

The Implementation of School-Based Management in the Merdeka Curriculum of the Sekolah Penggerak Program in Bima City

Mohamad Mustari

Universitas Negeri Mataram; mustari@unram.ac.id

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*Correspondence: Mohamad Mustari

Email: mustari@unram.ac.id

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Abstract: This research examines the application of School-Based Management (SBM) in the context of the Merdeka curriculum used in the Driving School Program (or Program Sekolah Penggerak, PSP, in Indonesian) in Bima City. Qualitative research was conducted in 20 randomly selected PSP schools, using secondary data and descriptive qualitative analysis techniques. The findings indicate that SBM remains relevant in meeting the demands of the community, as it grants schools autonomy to involve community members in decision-making and manage their own resources. Schools are able to allocate resources according to their needs and priorities, based on strategic and operational plans, and develop an organizational culture that reflects local values. This approach encourages community participation, helps to develop the quality of education, and promotes the formation of students with strong character through the application of noble values specific to the community in which the school is located. Overall, the study highlights the importance of SBM in promoting effective school management and improving the quality of education.

Keywords: School-based management, Merdeka curriculum, Sekolah Penggerak

INTRODUCTION

Education quality is one of the primary goals of education. To improve education quality, the 8 National Education Standards (SNP) play a vital role. Some of the obstacles that need to be addressed include cost standards, infrastructure and facility standards, and management standards, particularly school management. One of the ways to overcome these obstacles is by making policies. According to the Minister of Education and Culture (2020), Merdeka Belajar (Freedom to Learn) is a policy direction and strategy of the ministry that aims to provide high-quality education for all. This includes high participation rates across all levels of education, high-quality learning outcomes, and equal education quality, both geographically and socioeconomically.

Aligned with the development of Indonesian National Education, there has been a renewed spirit in the implementation of the National Education System Law No. 23 of 2003 and Kemendiknas No. 045/202 curriculum as a guideline for education implementation. The curriculum is dynamic and has undergone several changes starting from 1947, 1964, 1968, 1973, 1994, 1997, 2004, 2006, and the latest in 2013, and now in 2022 with the Merdeka prototype curriculum.

The aim of this study is to apply adaptive school-based management with the Merdeka Belajar curriculum. The research method used is qualitative research. The data sources used in this study are secondary data obtained through literature reviews, and the data analysis technique used is qualitative descriptive. The results show that School-Based Management (SBM) is still highly relevant to the demands of the times and the needs of society, as it provides schools with extensive autonomy to involve communities in determining school policies. Schools are given the freedom to manage their human and financial resources by allocating them according to their needs and priorities, in line with the school's strategic and operational plans, as well as developing organizational cultural values based on local wisdom to encourage community participation and

develop a culture of quality in the school. This will also help shape students who possess good character through the application of noble values held by the community where the school is located.

According to Haryati, et al. (2018), one form of decentralized education policy is the implementation of School-Based Management (SBM). The use of SBM is expected to facilitate the achievement of educational goals. In addition to school leadership and school-based management, another factor that can affect the quality of education in schools is the administration. According to Mustari (2022), mature management is required to organize school administration in agreement with Fathurochman, et al. (2022), who state that school administration is the effective and efficient management and utilization of school resources in the implementation of education.

Sulimin (2009) states that the School-Based Management Program is a collaboration between the Indonesian Government and world organizations such as UNICEF and UNESCO. Conceptually, this program is a policy that gives schools broad authority to determine their needs and programs by empowering resources within and outside the school to improve the quality of education in schools without neglecting the goals of National Education.

The implementation of SBM takes place in educational units at both primary and secondary education levels, in efforts to improve the quality of schools. According to Mustari (2022, 197), the essence of SBM is autonomy and decision-making to achieve school quality targets. The implementation of SBM has been successful in educational units in Bima City, where the School-Based Program is implemented.

METHOD

The research method used by the researcher is qualitative research. The data sources in this study are secondary data with a literature study approach, observations on several educational units located in Bima City. The research focus is set on the educational units that implement the Driving Schools Program or Program Sekolah Penggerak (PSP) with a total of 20 schools starting from the first stage in 2021 to stage three in 2022. These PSP schools have received interventions such as School Operational Assistance (BOS) and other support from the central government's Ministry of Education and local government in the form of both material and non-material assistance, and they are required to implement the Merdeka curriculum.

In this case, the researcher will examine the success, progress, weaknesses, and challenges faced by the PSP implementing units in the data sources and documents. According to Mustari (2012), existing data sources must be checked first, and then the researcher can describe the findings in the field, in line with the development of program implementation. There are many things that need to be explored and studied, such as how the MBS is implemented in the Merdeka curriculum. The Merdeka curriculum itself is newly implemented and mandatory for PSP. The respondents are school principals who implement the School Drive Program, given an instrument focused on the Implementation of Merdeka Curriculum (IKM), SBM, stakeholder support, and challenges faced.

RESULTS AND DISCUSSION

The results of the field research show that the role of the school principal is crucial in leading an educational institution and is the key to the success of the educational unit. The principal's role in providing autonomy and flexibility to the school while encouraging direct participation of school community members (educators, students, school principals, education staff) to improve the quality of the school based on national education policies and applicable laws is very important. The success and progress of the PSP depend on the school principal as a manager in managing and implementing the SBM properly. Overall, respondents stated that the SBM is still relevant with the presence of the Merdeka Curriculum, and the support of stakeholders and the local government is crucial, even though their contributions are small.

Schools that have succeeded in improving their quality are schools that implement the Merdeka Curriculum as reflected in Table 1. The success indicators that make the school designated as a PSP are as follows:

Table 1. Data of PSP in Bima City

No.	Batch	Level of Education					Sub Total
		PAUD	SD	SMP	SMA	SLB	
1	First	3	2	1	3	0	9

2	Second	3	3	2	1	0	9
3	Third	1	1	0	0	0	2
Total		7	6	3	4	0	20
Percentage		1,5	1,2	0,6	0,8	0	

Table 1 shows data of PSP (the Driving School Program) in Bima City. There are three batches of PSP from five different levels of education. The first batch has 9 schools, while the second and third batches have 9 and 2 schools, respectively. The total number of schools under each category, and the last row of the table shows the total number of schools in the PSP program, which is 20. Lastly, it is known that PAUD schools make up 1.5% of the PSP program, while SMA schools make up 0.8% of the program.

Table 2. Number of Respondents from School Penggerak in Bima City

Levels	Batch 1	Batch 2	Batch 3	Total
PAUD	0	3	0	3
SD	1	1	1	3
SLB	0	0	0	0
SMP	1	1	0	2
SMA	2	1	0	3
Total	4	6	1	11

Source: Result of random survey

Table 2 shows that all respondents stated that School-Based Management (SBM) is relevant to the Merdeka Curriculum, thus, with the Merdeka Curriculum, SBM greatly supports the school and is in line with its function of providing flexibility to the school in planning, implementing, and evaluating school programs agreed upon by stakeholders in accordance with the National Education Standards (SNP). SBM has a strategy in supporting the Implementation of Merdeka Curriculum (IKM) in PSPs in the city of Bima.

Overall, the respondents show a positive direction towards the relevance of MBS in the era of Merdeka Curriculum Implementation and Independent Learning, starting from moral, material, and financial support from all stakeholders, both the central and local governments.

In addition to the implementation of MBS, there are certainly many positive aspects and challenges faced by KM in PSP as found in the survey results, as follows:

1. Success

PSP has successfully developed and planned programs based on data in accordance with the government's expectations. There has been an improvement in school education reports, an increase in academic and non-academic achievements of students, a change in the mindset of educators towards student-centered learning by establishing the Project of Strengthening Pancasila Student Profile (or translated into *Projek Penguatan Profil Pelajar Pancasila, P5*), an increase in the performance/change movement of school members, an increase in teacher competencies, the formulation of the Operational Curriculum of Educational Units, the availability of teaching modules, the preparation of KM tools with new paradigm learning, resulting in an increase in students' reading interest, and a positive image of the school in the community.

2. Obstacles/challenges faced during PSP implementation

Despite the success of the SBM program, there are still obstacles and challenges faced in KM of PSP, such as: the readiness of teachers in implementing KM is not optimal, the utilization of ICT is less than maximum due to the lack of facilities and infrastructure, teacher competencies in utilizing ICT are still inadequate, inadequate funding sources, lack of maximum support from local governments, which are still at the level of discourse and policy, and inadequate understanding of KM by stakeholders.

In the implementation of MBS, KM in PSP is supported by local government policies, socialization of IKM, and development that provides support, motivation, strengthening, and guidance in the implementation

of IKM, but this has not yet significantly touched on the ideal budget and procurement of facilities and infrastructure for PSP.

CONCLUSION

This research concludes that School-Based Management is a management model developed in an integrated system between the school manager (Principal) and the school's stakeholders (teachers, administrative staff, students, and committees) by considering eight national education standards. In addition, the role of the principal as a manager is very important in carrying out his/her duties and functions, among which is being able to execute, control, and evaluate school activities, such as building partnerships as a form of cooperation between schools and stakeholders. The essence of partnership is essentially collaboration in the involvement of all stakeholders to improve involvement, concern, ownership, from the community in the form of moral support, ideas, energy, material, or financial support. The form of partnership that can be done can be adjusted to the situation and condition of the school according to needs, and this partnership is mutually beneficial. Schools can meet their shortcomings, and as partners, they can be satisfied with the quality education that the school provides.

To improve the quality of education through the participation of the school community and the public, it is necessary to have education units that implement School-Based Management (SBM) with the principle of independence. Based on Government Regulation Number 57 of 2021 concerning National Education Standards, Article 27 states that planning, implementation, and supervision of early childhood education and primary and secondary education activities apply school-based management, which is indicated by independence, partnership, participation, openness, and accountability that are relevant to the Merdeka curriculum where there is a basis for learning management, as well as an emergency curriculum, which is a modification of the 2013 curriculum that is an option for education units to carry out learning recovery during 2022-2024. There is a connection between MBS and the Merdeka curriculum, which is the freedom of education units to choose to simplify the emergency curriculum that makes it easier to manage learning with essential material substance. The Merdeka curriculum in SP/SMK-PK is a breath of fresh air in efforts to improve and recover learning, which was launched for the first time in 2021. It is important to know the Merdeka curriculum to minimize misunderstandings about its implementation. The Merdeka curriculum, which in its implementation becomes simpler and deeper in learning, is expected to rekindle the potential of the nation's children. The Implementation of the Merdeka Curriculum (IKM) is mandatory for PSP, while for other education units, it is still optional.

The Merdeka curriculum is an option for learning recovery during the Covid-19 pandemic that has hit Indonesia and has resulted in a lost generation of learning in recent years. The Ministry of Education, Culture, Research, and Technology issued a policy on the development of the Merdeka curriculum that is given to education units as an additional option for learning recovery during 2022-2024. The policy of the Ministry of Education, Research, and Technology regarding the national curriculum will be reviewed in 2024 based on evaluations during the learning recovery period.

Before the pandemic, the Ministry has issued a policy on the use of the 2013 Curriculum, but because the curriculum is dynamic, changes occurred. The curriculum contains planning and learning tools, and according to Hamalik (2008), the curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials used as a guide for learning activities to achieve specific educational goals, with the situation and conditions, then simplified into an emergency curriculum that makes it easier for education units to manage learning with essential material substance. The Merdeka Curriculum in SP/SMK-PK makes a room in efforts to improve and recover learning.

The importance of knowing the Merdeka Curriculum is to minimize the level of misunderstanding about its implementation. The Merdeka Curriculum, which simplifies and deepens learning, is expected to bring back the potential of the nation's children. The implementation of the Merdeka Curriculum (IKM) is mandatory for PSP and optional for other educational units. The Merdeka Curriculum is an option for learning recovery during the Covid-19 pandemic that has hit Indonesia, resulting in lost learning for the past few years. The Ministry of Education, Culture, Research, and Technology has issued a policy on the development of the Merdeka Curriculum, which is given to educational units as an additional option for learning recovery during

2022-2024. The policy regarding the national curriculum will be reviewed in 2024 based on evaluations during the learning recovery period.

For the learning recovery period of 2022 to 2024, the Ministry has issued a policy that schools that are not ready to use the Merdeka Curriculum can still use the 2013 Curriculum as the basis for managing learning, and the Emergency Curriculum, which is a modification of the 2013 Curriculum, can still be used by educational units. The Merdeka Learning Episode 15 on the Merdeka Curriculum and the Merdeka Teaching Platform is followed up with the implementation of the Merdeka Curriculum as a form of facilitation by the Ministry of Education, Culture, Research, and Technology.

The Merdeka Curriculum is the new name for the prototype curriculum officially launched by the Minister, Nadiem Anwar Makarim. The choice for schools to use one of these three curricula is based on the following two reasons:

1. Schools have the authority and responsibility to develop the curriculum according to their needs and context.
2. The policy of choosing the curriculum is expected to facilitate the process of national curriculum changes because it is carried out gradually.

It can be said that the policy of giving school curriculum options is one of the efforts in change management. The essence of the Merdeka Curriculum is education based on learning essence, where each student has their own talents and interests. The goal of Merdeka Belajar is to effectively mitigate learning loss during the Covid-19 pandemic. For now, the 2013 Curriculum can still be used while schools prepare to implement this new curriculum. Each educational unit can gradually implement the Merdeka Curriculum based on their readiness.

The Merdeka Curriculum, previously known as the prototype curriculum, was developed as a more flexible curriculum framework that focuses on essential material and the development of students' character and competencies. The Merdeka Curriculum, which is claimed to support learning recovery due to the Covid-19 pandemic that has caused learning loss, has the following characteristics:

1. Project-based learning for the development of soft skills and character according to the Pancasila student profile.
2. Focus on essential material will make learning more profound for basic competencies such as numeracy and literacy.
3. The teacher has the flexibility to conduct differentiated learning according to the students' abilities and make adjustments to the local context and content.
4. The main policy related to the Merdeka Belajar curriculum direction states that teachers are free to choose, create, and develop the format of the Lesson Plan (RPP). The Lesson Plan must include three components, namely learning objectives, learning activities, and assessment, while other components are only complementary.
5. In the implementation of the Merdeka Belajar Sekolah (MBS), the school principal collaborates in a community of practice with other leading school principals, receives training in learning management and leadership, forms a committee of teachers to assist in learning, becomes a facilitator, and uses a self-learning platform to apply effective teaching and assessment principles. Students will use differentiated intracurricular learning, cross-curricular co-curricular projects that focus on character and general competence development.

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