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Analysis of the Implementation of the Merdeka Curriculum Function at SMPN 9 Kota Bima

¹Muhammad Rizal Fahmi, ²Fidiatul Adiyani, ³Hadi Hardiansyah, ⁴Irva Aulia^{1,2,3} Universitas Tangerang Raya, Tangerang¹rizalljr83@gmail.com, ²fidiatuladiyan@gmail.com, ³michaelhadi@untara.ac.id,
⁴irvaaulia79@gmail.com

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Abstract

The purpose of the study is to analyze the Implementation of the Merdeka Curriculum Function at SMPN 9 Bima City. Research methods, qualitative. Data collection techniques, observation, documentation and interviews. Data collection techniques in research subjects using purposive sampling. Research results, (1) The implementation of the general education function of the curriculum at SMPN 9 Kota Bima can be reflected in the KOSP of SMPN 9 Kota Bima which is designed with the aim of realizing a society that implements the cultural values of *Maja Labo Dahu* to shape students into individuals who have a nationalistic attitude as provisions to face the development of the times; (2) the implementation of the supplementation function of the curriculum is carried out in a differentiated manner, meaning that the learning process is designed to meet the needs of students; (3) the exploration function is carried out through extracurricular activities, with the aim of exploring the talents possessed by students; (4) the implementation of the expertise function (specialization) at SMPN 9 Kota Bima has not been implemented because it still requires the design and support of facilities and infrastructure as well as experts in the field.

Keywords : *Implementation, Function, Curriculum.*

Abstrak

Tujuan penelitian, menganalisis penerapan Fungsi Kurikulum Merdeka di SMPN 9 Kota Bima. Metode penelitian, kualitatif. Teknik pengumpulan data, observasi, dokumentasi dan wawancara. Teknik pengumpulan data dalam subjek penelitian menggunakan purposive sampling. Hasil penelitian, (1) Penerapan fungsi Pendidikan umum (*commom and general education*) kurikulum di SMPN 9 Kota Bima dapat tercermin dalam KOSP SMPN 9 Kota Bima yang disusun dengan tujuan untuk mewujudkan masyarakat yang mengimplementasikan nilai budaya maja labo dahu untuk membentuk peserta didik menjadi pribadi pribadi yang memiliki sikap nasionalisme sebagai bekal untuk menghadapi perkembangan zaman; (2) penerapan fungsi suplementasi kurikulum (*supplementation*) dilaksanakan secara diferensiasi yang berarti proses pembelajaran di rancang untuk memenuhi kebutuhan siswa; (3) Fungsi eksplorasi (*eksploration*) dilaksanakan melalui kegiatan ekstra kurikuler, dengan tujuan menggali bakat yang dimiliki siswa; (4) penerapan fungsi keahlian (*specialization*) di SMPN 9 Kota Bima belum dilaksanakan karena masih membutuhkan perancangan dan dukungan sarana dan prasarana maupun para ahli dalam bidang tersebut.

Kata Kunci : Penerapan, Fungsi, Kurikulum.

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INTRODUCTION

The Merdeka Curriculum is an educational innovation in Indonesia launched by the Ministry of Education, Culture, Research, and Technology in response to challenges in the national education system. This curriculum is part of the Merdeka Belajar Program, which is designed to provide freedom for teachers and schools to determine teaching methods that are more relevant to the needs of students and local situations. One of its goals is to create a more flexible learning environment, encourage creativity, and strengthen critical and collaborative thinking skills.

The Merdeka Curriculum is here as a refinement of the previous curriculum, namely the 2013 curriculum. The new idea contained in this Merdeka curriculum is the Pancasila profile program. The Pancasila Student Profile is an implementation of the Merdeka Curriculum concept which is designed to improve the quality of education in Indonesia, especially in terms of character building.

Strengthening character in the Merdeka Curriculum aims to form students who have integrity, independence, and positive attitudes that are in line with the values of Pancasila. With this character formation, students are expected to be able to face future challenges through critical thinking skills, creativity, and the ability to work together. The Merdeka Curriculum also seeks to foster empathy, social responsibility, and a sense of love for the homeland in students, so that they can make positive contributions to society, maintain harmony, and be ready to compete in the global world without losing their Indonesian cultural identity.

The main function of the curriculum is as a guide for educators in delivering learning materials that are in accordance with established standards, as well as helping students achieve the expected competencies. In addition, the curriculum also functions as a tool to realize relevant values, culture, and social norms in society, so that students can understand and apply these values in everyday life.

The curriculum is designed to equip students with the knowledge and skills needed to face global challenges and prepare them to play an active role in society. Along with rapid changes in technology and the economy, the function of the curriculum needs to be continuously adjusted to reflect the needs of a dynamic and complex society. This change aims to form individuals who are not only knowledgeable, but also have critical, creative, and adaptive thinking skills. Thus, the curriculum has a very important function in creating quality, relevant, and adaptive education to the development of the times, which will ultimately form human resources who are ready to face various challenges in society. According to Mulyasa (2021) the curriculum has four functions, namely, General Education Function, Supplementation Function, Exploration Function, and Expertise Function. The same thing was also conveyed by Toto Ruhimat et al. (2019), the curriculum has several functions such as adjustment function, differentiation function, selection function, diagnostic function. Some of the functions mentioned above basically have the same purpose, only the names are different.

General education function (common and general education), namely the function of the curriculum to prepare students to become responsible members of society as good and responsible citizens. Next is the supplementation function, Each student has differences, both

in terms of abilities, interests, and talents. Therefore, the curriculum as an educational tool must be able to provide services that are in accordance with the needs of each individual. With this approach, each student has the opportunity to improve their abilities and insights according to their interests and talents. Students who have above average abilities need to be facilitated to optimize their potential, while students with below average abilities must also receive support according to their capacity. And the exploration function, The exploration function in the curriculum refers to the ability to find and develop the interests and talents of each student. Through this function, students are expected to be able to learn according to their interests and talents, so that the learning process becomes more enjoyable and free from coercion. However, exploring interests and talents is not an easy task. Sometimes, there is pressure from outside parties, such as parents, who force children to choose a particular field even though the child has no interest or talent in that field, often for illogical reasons. Therefore, curriculum developers must be able to uncover the hidden potential in children to ensure that each student can develop according to their abilities. As well as the function of expertise (specialization), in this function the Curriculum plays a role in developing students' abilities according to expertise based on their interests and talents. Therefore, the Curriculum needs to provide a variety of choices of fields of expertise, such as trade, agriculture, industry, or academic disciplines. These choices are designed so that each student can develop skills that are in accordance with their field of specialization. Therefore, curriculum development must involve experts to design the competencies that each student needs to have.

The function of the curriculum has a very important role because it is the basis for planning and managing the education process. However, in fact, there are still various problems related to the implementation of the curriculum, as conveyed by Miladiah (2023), the lack of understanding of educators, students, and parents, making it difficult to achieve the goals of implementing the curriculum. The same thing was also conveyed by Syaiful (2023), in the implementation of the Merdeka curriculum, it is still necessary to improve teacher competence, develop supporting learning facilities and infrastructure, and efforts to create an effective learning atmosphere that is in line with the needs of the industrial world. Based on the facts above, researchers are interested in conducting research on the implementation of the Merdeka curriculum function, especially for the first wave of schools that implement the Merdeka curriculum, especially SMPN 9 Kota Bima in the Bima area, NTB with the title "Analysis of the Implementation of Curriculum Functions at SMPN 9 Kota Bima".

METHOD

Data collection technique

Data were collected through observation, interviews, and documentation. Interviews were conducted with designated sources, namely three teachers and the vice principal who has responsibility in the curriculum field.

RESULTS AND DISCUSSION

Results

- a. The implementation of the general education function of the curriculum at SMPN 9 Kota Bima can be reflected in the KOSP of SMPN 9 Kota Bima which is designed with the aim of realizing a society that implements the cultural values of Maja Labo Dahu to

- shape students into individuals who have a nationalistic attitude as provisions to face the development of the era.
- b. the implementation of the supplementation function of the curriculum is carried out in a differentiated manner, meaning that the learning process is designed to meet the needs, interests and abilities of students. Teachers are also given the obligation to guide students in meeting their needs, for example, guiding them in improving literacy problems experienced by students.
 - c. The exploration function is carried out through extracurricular activities. Students are given the opportunity to choose a program of activities that they like, to develop their abilities with the aim of exploring their talents.
 - d. The implementation of the expertise function (specialization) at SMPN 9 Kota Bima has not been implemented because it still requires planning and support, for example, facilities and infrastructure and experts who will support the implementation of the fields contained in the curriculum function.

Discussion

1. Implementation of the General Education function (common and general education).

The general education function of the curriculum aims to shape students into individuals who are responsible as good citizens. The curriculum must play a role in providing education, understanding, and experience that enable students to understand the values of life and realize their responsibilities as members of society and social beings (Mulyasa, 2021:159). SMPN 9 Kota Bima in carrying out its General Education function is reflected in the KOSP which has been prepared in such a way that it is hoped that the KOSP can be a guideline in implementing the Merdeka curriculum at SMPN 9 Kota Bima. Thus, a generation is created that applies the cultural values that exist in society, so that they become good and responsible citizens. The cultural value in question is the value of *maja labo dahu*. *Maja labo dahu* is a principle of life that comes from the culture of the Bima community, West Nusa Tenggara. This is one of the steps to realize the creation of a generation that has a good nationalistic attitude by developing cultural creativity and cultural literacy among students. One of the activities carried out is a cultural field study such as visiting cultural places in the Bima city area and presenting activities with a cultural theme in the school environment such as dance and crafts with a cultural theme. Furthermore, SMPN 9 Kota Bima also implements a school digitalization program with the aim of training and accustoming students to utilizing technology in the teaching and learning process with the aim of training students' skills and abilities in using technology so that they can keep up with the times. Mr. IH also said that SMPN 9 Kota Bima is one of the first schools in Bima City to implement the driving school program and the Merdeka curriculum, especially in Bima City. In addition, SMPN 9 Kota Bima is also active in sharing experiences with other schools in implementing the driving school program and the Merdeka curriculum through various activities. For example, the latest is the waving activity carried out at SMPN 10 Kota Bima which was carried out on August 31, 2024.

2. Implementation of the Curriculum Supplementation Function

The function of curriculum supplementation is to provide the best possible service to each student, but it is important to note that each student certainly has differences in terms of interests, talents and abilities. According to Turhusna (2020), everyone has unique characteristics. In general, these differences are influenced by two main factors, namely innate factors and environmental factors. Innate factors relate to biological

aspects that are genetically inherited from parents. Meanwhile, environmental factors include various things such as family socio-economic status, culture, and birth order, which also shape differences between individuals. The differences that are seen include differences in sex and gender, abilities, personality, and learning styles. These differences, to varying degrees, influence the learning process.

The function of curriculum supplementation aims to provide services to students with various abilities. This means that students who have above average abilities must be served well so that they can develop their abilities optimally. Conversely, students who have below average abilities must be served according to their abilities.

The implementation of the curriculum supplementation function at SMPN 9 Kota Bima is carried out in a differentiated manner. According to Bahuddin (2023), the implementation of education in a differentiated manner means a learning process designed to meet the unique needs, interests, abilities, and potential of each student. In this approach, teachers adjust learning methods, materials, and strategies to suit individual differences in the classroom.

This activity is carried out collaboratively, allowing teachers to understand the needs of students and compile learning modules and ATP (Learning Objective Flow), which are based on the results of assessments and initial diagnoses. Therefore, the implementation of the curriculum supplementation function at SMPN 9 Kota Bima is adjusted to the needs of students. Teachers are also required to provide guidance to students according to their respective conditions, both in developing their academic abilities and talents, according to their learning interests.

According to Mr. IH as the vice principal for curriculum and the teachers who were the resource persons, the problem experienced by SMPN 9 Kota Bima in carrying out the curriculum supplementation function is that there are still several students who have literacy problems. This problem is experienced by several students in grades 7 and 8.

The cause of the literacy problems experienced by several students occurred because the process of accepting and selecting new students was not carried out strictly by SMPN 9 Kota Bima, meaning that students with various academic abilities were still accepted at SMPN 9 Kota Bima as new students.

Literacy issues are indeed quite serious at this time, with the policy of not implementing the National Examination and the absence of ranking of student learning outcomes, causing students to be less motivated to learn. This also causes there to be no process stages to select the extent of student abilities and student eligibility to pursue higher education.

SMPN 9 Kota Bima in an effort to solve literacy problems, always requires teachers to provide special guidance to students such as reading and writing training in the hope of improving the literacy problems experienced by these students. Good literacy skills are very much needed in the current era of globalization, because students are required to be creative and innovative in order to realize the programs and ideas that have been included in the Merdeka curriculum. Furthermore, according to Mr. IH, students who

have very good abilities will usually be given the opportunity to participate in several competitions that will represent the school such as quizzes, olympiads in the fields of science, social studies, mathematics, etc.

3. Implementation of the exploration function of the curriculum

The function of curriculum exploration aims to discover and develop the talents of each student. It is important to know the talents and potentials of students so that teachers can help develop students' potential to the maximum, can increase students' learning motivation because they will feel enthusiastic and more connected to the learning materials they like, and identifying and honing students' talents can strengthen students' self-confidence such as by understanding their strengths, students become more confident in facing various challenges and achieving their goals. The opinion above is in line with that expressed by Zubaidah, et al. (2024) that developing students' interests and talents brings many positive benefits, including helping to shape self-identity, increasing enthusiasm for learning, and supporting their emotional well-being. From the opinion above, we can understand that knowing and developing students' talents is very important because it provides many positive benefits for these students.

According to Mr. IH as the vice principal, SMPN 9 Kota Bima carries out the function of curriculum exploration by giving students the freedom to choose and develop talents according to their respective interests, such as in the fields of sports, arts and others. SMPN 9 Kota Bima shows its seriousness in carrying out the function of curriculum exploration by providing facilities and infrastructure in the school environment such as providing sports fields and several rooms for training arts activities.

The implementation of these activities is carried out through extracurricular activities. Students are guided and given training according to their chosen interests, such as in sports such as soccer, volleyball, and badminton, routine training will be held according to the predetermined schedule. Likewise with arts activities which include dance, drama, and theater training activities. Furthermore, students who have good enough abilities will be selected and chosen to represent the school in participating in various competitions, both in sports and arts. Mr. IH said that SMPN 9 Kota Bima students have achieved various proud achievements through their participation in various competitions. In the field of sports, they managed to win championships in volleyball and badminton competitions up to the provincial level. In addition, students at this school are also active in participating in championships in other fields, such as poetry reading competitions and various other arts and academic competitions, which further strengthen the school's reputation as an institution that supports the development of student talent and potential.

The implementation of the exploration function of the Independent Curriculum at SMPN 9 Kota Bima is in line with Magdalena's opinion (2020), Every human being is born with innate abilities which are basic potentials that need to be developed. Naturally, every individual or child has diverse talents, with differences lying in the types of talents. One effort to explore and develop these talents is through extracurricular activities. Extracurricular activities also provide students with the freedom to choose activities according to their interests. Thus, it can be concluded that SMPN 9 Kota Bima has implemented the supplementation function of the Independent Curriculum based on

the principles and main benefits of Independent Learning. This approach provides students with the freedom to learn, explore, and develop their potential to the maximum.

4. Application of the Curriculum Specialization Function

The function of expertise (specialization) in the curriculum is a crucial element designed to guide students in mastering specific skills, knowledge, or competencies that are in accordance with their interests, talents, and future needs. In line with what was conveyed by Mulyasa (2021), the curriculum functions to develop students' abilities according to their expertise, which is based on their respective interests and talents. Therefore, the curriculum needs to provide a variety of choices of fields of expertise, such as trade, agriculture, industry, or other academic disciplines. These choices are designed so that each student can master skills that are relevant to their field of specialization. To achieve this goal, curriculum development must involve specialists to determine the competencies that each student needs to master. The opinion above gives us an understanding that the function of expertise (specialization) is an important element in developing children's abilities according to their expertise based on students' interests and talents. By providing a choice of various fields of expertise, for example, trade, agriculture, industry or academic disciplines. However, in general in Indonesia itself, for the level of education at the school level that focuses on the function of expertise (specialization), namely in vocational schools (SMK).

According to Mr. IH, the implementation of the curriculum's expertise function (specialization) at SMPN 9 Kota Bima has not been implemented because the implementation of this curriculum function does require a lot of support and preparation, both in terms of facilities and infrastructure and experts who will support the implementation of the fields contained in the curriculum function.

The function of expertise (specialization) is a curriculum function that aims to further develop students' skills and expertise. However, to implement this curriculum function, it must be supported by the ability of the school that will implement the function.

CONCLUSION

From the results of the discussion, it can be concluded that the implementation of the General Education function (common and general education), the Merdeka curriculum at SMPN 9 Kota Bima is reflected in the KOSP (operational curriculum of educational units) which has been prepared with the aim of forming a generation that implements cultural values that exist in society with the hope of creating good citizens, responsible and have a nationalistic attitude. In addition, SMPN 9 Kota Bima highly prioritizes the school digitalization program as a way to train students' skills and abilities in using technology so that they can keep up with the times. Furthermore, because SMPN 9 Kota Bima is the first school to implement the driving school program and the Merdeka curriculum, it is always active in carrying out outreach activities to several schools in the Bima city area related to its experience in implementing the driving school program.

The function of curriculum supplementation is carried out by means of differentiation, namely learning is designed to meet the needs, interests, abilities, and unique potential of each student, and teachers certainly adjust the methods, materials, and learning strategies to suit individual differences in the class. These activities are carried out collaboratively with other teachers, to

be able to better understand the condition of students, of course these activities are carried out based on the results of the assessment and initial diagnosis. Teachers are also required to provide guidance to students according to their respective conditions, both in improving academic abilities and developing student talents.

The function of curriculum exploration at SMPN 9 Kota Bima is implemented through extracurricular activities. Students are given the freedom to choose according to their wishes, for example in the fields of sports and arts. Students will be guided and given training to be able to find out and develop their talents. Students who have good abilities will be selected and chosen to represent the school by participating in championships/competitions. SMPN 9 Kota Bima implements the supplementary function of the Merdeka Curriculum by referring to the main principles and benefits of Merdeka Belajar. This approach gives students the freedom to learn, explore, and develop their potential to the maximum.

The function of expertise (specialization) in the curriculum is designed to help students master skills and knowledge according to their interests, talents, and future needs. The curriculum ideally provides a variety of choices of areas of expertise, such as trade, agriculture, industry, or academic disciplines, by involving experts to determine the required competencies. Especially in Indonesia, the function of expertise is generally implemented at the Vocational High School (SMK) level. However, its implementation at the junior high school level, such as at SMPN 9 Kota Bima, has not been possible due to limited support for facilities, infrastructure, and experts. This shows that curriculum development with a focus on the function of expertise requires comprehensive preparation. Designing the right program, providing experts, with adequate support for facilities and infrastructure will be a solution so that the function of curriculum expertise can be implemented.

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