybe this educational plan was sent off in a rush, so no excellent explanation exists for all schools to involve it (Abidah et al., 2020).

Assuming schools in Indonesia utilize various educational programs, it is sure that in 2024 schools in Indonesia would encounter educational program misfortune. This educational program is blamed for embracing an educational plan from England. However, the head prevented this from getting Research and Development for Curriculum Kemdikbudristek (Firman et al., 2022). Seeing the Kemdikbudristek model liberating schools pick the supposed educational plan, maybe there is where the autonomous educational plan is just placed on the stage on the Playstore, and instructors are supposed to see every one of the subtleties of this educational program by downloading it. It is very nuanced in Europe and America, which have great independence in executing the educational program. What ought to be recollected, the schools there are not equivalent to schools in Indonesia. Their independence is very deep-rooted, and the capacity of uniform educators and school offices is likewise finished (Khairi et al., 2022).

What about Indonesia? The K13 educational curriculum alone still leaves an urgent issue; up to this point, because of the absence of comprehension of the educational plan, a few educators use KTSP (Burhaein et al, 2020). With every one of the issues above, what is the image of the utilization of the educational program in Indonesia today? The clarification is that schools in enormous urban communities utilize an autonomous educational program; in certain areas, there are as yet utilizing KTSP, are utilizing K13, and some are utilizing a crisis educational program. The send-off of the free educational program is a brilliant second for Minister Nadiem to uniform the educational program, which has been vivid up to this point. Indonesian schools, whenever formally dressed, would happily acknowledge the guidelines from the middle. Right now, the educational plan in Indonesia can be uniform, for example, all schools utilize a free educational program, so in 2024 a public education plan would be understood (Prasetyo, 2016).

Consequently, when the new government is understood, it is conceivable that this educational program would be utilized and not supplanted in the future. The odds are perfect; since all schools have utilized it, it may be viewed by the new minister so as not to supplant the free education plan. Then again, on the off chance that in 2024 the educational plan is as yet a mishmash, and the new government's vision and mission are not by Nadiem's ongoing vision and mission, then, at that point, the free education plan would have a similar destiny, specifically being supplanted. In this manner, the fate of Indonesia's schooling is deteriorating and is by all accounts on a street that has no closure that continues to circle, searching for a suitable model amidst a quickly creating world (Oktavia et al., 2018).

Curriculum merdekat hope

Since the public authority sent off the Independence Curriculum Program, there is great expectation for the progress of this educational plan. As a free educational program for understudies, educators, and instructive units, there is no impulse or need for all instructive units to carry out the Independent Curriculum program straightforwardly (Standish, 2019). In addition, the effect of the Covid-19 pandemic since March 2, 2020, is still being felt and has made the Indonesian public experience changes in the life administration. The public authority makes well-being the primary concentration. It likewise affects schooling strategy. In a pandemic condition, the public authority knows about the requirement for changes to the schooling system by including innovation and an adaptable educational plan to evolving times. To avoid unexpected changes, the public authority did a pilot task to execute elective educational programs in chosen schools. The public authority initially prepares school administrators, instructors, and training faculty. The educational program rehearsed by the Driving School is known as the Merdeka Curriculum; essentially, it was started by Ki Hadjar long ago. Trust for an Independent Curriculum (Green, 2018).

Since the public authority sent off the Independence Curriculum Program, there is a great expectation for the outcome of this educational plan. As an autonomous educational plan for understudies, instructors, and instructive units, there is no impulse or need for all instructive units to carry out the Independent Curriculum program straightforwardly. Besides, the effect of the pandemic since March 2, 2020, is still being felt and has made the Indonesian public experience changes in the life administration. The public authority makes well-being the principal center. It likewise affects training strategy. In a pandemic condition, the public authority knows about the requirement for changes to the schooling system by including innovation and an adaptable educational

plan to evolving times. To avoid unexpected changes, the public authority did a pilot task to execute elective educational programs in chosen schools. The public authority initially prepares school administrators, instructors, and training faculty (Haegele et al., 2014).

The educational program rehearsed by the Driving School is known as the Merdeka Curriculum; essentially, it was started by Ki Hadjar 100 years ago. Doesn't Minister Nadiem's term end in 2024? It is not sure that the new government and the new Minister of Education and Culture would mainly utilize a free educational program; for instance, this educational plan until 2024 is just involved by certain schools in Indonesia, so the cost of training should be paid is high (Saefudin, 2021). Indonesian schools in 2024 would be vivid in graduation capabilities. There is no equivalent accomplishment for the instructive result from Sabang to Merauke because of the beautiful educational program utilized in schools. The explanation that Kemdikbudristek does not force an educational program is likewise silly. The motivation behind the autonomous educational program being sent off is to fix up learning misfortunes during the Covid pandemic (Amalia, 2021).

All schools experience learning misfortune, so a free educational program is an urgent requirement for all schools. Hasn't the educational plan been effectively guided in 2,500 driving schools, even those with negligible offices? Maybe this educational plan was sent off in a rush, so there is not a glaringly obvious explanation to involve it for all schools. Assuming schools in Indonesia utilize various educational plans, it is sure that in 2024 schools in Indonesia would encounter educational plan misfortune (Hudson et al., 2015). This educational plan is blamed for embracing an educational plan from England. However, the head kept this from getting Research and Development for Curriculum Kemdikbudristek. Seeing the Kemdikbudristek model liberating schools pick the supposed educational plan, maybe there is where the autonomous educational plan is just placed on the stage on the Playstore, and educators are supposed to see every one of the subtleties of this educational plan by downloading it. It is very nuanced in Europe and America, which have great independence in carrying out the educational curriculum. What ought to be recollected, the schools there are not equivalent to schools in Indonesia. Their independence is very deep-rooted, and the capacity of uniform educators and school offices is likewise finished (Benson & Voller, 2014).

We can repeat the results of this study, among others, that we got their resilience which is the development and implementation of an emergency curriculum in response to the policy of school passengers in response (Suwandi, 2020). Curriculum and educational programs after the pandemic period expect a curriculum that is the approach taken so that students can choose the learning they are interested in, meaning that students are given freedom (Junaidi, 2020). In other words, we see that the implementation of their curriculum is like the development of the K-13 curriculum, where some can be achieved, and some find problems where the obstacles are the low human resources of educators in Indonesia, both limitations in competence and in the spirit of implementing an independent curriculum (Junaidi, 2020). So, like the previous implementation of curriculum changes, the government only excels in designing or changing new curricula, but the difficulty in implementing it in the field is the impression we can convey regarding what can be implemented and which cannot be achieved in the field (Febrina et al., 2022).

The results of this study show us the resilience that the government has succeeded in designing the curriculum in terms of documentation and direction, but we also find that there are obstacles and things that cannot be applied. The objectives cannot be fully

achieved due to weak absorption and application by educators and school boards in implementing all curriculum content, especially the goal of independent education, which is an initiative to respond to a pandemic that has been almost two years behind. Explaining the weakness of the low level of human resources at the implementation level in the field or schools, is important information that is informed to both policymakers at the government level, parties in schools, especially teachers and education leaders, as well as elements of curriculum research themselves so that in the future any changes to the curriculum would certainly it should be thought that the conference may not be impressed that it is only capable of designing or planning, but it is hampered in the field when it is evaluated, it turns out that the implementation has not yet achieved the targets planned by the government (Febrina et al., 2022).

We are aware of the limitations of this finding when viewed from the method we implement, where we get data from minimal publications, and considering that the application of this independent curriculum would only be applied in the middle of 2022. So, very little research evidence has been published related to the independent curriculum. What we review is based on experience and review of past publications by emphasizing the experience of the government for so long that the government has changed the curriculum once every ten years and would also see many things that cannot be achieved as desired. So the limitations of these results, we hope for feedback and other people's opinions so that future study data can be carried out with more data collection or later studies on the modification of the current methodology, which is a qualitative design so that future studies can be carried out using a combined quantitative and qualitative method with more detailed results and comprehensive coverage (Chaudhary, 2016).

CONCLUSION

In the final section, we would conclude with the study results and discussion of the study aimed at obtaining scientific evidence of human resources for independent curriculum designers to implement in the field to obtain the results of what has been obtained and what has not been done. Under the phenomenological approach, we get some data, and then we examine as little as possible to get the answers and discussion of the study above, and we believe this finding is valid because it is supported by several field facts in the form of the results of the study of the exports and their respective perspectives. So we can conclude that the government has made various breakthroughs and changes to the national education curriculum to adjust the output of Indonesian education to adapt to the development of technology and knowledge. However, what happened was that part of it was achieved and enough of it to be achieved due to the complexity of business education issues. Furthermore, we found that the process of implementing the independent learning curriculum was said to be relatively easy to design. However, in its implementation, it encountered obstacles that are still a question mark for the government, how the curriculum content can be implemented as quickly as possible so that it is possible to get the expectations and desired results. From a series of data that we have obtained, it is proven that the activities designed by curriculum design are very relevant and excellent but are hampered when applied in the field where the field, of course, requires an understanding of the study of the problems faced considering that Indonesian education is extensive from the various pattern, structures: area and problems. What has become successful is hard work from the government and actors in the education field.

However, on the other hand, many curricula can be achieved due to implementation problems that are not in line with what has been outlined; this is a challenge that must be accepted considering Indonesia in carrying out independence also encountered obstacles, especially with the status of Indonesian human resources which were still in testing when compared to the human resources of developed countries such as Singapore, Euro, and America. Thus, we have concluded that we hope that this fungus would be an addition to further studies.

ACKNOWLEDGEMENT

The implementation of this study received donor assistance from the government. Likewise, we have received feedback, encouragement, and motivation from colleagues, the academy, and the torsion sports services, who have continuously supported us so that this study can be carried out as desired.

AUTHOR CONTRIBUTION STATEMENT

The author had participated in the research and approved the final version of the manuscript

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