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Analysis of the Implementation of the Independent Curriculum in Pioneer Schools to Foster Student Independence in History Subject for 10th Grade at SMAN 4 Palu

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Abstract: The research problem is formulated as follows: "How is the implementation of the Independent Curriculum in Pioneer Schools fostering student independence in the History subject for 10th-grade students at SMAN 4 Palu?" The research aims, specifically, to analyze how the Independent Curriculum in Pioneer Schools nurtures student independence in the History subject for 10th graders at SMAN 4 Palu. This analysis is expected to lead to innovation in education, namely the creation of an ISBN-registered book: Local Content of Social Change and the Heritage of the 19th-Century Palu Kingdom as a Supplementary Independent Learning-Based Curriculum Module for the 10th Grade History Research material. The primary research output will be a nationally recognized article, indexed in Sinta 3, titled "Implementation of the Independent Curriculum in Pioneer Schools to Foster Student Independence in the History Subject for 10th-Grade Students at SMAN 4 Palu." Additionally, a teaching module and a local content book will be produced, which are practical applications to be prepared for the next research scheme. The plan is designed over a one-year period to reach Technology Readiness Level (TRL) 5, with the first year's focus on developing the teaching module. It will be implemented in sample schools and then scaled for broader use in schools and the community, particularly targeting 10th-grade high school students, ensuring it reaches TRL 5 for ready application in both schools and the wider community.

Keywords: Implementation, Independent Curriculum, Pioneer Schools, Student Independence, History Subject

INTRODUCTION

The Merdeka Curriculum was designed to address the literacy and numeracy shortcomings in the 2021/2022 academic year, implemented in 2,500 schools, with participants including the School Driving Program (PSP) and around 901 Vocational High Schools (SMK) (Priantini et al., 2022). The main points of education regarding independent learning and driving schools can be seen in Widyastuti's opinion (2022).

Initial observations show that SMAN 4 Palu has adopted the Merdeka Curriculum and has become a driving school. The theory of adapting the teaching and learning process, optimizing the use of facilities and infrastructure, and improving teacher quality can be referred to in Sumantri (2019) and Mubarok et al. (2021), as well as the renewal of the 2013 curriculum into the Merdeka curriculum, with supporting theories from Aisyah et al. (2022) and Romadhon et al. (2023).

Preliminary studies previously conducted by the researchers related to the Merdeka curriculum include works by Priantini et al. (2022), I. Pertiwi et al. (2023), Muzakki et al. (2023), and Wahyudi & Ariyani (2023). The implementation of the Merdeka curriculum is studied in 10th grade for the reason that the research theme of history is situated in that grade. This theme is important for enhancing students' independence in preparing simple research reports, allowing the cognitive, affective, and psychomotor abilities of the students to be evident. Therefore, the researcher is interested in conducting research titled "Analysis of the Implementation of the Merdeka Curriculum in Driving Schools in Fostering Student Independence in History Subject for 10th Grade at SMAN 4 Palu."

An interesting aspect of this research is that the implementation of the Merdeka Curriculum has resulted in the creation of local history content books, utilizing local sources and content contextually in line with students' real actions both inside and outside the classroom. The research is expected to contribute significantly as an innovative learning method through simple reports, making it beneficial for contextual learning in 10th grade. The novelty of the research lies in the Local Content of Social Change and the Legacy of the Palu Kingdom in the 19th Century through Google Images as a Supplement to the Independence-Based Learning Module on the History Research Material for 10th Grade. The innovative novelty to be developed is hoped to impact learning.

METHOD

This research employs a qualitative approach, where the researcher acts as the key instrument (Sugiyono, 2019). In this study, the qualitative approach is combined with qualitative descriptive methods (Subandi, 2011), which facilitate the researcher in obtaining data related to the implementation of the Merdeka Curriculum in Driving Schools, particularly in fostering student independence in the history subject for 10th grade at SMAN 4 Palu. The data collected is expected to provide a systematic depiction of the phenomenon, as well as to address the descriptive issues faced in the implementation of the Merdeka Curriculum in that school.

The subjects of this research include the Head of the School, two history subject teachers, 10th-grade students at SMAN 4 Palu, and local community figures. To achieve the research objectives, the ADDIE Model (Peterson, 2003; Muruganantham, 2015) is utilized, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, the research needs are identified, including the collection of initial data through observation, interviews, and documentation. Observations are conducted with active participation, where the researcher is directly involved in the learning activities as a companion to the teacher. In-depth interviews are used to explore information related to the history of the school, the implementation of the Merdeka Curriculum, and the evaluation of student independence.

Table 1. ADDIE Framework

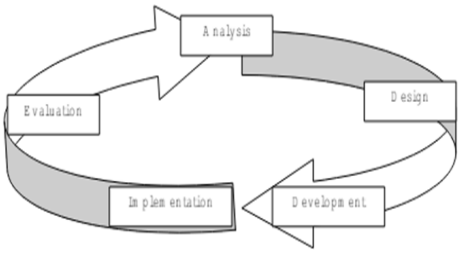
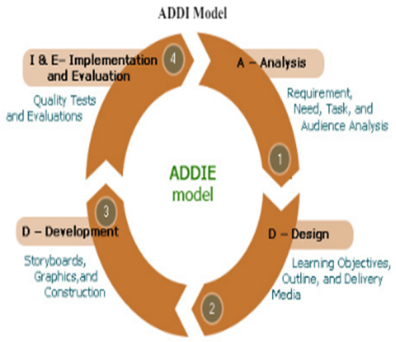


Figure 1. The ADDIE framework

THE ADDIE FRAMEWORK: FIVE PHASES

Source. Peterson (2003)



Source: Muruganantham, 2015

The ADDIE framework is a cyclical process implemented in planning and execution. The five stages consist of a framework, each of which can be adapted in research, namely: the ADDIE development model includes Analysis, Design, Development, Implementation, and Evaluation.

In the design stage, the development of the local content module based on the Merdeka Curriculum is carried out using a flowchart to facilitate the development process. Research instruments, such as observation sheets, interview guidelines, and documentation, are systematically prepared to obtain relevant data. The development of these instruments is validated by experts before being implemented in the classroom. After the module is applied, formative and summative evaluations are conducted to assess the effectiveness of the module in fostering student independence and to observe the impact of social changes learned through digital sources, such as Google Images.

The research team consists of several members responsible for various tasks. The team leader, Charles Kapile, coordinates the entire research process, from proposal preparation to report writing. Nuraedah assists in the preparation of products and research outputs, while Priyatna Prasetyawati helps in the preparation of research instruments and data tracking.

RESULTS AND DISCUSSION

The implementation of the Merdeka Curriculum at SMAN 4 Palu has significantly impacted student independence, particularly in history subjects. Based on interviews with several students selected using the snowball sampling method, it is evident that the Merdeka Curriculum motivates them to be more active and independent in learning. Mutiara Ma'Sum stated that the implementation of this curriculum has made her more independent in studying history, allowing her to seek additional information independently and participate more actively in class discussions.

Furthermore, Putri Asnina expressed that the Merdeka Curriculum has given her the confidence to learn history independently. She feels free to explore various learning resources, which makes the learning process more enjoyable. This aligns with Zsayan Mayzurah's statement, who feels more proactive in seeking historical information and engaging in learning activities that require high independence.

Moh Rifkie Hidayatullah also added that the Merdeka Curriculum facilitates access to learning resources, enabling him to understand historical material better. Sabrina, another student, mentioned that she is motivated to learn independently because she is given the freedom to choose the most effective learning methods. According to her, history assignments can be completed individually or in groups, with early independent involvement.

Moh Zul Vikram has also felt the positive impact of this curriculum, as he feels more active and independent in studying history. With the freedom to determine topics of interest, he can develop the ability to interpret historical knowledge, such as the remnants of the Palu Kingdom in the 19th century. Ahmad Sabani added that this curriculum helps him think more critically and analytically about historical artifacts.

Beni Aji Saputra revealed that the implementation of the Merdeka Curriculum provides him with the opportunity to learn history in a more flexible and independent way, making him more active and responsible in completing assignments. Raisyah Nilsa Salsabila also agrees that this curriculum encourages her to learn independently and seek additional references to deepen her understanding of the material.

Additionally, Moh Gilang Ramadhan stated that the Merdeka Curriculum offers the freedom to choose materials and learning methods, allowing for the exploration of historical topics that interest him. Another student, Arya, feels that with the more flexible and student-centered curriculum approach, he can explore various learning resources and present historical knowledge in a structured manner.

In terms of responsibility, many students feel that this curriculum helps them develop time management skills and responsibility in completing tasks. For example, Mutiara Ma'Sum creates her own study schedule to ensure that all assignments are completed on time. Meanwhile, Putri Asnina actively seeks information from various sources, and Moh Rifkie Hidayatullah even visits the library to find additional materials.

Other students, such as Sabrina and Moh Zul Vikram, ensure they start their assignments early and double-check before submission. Ahmad Sabani also mentioned that reading additional literature deepens their understanding of the assigned historical topics. Overall, the Merdeka Curriculum not only encourages students to be more independent but also enhances their sense of responsibility in learning history.

By applying the ADDIE model, the implementation of the Merdeka Curriculum at SMAN 4 Palu is designed to continually develop student independence. This model consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, an assessment of the curriculum, needs, and student characteristics is conducted. The curriculum used is the Merdeka Learning Curriculum, which is adapted to the potential and conditions of the students at the school.

Table 2. Curriculum Analysis

Skill Area	Description
Historical Conceptual Skills	At the end of this phase, students are able to understand basic concepts in history and relate them to everyday life; understand the role of humans in creating and driving history; understand history in local, national, and global contexts; understand history in the dimensions of the past, present, and future; and understand historical events in chronological order.
Historical Thinking Skills	At the end of this phase, students are able to: explain historical events chronologically with an emphasis on processes; explain historical events based on cause-and-effect relationships; conduct analysis and synthesis; evaluate the authenticity and credibility of information or news in daily life; relate historical events to everyday life; and place historical events in the context of their time.
Historical Consciousness	At the end of this phase, students are able to: perceive historical events from the perspectives of the past, present, and future; and draw lessons from historical events.
Historical Research	At the end of this phase, students are able to conduct local historical research starting from their immediate environment (family history, school history, to regional struggle history); collect primary and secondary sources through local resources, libraries, and the internet; select and critique primary and secondary sources; interpret sources to describe the meaning behind them; and write research results in the form of historiography.
Historical Practice Skills	At the end of this phase, students are able to read history textbooks; write and narrate personal, family, or school history; and process historical information manually and digitally in various forms such as historical applications, audio recordings,

	documentaries, photos, models, vlogs, timelines, storyboards, infographics, videos, comics, posters, and more.

Needs Analysis and Development of History Teaching Module

In the implementation of the Merdeka Curriculum at SMAN 4 Palu, needs analysis is a crucial stage conducted to determine the learning media that supports the effectiveness of the teaching and learning process. At this stage, the researcher found that the existing teaching modules were not fully optimized, especially in the subject of history, which requires practical work related to historiography. Based on interviews with history teachers, the main difficulty was identified as the lack of resources and the underutilization of teaching modules based on the Project-based Learning (PjBL) model.

The development of the teaching module in the history class was then carried out by integrating the Technological Pedagogical Content Knowledge (TPACK) approach and Higher Order Thinking Skills (HOTS) assessment questions. The aim was to enhance student independence and assist them in understanding historical material more deeply. A Local Content book was also developed with the theme "Social Change and the Heritage of the Palu Kingdom in the 19th Century Through Google Images and Source Tracking" to support the learning process.

Table 3. Needs Analysis

No.	Needs	Urgency	Availability of Teaching Modules Integrating PjBL
1	Student Engagement	There is a lack of local content, and the teaching modules have not been maximally implemented in the innovative and interactive Class X at SMAN 4 Palu, resulting in students experiencing independence in learning.	The availability of material in the teaching modules is not complete enough to integrate the Class X history material with PjBL. These teaching modules are not only used for regular students but also include special material for high-achieving students and special material for students who have difficulty understanding Research and Writing History (Historiography). This teaching module includes additional materials, such as: • Enrichment Material: for students who have high achievements in understanding Research and Writing History (Historiography). • Remedial Material: for students who have difficulty understanding Research and Writing History (Historiography). It is hoped that with the availability of the integrated teaching module with PjBL, students will find it easier to work independently on simple report assignments from the teacher.
2	Accessibility and Affordability	Class X has not maximally implemented TPACK and HOTS-based assessment evaluations, as well as accessibility in developing local content teaching modules.	The use of teaching modules is very affordable, as long as there is a willingness to compile and prepare them.
3	Quality of Learning Material	There are learning media available, but the quality of the material presented is not always optimal.	The developed teaching modules integrate with PjBL, use HOTS in evaluations, and utilize learning materials as supplements in learning, namely local content textbooks.

Implementation of the PjBL Model in History Learning

After the development of the teaching module, the next stage was the implementation of the Project-Based Learning (PjBL) model in history learning for Class X. At the initial stage, several challenges were encountered. Many students were unprepared to learn independently,

and they faced difficulties in accessing various information sources. Additionally, students demonstrated limitations in their ability to classify the heritage of the Palu Kingdom and manage their study time effectively.

However, as time progressed, students began to adapt to this learning model. They were instructed on how to compile simple reports related to the heritage of the Palu Kingdom. This not only enhanced their understanding of the subject but also fostered essential skills in communication and collaboration as they worked in groups. These developments were crucial in helping students build a sense of responsibility and ownership over their learning process.

Another significant challenge was the limited distribution of local content books. To address this issue, the teachers provided material summaries that could be accessed by all students, ensuring that everyone had the necessary resources to succeed in their assignments. This adjustment played a vital role in leveling the playing field, allowing students who may have struggled with the existing resources to engage more effectively with the material.

The implementation of the PjBL model also encouraged students to think critically and analytically. Through hands-on projects, they were able to explore historical topics in greater depth, which in turn improved their problem-solving skills. Collaborating with their peers allowed them to exchange ideas, enhance their understanding, and tackle challenges together, fostering a supportive learning environment.

Overall, the PjBL model in history learning has led to significant improvements in student engagement and independence. As they adapted to the new learning approach, students demonstrated increased motivation and responsibility in their studies. By encouraging critical thinking, collaboration, and effective time management, the implementation of this model has effectively transformed the learning experience for students in Class X.

Impact of the Implementation of the Merdeka Curriculum on Student Independence

The implementation of the Merdeka Curriculum at SMAN 4 Palu has significantly enhanced student independence. By allowing students the freedom to choose topics and methods of learning, they have become more proactive in exploring historical material. This newfound autonomy is evident in their ability to create independent learning plans tailored to their interests, seek additional sources online, and approach assignments with a greater sense of responsibility.

As students embraced this curriculum, their capacity for self-management became more pronounced. They developed skills in managing their study time effectively, which is crucial for their overall academic performance. This shift towards self-directed learning encouraged them to evaluate their own learning outcomes critically, fostering a more reflective approach to their education.

Moreover, the Merdeka Curriculum has nurtured students' critical and analytical thinking abilities. Engaging with historical problems posed by their teachers, students learned to approach challenges systematically, breaking down complex issues into manageable components. This not only improved their problem-solving skills but also helped them understand the relevance of historical analysis in contemporary contexts.

The positive impact of the curriculum is also reflected in students' improvement in presentation and discussion skills. They have become adept at articulating their thoughts and findings, presenting logical and evidence-based arguments during discussions. This capability not only boosts their confidence but also prepares them for collaborative learning experiences in the future.

Overall, the implementation of the Merdeka Curriculum at SMAN 4 Palu has transformed students into more independent learners. By fostering a sense of ownership over their education, encouraging self-management, and enhancing critical thinking, the curriculum prepares students for future challenges, equipping them with the skills necessary for lifelong learning and responsible citizenship.

Improvement of Social Skills and Teacher-Student Relationships

The implementation of the Merdeka Curriculum has also had a positive impact on social relationships among students as well as the relationship between students and teachers. Students learn to collaborate in groups and share tasks in history projects. They support each other in the learning process and engage in discussions more frequently to solve the problems they face.

Teachers at SMAN 4 Palu have also reported an increase in positive interactions with students. The role of teachers has shifted to that of facilitators who help students find answers to their own questions. This creates a more inclusive and supportive learning environment, where students feel valued and encouraged to continue developing independently.

As the implementation of the Merdeka Curriculum progresses, students at SMAN 4 Palu are becoming more skilled in using technology to support their learning. They utilize online resources like Google Images to search for information about local historical heritage and integrate it into their project assignments. This use of technology not only enhances students' digital skills but also provides a more engaging and relevant learning approach.

Additionally, the implementation of the Merdeka Curriculum encourages students to be more creative in presenting their learning outcomes. They not only use traditional methods like writing reports but also create documentary videos and multimedia presentations to visualize their historical research findings. This approach increases students' motivation to learn and provides a more dynamic and interactive learning experience.

The increase in learning motivation is also evident from the enthusiasm of students in completing their history projects. Students show greater commitment in carrying out tasks, especially in conducting research and historical analysis. They feel more confident in presenting their work in front of the class, demonstrating improved communication skills.

Teachers at SMAN 4 Palu also experience the benefits of the Merdeka Curriculum implementation, as they have more opportunities to provide personalized guidance to students. Teachers serve as mentors who help students overcome their learning difficulties and provide constructive feedback. This creates a closer relationship between teachers and students, ultimately enhancing the effectiveness of the learning process in the classroom.

Overall, the implementation of the Merdeka Curriculum at SMAN 4 Palu not only enhances student independence but also prepares them to become more creative, critical, and responsible individuals. With the freedom to choose learning methods and materials, students become more motivated to learn independently and continuously develop their skills in various aspects, both academic and social.

CONCLUSION

The implementation of the Merdeka Curriculum at SMAN 4 Palu demonstrates that the use of the ADDIE model in developing history learning successfully enhances student independence. Through the stages of analysis, design, development, implementation, and evaluation, teaching modules and Local Content Books were created to help students understand historical material in depth and relevance to their local context. As a result, students are more trained in critical, creative, and independent thinking, especially when facing tasks related to historiography and the historical heritage of Palu.

The improvement in student independence is clearly seen in their ability to manage study time, formulate plans, and seek information sources independently. Through project-based learning (PjBL), students also exhibit better critical and analytical thinking skills in problem-solving, as well as the ability to collaborate with classmates in completing history projects. This reflects the positive impact of the Merdeka Curriculum designed to enhance active student participation in the learning process.

Teachers also feel a positive change in their relationships with students. By acting as facilitators, teachers can create an inclusive and supportive learning environment, making students feel more comfortable asking questions, engaging in discussions, and exploring new ideas. Student motivation to learn has increased, especially as the subject matter is tailored to their interests and experiences, making it more relevant and engaging.

Overall, the implementation of the Merdeka Curriculum at SMAN 4 Palu not only significantly improves the quality of learning but also shapes students into more independent, creative, and responsible individuals. With an approach that prioritizes learning freedom, students are prepared to face future challenges with better skills, both academically and in personal character development.

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