



Evaluation of Implementation of the Independent Curriculum at State Level Schools for Academic Year 2022/2023 in Belitung District, Bangka Belitung Islands Province

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Abstract

This study aims to evaluate the implementation of the independent curriculum at state senior high schools for the 2022/2023 academic year in Belitung district, Bangka Belitung archipelago province. This study uses a descriptive qualitative research design. The evaluation model used for this study is the CIPP model. The population and sample in this study were taken from parties related to public high schools (SMA) that have implemented the implementation of the independent curriculum and related agencies related to the implementation of the independent curriculum, namely: the Bangka Belitung Islands Province Schools, Vice Principals for Curriculum, Teachers, Students, Parents and School Committees at Tanjungpandan 1 Public High School, Sijuk 1 Public High School, and Panggang 1 Public High School. The data collection techniques in this study were observation, documentation and interviews. Data analysis researchers used descriptive analytical research, namely research that intends to understand the phenomenon of what is experienced by research subjects, for example behavior, perception, motivation, action. The results of the research based on context evaluation are as follows: 90% with the "Very Good" category from three schools that implement the independent curriculum in Belitung district, based on the results of teachers' understanding of the independent curriculum, 77% of the data is obtained with the "Good" category, based on the results of interviews with researchers to respondents in this study regarding students' understanding of the independent curriculum were obtained by 77% in the "Good" category. In conclusion, it can be concluded that the implementation of the independent curriculum in public senior high schools in Belitung Regency has been going well, although seen from the aspect of implementation it is still not optimal and needs improvement. because there are many strategies offered by the government to implement the curriculum depending on the school that is implementing it.

Keywords: *Evaluation; CIPP; Implementation; Independent Curriculum*

Introduction

National education is the most strategic process for realizing Indonesian people who are capable, self-controlled, have religious spiritual strength, have good personality, have intelligence, noble character, and have skills for living in the environment, and the development of the nation and state. So it is only natural that national development in the field of education needs to be given a priority so that Indonesian human resources can be competent at regional and international levels. Entering the middle of 2021 to be precise in the 2021/2022 school year, the world of Indonesian education is faced with a very important national policy, namely the implementation of an independent curriculum. The implementation of the independent curriculum has been implemented in nearly 2,500 schools participating in the School Mobilization Program (PSP) and 901 SMK Centers of Excellence (SMK PK) as part of learning with a new paradigm. This curriculum is implemented starting from TK-B, SD & SDLB class I and IV, SMP & Class VII SMPLB, SMA & Class X SMALB and SMK.

The current curriculum design and implementation is based on a less flexible curriculum structure, study hours are determined per week. Implementation is the act of carrying out or realizing what has been determined as the policy of a particular institution (Arifin, 2015). The material is too dense so that there is not enough time to carry out in-depth learning and that is appropriate to the developmental stages of students, the available learning materials are not diverse so that teachers are less flexible in developing contextual learning and digital technology has not been used systematically to support the teacher's learning process through various practices Good.

The direction of curriculum change is in a more flexible curriculum structure, targeted lesson hours to be fulfilled in one year, focus on essential material. Learning outcomes are arranged per phase not per year, providing flexibility for teachers to use various teaching tools according to the needs and characteristics of students, as well as applications that provide various references for teachers to be able to continue to develop teaching practices independently and various good practices. The application of the curriculum refers to the actual use of the curriculum, but the most important thing is related to the elements of attitude (Marsh, 2009). Learning in schools is a place to implement and test a curriculum (Rusman, 2012).

Implementation of an independent curriculum is the implementation or application of an independent curriculum in education units in the form of learning or an interaction process between the facilitator as a curriculum developer and students as learning subjects. and the school committee. The implementation of the independent curriculum has 3 stages, namely the implementation planning stage which consists of school conditions related to standard curriculum policies, human resources and existing infrastructure in schools. and the second is the implementation stage, namely the strategy used to achieve these goals and the last stage is the implementation evaluation stage, namely the assessment of the learning outcomes to be achieved. From this stage, the independent curriculum implementation strategy is used, namely Teachers and Principals learn through the Merdeka Teaching Platform, Teachers and Principals learn the Independent Curriculum by participating in the Webinar Series, Teachers and Principals learning within Learning Communities, Teachers and Principals learn good practices through recommended resource persons, Teachers and Principals Utilize the Helpdesk, and Teachers and Principals work together with development partners for the implementation of the Independent Curriculum.

Based on data from the Education Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education and Culture for the 2022/2023 academic year, there are around 150 thousand schools that have registered to implement the Merdeka curriculum. the state implementing the independent curriculum. Belitung Regency is the highest district in the Bangka Belitung Islands province at the state high school level which implements the implementation of the independent curriculum in the

2022/2023 school year. as well as senior and vocational schools. In the 2022/2023 school year, there are three public high schools that have implemented this independent curriculum, namely Tanjungpandan 1 Public High School which is a driving school, Balong 1 Public High School and Sijuk 1 Public High School. Of the three schools, one school applies the independent curriculum by developing its own teaching tools because it is a driving school and two other schools still use the independent curriculum. using teaching tools that have been provided, namely SMA Negeri 1 Panggang and SMA Negeri 1 Sijuk.

In the journey of using the independent curriculum, schools in the Belitung district faced many obstacles in implementing the independent curriculum, starting from the use of the independent teaching platform, webinars, good practices, cooperation by schools with other parties to the service and assistance centers that have been used. Apart from that the facilities and infrastructure needed to support the implementation of the independent curriculum are still not available depending on the finances of each school in implementing the independent curriculum. The learning community for teachers and school principals has not gone well because there are still teachers and school principals who do not want to join the community because the community time coincides with learning hours at school. The teaching and learning process is still an obstacle because the implementation of the independent curriculum is not well understood by teachers who teach subjects in the independent curriculum such as the existence of differentiated and social-emotional learning and the existence of the Pancasila Student Profile Strengthening Project (P5) independent curriculum, namely a learning system that aims to observe and find solutions to surrounding problems by using the five main aspects, namely potential self-empowerment, self-improvement, self-understanding and social roles. Likewise with the assessment that must be carried out by the teacher at the end of learning there are still problems, namely in the curriculum which was previously known as report cards as the final assessment report for one semester, the independent curriculum is better known with assessment.

Observing the above phenomena and the conditions for implementing the independent curriculum in the Education Unit in the Belitung Regency in the 2022/2023 academic year. The author is interested in conducting this evaluation research with the title "Evaluation of the Implementation of the Independent Curriculum at the State High School (SMA) Level for the 2022/2023 Academic Year in Belitung Regency, Bangka Belitung Islands Province".

Evaluation is the activity of looking for something of value, in looking for something that also includes looking for information that is useful in assessing the existence of a program, product, procedure, and proposed alternative strategies to achieve predetermined goals (Arikunto, 2012).

Research Methods

This study used a descriptive qualitative research design, namely one of the studies conducted with the aim of finding a way out or solving problems with what happened then presented data and analysis of the information collected (Nazir, 2019). In connection with this research, this type of research will describe and interpret data related to the situation that occurred, attitudes, phenomena and symptomatic views about the process and results of the implementation of the independent curriculum in the Belitung district. The evaluation model used for this study is the CIPP model, namely *Context, Input, Process* and *Product*. As the name implies, the CIPP model is formed from 4 types of evaluation, namely context evaluation, input, process, and *product evaluation*. The articles in this study describe the results of research analysis based on context evaluation.

The population and sample in this study were taken from parties related to state high schools (SMA) that have implemented the implementation of the independent curriculum and related agencies related to the implementation of the independent curriculum, namely: the Bangka Belitung Islands

Province's Central Teacher Training Center , Head Schools, Vice Principals for Curriculum, Teachers, Students, Parents and School Committees at Tanjungpandan 1 Public High School, Sijuk 1 Public High School, and Panggang 1 Public High School.

The data collection techniques in this study were observation, documentation and interviews. Data analysis researchers used descriptive analytical research, namely research that intends to understand the phenomenon of what is experienced by research subjects, for example behavior, perception, motivation, action.

Results and Discussion

Belitung Regency, Bangka Belitung Islands Province, has three public high schools and three private high schools that have implemented an independent curriculum in the 2022/2023 academic year. Of the six high schools, SMA Negeri 1 Tanjungpandan is a driving school in the Belitung district. Of the six schools that implemented the independent curriculum, only three state schools were used as samples in this study, namely Tanjungpandan 1 Public High School, Sijuk 1 Public High School, and Banglong 1 Public High School with 40 respondents consisting of 1 person from the Archipelago Province Mobilization Teacher Center. Bangka Belitung, 3 school principals, 3 deputy school principals for curriculum, 15 teachers, 15 students, 3 school committee members.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 81A, in 2013 it was said that the evaluation of curriculum implementation was carried out to examine the feasibility and impact of implementing the curriculum. The evaluation model used by researchers to obtain data regarding the implementation of the independent curriculum at the state high school (SMA) level in Belitung Regency, Bangka Belitung Islands Province is the CIPP Model. As the name implies, this model is formed from 4 types of evaluation, namely context evaluation, input, process, and product.

The research collected evaluation data on the implementation of the independent curriculum with the CIPP model using interview, observation and documentation methods. Where the researchers collected data at the Bangka Belitung Islands Province's Mobilizing Teacher Center (BGP), 1 person, 9 Tanjungpandan 1 Public High School consisting of 1 school principal, 1 deputy head of curriculum field, 3 teachers and 3 students and 1 school committee member. SMA Negeri 1 Sijuk consists of 9 people consisting of 1 school principal, 1 vice principal in curriculum matters, 3 teachers and 3 students and 1 school committee representative. Meanwhile, at SMA Negeri 1 Panggang, there were also 9 people consisting of 1 principal, 1 vice principal in curriculum, 3 teachers and 3 students and 1 representative of the school committee. understood. The data analysis technique used by the researcher is descriptive qualitative. The results of the data will be explained systematically and refers to the problem formulation. The following is a description of the research data based on the results of the context evaluation:

1. The background influences the type of goals and implementation strategies

Planning is a strategic factor in implementing a curriculum, especially a new curriculum. Curriculum implementation is related to many factors that must be prepared so that implementation is successful. Planning can be an important instrument for program evaluation to what extent the goals and objectives of curriculum implementation can be achieved. In its implementation, every curriculum, especially the new curriculum, must face many problems. Planning helps identify ways to overcome problems and at the same time helps reduce problems that arise in curriculum implementation. The clarity of planning for each aspect of curriculum implementation provides certainty that curriculum implementation is going well. The results of interviews with three school principals stated that the situation or background that influences the types of goals and curriculum strategies to be developed are

direct orders from superiors, namely the governor of the Bangka Belitung islands to implement a new curriculum, namely an independent curriculum in every school in the Bangka Belitung islands.

The background that affects the type The objectives and implementation strategies that have been developed for each senior high school in the Belitung district are different, including a direct order from the Governor of the Bangka Belitung Islands to advance education in the Bangka Belitung Islands province, one of which is to implement an independent curriculum in every education unit starting from the kindergarten level. childhood, elementary school, junior high school to high school. In addition, because of technological advances that drive the industrial revolution 4.0, demographic shifts and socio-economic profiles resulting in increased energy and water needs and changes in the future world of work that require changing the curriculum. Public high schools in Belitung district that implement the independent curriculum already have quality services, schools have developed character, schools have fostered literacy habits and schools have prepared basic 21st century skills.

State High Schools in the Belitung district that implement the independent curriculum have carried out the background types of goals and strategies for implementing the independent curriculum in the 2022/2023 school year for one year going well. Based on the results of the researcher's interview with the respondents in this study, a number of primary data were obtained as information collected, classified according to the specified scale interval and then analyzed by the researcher so that a data with an assessment of 90% was obtained in the "Very Good" category.

2. Conditions That Are Relevant and Should Be in the School Environment

Conditions that are relevant and what should be in the school environment are the results of interviews with three school principals, namely SMA Negeri 1 Tanjungpandan, SMA Negeri 1 Panggang and SMA Negeri 1 Panggang are in accordance with National Education standards, namely:

a. Content Standard

In this content standard, the development and implementation of the Education Unit Operational Curriculum (KOSP) is in accordance with the mechanisms and procedures that apply to public high schools in the Belitung district that implement the independent curriculum. Apart from that, there has been socialization of KOSP both internally and externally. Also, the school has evaluated and validated the KOSP documents periodically.

b. Graduate competence standard

There is already a mapping of Competency Standards for Graduates of educational units, Graduate Competency Standards for Subject Groups , and Subject Competency Standards for Graduates (associated with Competency Standards and Basic Competence in Content Standards) in schools state senior secondary in Belitung district that implements the independent curriculum. Apart from that, there has been utilization of the results of the School Exams in the preparation of learning improvement programs to improve the quality of graduates at the schools concerned.

c. Process Standard

The quality and completeness of the learning tools (Syllabus, Teaching Modules and Teaching Materials) are good in accordance with the applicable curriculum standards for public senior high schools in the Belitung district which implement an independent curriculum. The use of available infrastructure and environmental facilities both inside and outside the school in supports the implementation of learning

that has been optimally used in accordance with the standards of facilities and infrastructure in the independent curriculum, Supervision of the learning process has been optimal, Conducts follow-up to improve the implementation of learning periodically.

d. Rating Standards

The quality and completeness of the assessment tools is good according to the independent curriculum standards, has implemented and managed the results of student assessments in accordance with the applicable mechanisms and procedures and conveyed the results of student assessments to parents and other interested parties at state senior high schools in Belitung district which implements the independent curriculum.

e. Standards for Educators and Education Personnel

State senior high schools in Belitung district that implement the independent curriculum have empowered existing teaching staff and education staff and must improve the competence of these educators and education staff. Apart from that utilizing human resources outside the school (collaboration with other agencies) and proposing inter-school transfers and/or appointment of teachers who need them to the district/city/provincial education office.

f. Facilities and Infrastructure Standards

The use, maintenance and care of existing facilities are running well and the elimination or grants to other schools that need and or the addition of new infrastructure have also been going well in accordance with the standards at state senior high schools in Belitung district which implement the independent curriculum.

g. Management Standard

All resources in the school to achieve the goals set according to the authority of the school are good. in addition to applying the principles of school-based management in the entire school management process. Preparation, implementation and evaluation of work programs. Carrying out periodical validation/improvement of work programs, increasing the participation of coaches starting from the district/city, provincial, central and/or community levels in improving the quality of education delivery.

h. Cost Standard

State senior high schools in Belitung district that implement the independent curriculum have received funds received by schools either through APBD funds, APBN or funds from the community are used properly. Effective, efficient, transparent and accountable financing management.

From the relevant conditions and what should be in the public high school environment in the Belitung district which implements the independent curriculum it is in accordance with the independent curriculum standards. Based on the results of the researcher's interview with the respondents in this study, a number of primary data were obtained as information collected, classified according to the set scale intervals and then analyzed by the researcher so that a data with an assessment of 90% was obtained in the "Very Good" category from the three schools that implemented independent curriculum in Belitung district.

3. Curriculum Development Goals

The purpose of curriculum development is to update the existing curriculum according to the times. The results of interviews conducted by researchers at public high schools in Belitung district which have implemented the independent curriculum, namely the aim of developing the high school curriculum are as follows, namely to have encouraged the transformation process in order to improve the learning outcomes of students holistically, both in terms of cognitive competence and non-cognitive (character) in the context of realizing a Pancasila student profile, has provided a reference for school principals and all school members in planning, implementing, evaluating curriculum implementation programs with measurable goals, has provided operational reference documents for the provincial education and culture office and supervisors education in coordinating and supervising curriculum management in each educational unit, has improved the curriculum implementation assurance system by providing background formulation, concepts, implementation models, and program evaluation tools, has provided a reference for preparing program achievement measurement instruments, has provided information to the public, especially parents of students to better understand the direction of education at the education unit level, has improved the character and channeling of students' talents and interests and made schools and local governments have the authority to manage their own education in accordance with conditions in their respective regions and have formed superior quality and highly competitive human resources. Of the three schools studied, it was concluded that the aim of the independent curriculum to be achieved is to further improve students' character, literacy and numeracy.

From the goal of curriculum development in public senior high schools in Belitung regency, which implements the independent curriculum, it is in accordance with the independent curriculum standards. Based on the results of the researcher's interview with the respondents in this study, a number of primary data were obtained as information that was collected, classified according to the set scale intervals and then analyzed by the researcher so that a data with an assessment of 80% in the Very Good category was obtained from three schools implementing the independent curriculum in the district. Belitung.

4. Facilities and Infrastructure

Facilities and infrastructure in the context of education are all the facilities needed in the teaching and learning process, both movable and immovable which can directly or indirectly affect educational goals. The facilities and infrastructure in this study were carried out by observing and studying documentation, namely by looking at the existing standards. Procurement of facilities and infrastructure is highly emphasized in the independent curriculum. In this study, the main aspects of facilities and infrastructure consist of 5 indicators, namely the availability of adequate laboratory assistants to support the implementation of the independent curriculum, the availability of various learning media (print, electronic and school-based media) other than books, the availability of accessibility to the use of facilities and infrastructure, The feasibility of the conditions of learning support facilities, the facilitation of teaching materials needed by teachers in the learning process.

The researchers took these facilities and infrastructure with a documentation study in each school studied. Based on the observation data and documentation of researchers in the field, the researcher can say that the facilities and infrastructure in the three schools representing state high schools in the Belitung district, the Bangka Belitung Islands province, are good. complete with teaching aids such as Physics, Chemistry, Biology laboratories apart from that there is an ICT and Multimedia laboratory which contains adequate computer equipment.

From the facilities and infrastructure at public high schools in Belitung Regency, they are in accordance with the independent curriculum standards. Based on the results of the researcher's interview

with the respondents in this study, a number of primary data were obtained as information that was collected, classified according to the set scale intervals and then analyzed by the researcher so that a data with an assessment of 90% in the Very Good category was obtained from three schools implementing the independent curriculum in the district. Belitung.

5. Teacher's Understanding of the Independent Curriculum

Data regarding teachers' understanding of the independent curriculum were obtained through interviews conducted by researchers with respondents. From 9 teachers interviewed by researchers regarding teachers' understanding of the independent curriculum, the following explanation was obtained:

- a. Teachers are given space to determine the content and targets of the curriculum

The independent curriculum frees the teacher to determine the contents and targets of the curriculum which aims to determine the extent to which the learning process is achieved by the teacher for his students. Teachers at state high schools in Belitung district who implement the independent curriculum have determined the contents and targets of the curriculum according to the data sources needed to calculate it. The data source comes from the deputy head of the school in the field of curriculum, which is then elaborated according to the teacher's subject matter.

- b. The teacher acts as the executor and aligner of the curriculum with the characteristics and needs of students and regions.

Teachers at public high schools in Belitung district who implement the independent curriculum are already implementing and aligning the curriculum with the characteristics and needs of students and the region. The teacher arranges the curriculum according to the characteristics of the students so that there is differentiation in the implementation because each student has different characteristics.

- c. Teachers as researchers have the responsibility to test curriculum materials, program effectiveness and learning strategies

From the experience of the previous school year, teachers at public high schools in Belitung district who implemented the independent curriculum had already tested curriculum materials, program effectiveness and learning strategies before the new school year started.

- d. Of the nine teachers interviewed, there were seven state high school teachers in Belitung district who had implemented the independent curriculum who knew about the independent curriculum, namely a curriculum that is pro-student that facilitates students' learning needs so that students become human beings who can determine their own goals in life. Tanjung Pandan State Senior High School is a driving school in the Belitung district so that all teachers already understand the independent curriculum.

- e. In the independent curriculum focuses on essential material so as to provide flexibility for teachers to teach according to the needs and characteristics of students, create a pleasant learning atmosphere, learn more deeply and not rush and here students are given the opportunity to explore and express interest in learning which aims to form students who have competition and good character have been carried out by state high schools in the Belitung district which implement the independent curriculum. In the independent curriculum there is P5, which is a project to strengthen the Pancasila student profile where the learning system aims to observe and solve problems that exist around the school environment and outside the school.

- f. Of the nine teachers interviewed, there were two state high school teachers in Belitung district who did not know about implementing the independent curriculum because they had just implemented it, besides that there was also no technical guidance for teachers related to implementing the independent curriculum.

From the results of the interviews conducted above, it can be seen that some teachers already understand the independent curriculum, either through training provided or by autodidact (self-study), but it must be admitted that not all parties understand because of the backwardness of knowledge of technology which is the basis of curriculum development. independent. besides that the teacher's knowledge of dissected learning is poorly understood.

What must be done to overcome this is the need for efforts and guidance from the government for each teacher to be able to operate computers and other visual aids so that there are no more obstacles in implementing the curriculum in the future. In addition, there is a need for continuous training in every school to increase teachers' understanding of differentiation learning in the implementation of the independent curriculum.

Based on the results of the researcher's interview with the respondents in this study regarding the teacher's understanding of the independent curriculum, a number of primary data were obtained as information collected, classified according to the set scale intervals and then analyzed by the researcher so that a data with an assessment of 77% was obtained in the "Good" category. of the three schools implementing the independent curriculum in Belitung district.

6. Students' Understanding of the Independent Curriculum

Data regarding students' understanding of the independent curriculum were also obtained through interviews conducted by researchers with respondents (students). Based on the results of research and the results of interviews conducted by researchers in three schools that implemented the implementation of the independent curriculum, various results were obtained regarding students' understanding of the independent curriculum. Of the nine people interviewed, there were six students who understood the independent curriculum, because the independent curriculum helped them to understand more about something new or even something they didn't know before. In addition, because learning in high school is different from the time in junior high school. At this high school, the teacher discusses more for mutual agreement and differentiates students in the class depending on the ability of the students to accept learning. From there I understood how the independent curriculum was implemented by the teachers at our school, the independent curriculum was exciting. There were also students who did not understand, it was normal because I did not see changes in the teachers who taught in my class when I was in junior high school and when I was in high school."

The main thing that is illustrated from the interview above is that state high school students in the Belitung district, Bangka Belitung Islands province, in general, understand the workings and implementation of the independent curriculum, although there is an understanding that it is late because there is no socialization and notification from the school in advance. There were also those who understood late because they were forced to implement it because of a circular letter from the Minister for the implementation of an independent curriculum, schools were required to implement an independent curriculum, when asked for confirmation regarding the impact of the government's decision regarding the implementation of an independent curriculum.

Students at state high schools in Belitung district who implement the independent curriculum already know that the learning carried out by the teacher is pro-student, there is a positive culture,

differentiated learning, social emotional learning and there is coaching conducted by the teacher which is an independent curriculum learning. An independent curriculum that prioritizes and requires students to play an active role in developing their knowledge and skills by exploring all available learning resources seems to want students to play an active role.

Based on the results of the researcher's interview with the respondents in this study regarding students' understanding of the independent curriculum, a number of primary data were obtained as information collected, classified according to the set scale intervals and then analyzed by the researcher in order to obtain a data with an assessment of 77% in the "Good" category. of the three schools implementing the independent curriculum in Belitung district.

7. Involvement of School Committees in Curriculum Development

The involvement of the school committee in curriculum development was very large, as evidenced during the researcher's interview with the school committee:

a. Character Development

One of the involvement of the school committee in curriculum development is the development of students' abilities in character because character grows in the family environment so that parents must be able to teach good habits to students. In the state senior high school in Belitung district which implements the independent curriculum, a committee (parents) is involved to develop character through learning activities with parents at home.

b. Parenting

So if you look at the meaning of parenting based on the original vocabulary, it means that parenting is a person who is doing or doing activities as parents. Furthermore, the word parenting based on food or meaning is the science of caring for, guiding, and educating children in a good and right way. One of the roles of the school committee (parents) is in the parenting class program, namely sharing the experiences of parents who have succeeded in fostering the enthusiasm and character of students in learning. In public high schools in Belitung district that implement the independent curriculum, they have implemented parenting activities once a year at the end of the semester assessment.

c. Support School Programs

The School Committee is to support the school program that has been made and supervised according to what has been planned. The public high school committee in the Belitung district which implements the independent curriculum has supported the school program that has been made.

From the results of these interviews it can be concluded that the role of the school committee is as an institution giving consideration in determining and implementing education policies in education units. As a supporting institution, both in the form of finance, ideas, and personnel in the implementation of education in the education unit.

Based on the results of the researcher's interview with the respondents in this study regarding the involvement of the school committee in curriculum development, a number of primary data were obtained as information collected, classified according to the set scale intervals and then analyzed by the researcher in order to obtain a data with an assessment of 90% in the "Very Good" category. Good" of the three schools implementing the independent curriculum in Belitung district.

Conclusion

Based on the results of data analysis, it can be concluded that the implementation of the independent curriculum in public high schools in Belitung Regency can be concluded that it has been going well even though seen from the aspect of its implementation it is still not optimal and needs improvement. because there are many strategies offered by the government to implement the curriculum depending on the school that is implementing it.

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