# Problematics of The Implementation of The Emancipated Curriculum (IKM) In Indonesian Language of Class X

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| Article Info | ABSTRACT |
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| | This study aims to describe the problems and solutions to problems when implementing IKM, especially in the Indonesian language, which is a mandatory subject that must be mastered by students in Indonesia. This research was in the form of descriptive qualitative research with data collection methods in the form of interviews, documentation, and simple random sampling techniques. From the research that has been conducted, it is concluded that the problems experienced are related to technical problems in implementing the curriculum due to a lack of preparation with this new curriculum change, such as the absence of definite textbooks, being stuck with the previous curriculum, and the lack of facilities and infrastructure such as Wi-Fi networks, which is not a stable and inadequate number of projectors. While the solutions that can be implemented are less effective and only temporary if applied in the long term, they require more mature preparation for the future. |
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## 1. INTRODUCTION

The problem of education in Indonesia is always discussed from time to time; it is not even rare that education in Indonesia is compared to education abroad. This shows that the education level in Indonesia is quite low. In this short period, education in Indonesia has been alarming (Fitri, 2021). The low level of education in Indonesia is caused by several factors, namely lack of attention from the government, gap in infrastructure between education in villages and cities, low quality of learning evaluations, and low level of existing education management [1].

This includes the educational problems faced in Indonesia, namely the complexity of the curriculum, which causes students to be burdened by the myriad of curricula that they must pursue and understand. This causes the students' understanding to be less than optimal for the entire material being taught. Moving on from these curriculum problems, the government will replace the implemented curriculum with a new one that is considered to be able to overcome problems in the previous curriculum; however, this curriculum change also creates new problems. However, as changes in the existing curriculum become more frequent, there is no guarantee of an increase in the quality of education in Indonesia. Rather, the curriculum that forms the basis of the teacher's foundation becomes less optimal if it is constantly replaced [1].

The curriculum itself is of central importance in education, as it is the basis for the implementation of education as well as a tool that facilitates the achievement of learning objectives to be more effective and efficient [2]. Based on this, the 21st century curriculum is considered relevant if it focuses on students' learning activities, competency and character-based curricula, technology-based learning, e-learning based learning, and learning

models adapted to the development of the 21st century, which includes education must collaborate, learn must have context, student-centered learning, and integration of schools with the community [3].

These curriculum problems became increasingly complex when the COVID-19 pandemic emerged in 2019, hampering all activities in almost all parts of the world, including Indonesia itself. These obstacles did not escape the academic teaching and learning activities that became the government's central attention at that time, and the prohibition against gathering in large numbers because it was feared that it would expand the spread of COVID-19 at that time. Before the COVID-19 outbreak, teaching and learning activities at the elementary-high school level used the K13 curriculum with a face-to-face learning model, but during the pandemic, the curriculum was replaced with the K13 curriculum in emergency conditions with an online (online) learning model that was considered less effective in its application because it was very burdensome for teachers, students, and parents, especially in terms of the economy and limited facilities [4].

In the middle of 2022, now the pandemic situation is gradually improving, and learning activities are starting to be allowed again with the implementation of a face-to-face learning model with several conditions set by the government. The learning activities that have recovered are used by the government to improve the education sector, which was previously considered less effective with the implementation of the K13 Curriculum in Emergency Conditions. Efforts made by the government to improve the education sector are carried out by changing the previous curriculum (K13 Emergency Conditions) to an Emancipated Curriculum Implementation (IKM) curriculum.

IKM is the latest curriculum idea launched by the Ministry of Education and Culture, headed by Nadiem Makarim as Indonesia's Minister of Education in 2019 (2022). The implementation of the emancipated curriculum was not carried out simultaneously and massively, but the Ministry of Education and Culture provided flexibility for educational units in implementing IKM according to the level of readiness [5].

The learning design promoted by IKM provides opportunities for students to study in a calm, relaxed, enjoyable, stress-free, and pressure-free manner and to show their natural talents by focusing on the freedom of thought and creative thinking possessed by each student [6]. As a new curriculum, of course, the Merdeka curriculum has advantages that the previous curriculum (K13) did not have, namely (1) Focusing on essential material and competency development following the phases possessed by students so that students can learn more deeply, fun, meaningfully and not in a hurry. (2) Learning is more interactive and relevant through project activities so that students can explore more actively, which will later support the character development and competency profiles of Pancasila Students or Pelajar Pancasila. (3) To strengthen literacy, numeracy, and students' knowledge of each subject. (4) The Emancipated Curriculum provides freedom to schools, teachers, and students to determine an appropriate learning model. (5) Phases, levels of development, and learning outcomes that must be achieved by students adapt to their characteristics, potential, and needs [7]. Based on the five advantages previously described, it can be seen that Nadiem Makarim, as the Minister of Education, wants education in Indonesia to have a pleasant, happy atmosphere without being burdened by achieving certain scores or grades [8].

The IKM learning design mentioned above adapts to students who are starting to be stressed and bored with online learning during the pandemic. Online learning during the pandemic caused students to experience stress, and the habit of online learning caused them to become bored and lazy due to disturbances that might occur in the habit of online learning [9].

IKM as a curriculum that has just been implemented is possible for problems that arise in its application, as in the previous curricula. These problems are not obstacles in implementing the curriculum, but a way to develop the existing curriculum to improve the quality of education in Indonesia.

This research focuses on the implementation of IKM in SMKN 11 Malang. As a school that has just switched to the new curriculum, this school still applies IKM only to Class X. This is used as a trial for the implementation of IKM so that in the future, it can overcome the problems that arise from the existence of this new curriculum. The choice of implementing IKM only for class X is not without reason, but as a form of habituation to implementing IKM in the future. In contrast to grades XI and XII, which are used to the K13 curriculum, it takes quite a long time to get used to the new curriculum than for grade X.

The application of IKM in class X not only applies to one subject but also to all subjects in that class, one of which is the Indonesian language. Indonesian is one of the compulsory subjects that must be mastered by every student in every class and department. The obligation of students to master Indonesian subjects is quite

strong because Indonesian is a form of language harmony that conveys learning without having to forget the local language [10].

In practice, the implementation of IKM Indonesian Language Class X focuses on literacy activities that include skills in listening, reading, viewing pictures, speaking, presenting ideas, and writing in collaboration with technological developments [11]. In class X, the phase used is phase E which requires students to have the ability to communicate following the required reasoning goals in the form of social context, academic values, and in the world of work and can keep abreast of technological developments [11].

Based on the explanation above, the connectedness that exists is that even though IKM as the newest curriculum is considered to have met the curriculum needs needed in the 21st century and is the result of the development of the previous curriculum (K13), it does not rule out that there will be other problems that will arise, especially in Indonesian language subjects, which also become the background of this research.

The problems that arose in the process of implementing the emancipated curriculum at the school were obtained from the results of the initial interview data conducted with teachers and students at SMKN 11 Malang, which showed that there were several problems, including the absence of textbooks, reduced lesson hours, limited infrastructure, and readiness for teachers to implement the curriculum.

The explanation above also provides a glimpse of IKM whose nature is "free learning" students, but in practice, it is not an easy thing to do because of the transition from the K13 curriculum to the Merdeka curriculum which requires sufficient preparation from the relevant agencies, students, teachers, and parents.

Moving on from the description mentioned above, this research takes the following problem formulation: (1) How problematic is the application of IKM in Indonesian language class X in SMKN 11 Malang? (2) What are the solutions to overcoming the problems of learning Indonesian in class X at SMKN 11, Malang?

It is hoped that this research will contribute to advancing education in Indonesia in the future, and that it can be used as a reference if a similar problem occurs in one of the schools in Indonesia.

## 2.  METHOD

The research method is one of the most important factors in determining the success of a study. Similar to the human body, the research method is similar to the human skeleton, which functions as a supporting body to which humans can stand. In this study, the research method used was a qualitative approach of descriptive type (descriptive qualitative). Qualitative itself has a research concept that is used to understand an object that cannot be measured with arithmetic, quantification, and other measuring instruments and is usually in the form of phenomena and social symptoms [12]. Meanwhile, an identical descriptive is used to examine the status, state, concept of thought, and condition of an object to be described, as it is based on the data that has been obtained [13]. This follows the research that was raised, namely, the problematic phenomenon of the application of IKM, which is included in social symptoms and phenomena that will then be described according to the data obtained in the field.

Data sources were obtained from Indonesian language teachers and class X students at SMKN 11 Malang using interview, documentation, and simple random sampling techniques. The interview itself is one of the data collection activities from qualitative research that is carried out by communicating between two people, namely the respondent and the interviewer, to obtain data intended for a particular need [14]. The documentation here is in the form of notes as a result of interviews conducted at SMKN 11 Malang. Furthermore, the simple random sampling technique is defined as a technique or method intended to obtain sample data in the field, without regard to strata in the population [15].

Retrieval of data using simple random sampling techniques is considered more effective and efficient with limited time available, and the large population that must be collected using sampling techniques is the best choice for interspersing interview and documentation methods. The data collected using the three techniques above certainly require analysis techniques so that the data can be more detailed and according to research needs. Data analysis is a series of processes of systematically organizing data obtained from observations, interviews, and other data collection to improve researchers' understanding and present findings to others [16]. In this case, the data analysis technique used was that used by Miles and Huberman. This technique was divided into four stages: data collection, data reduction, data presentation, and data collection.

1. Data collection is a series of activities to gather as much data as possible from research objects and subjects. In this case, data collection was performed using previously described methods.
2. Data reduction is the process of selecting and sorting the data that have been collected so that it becomes more detailed. This data reduction is performed by (1) simplifying the data, (2) coding the data, (3) tracing data themes, and (4) creating data clusters [16].
3. Presentation of data is a series of activities to compile the information obtained to provide opportunities for drawing conclusions and giving action
4. Concluding is performed gradually to provide solid results that can be presented to others to understand.

## 3. RESULTS AND DISCUSSION

Based on research conducted at SMKN 11 Malang, which focused on class X Indonesian subjects in implementing IKM, several problems were experienced by Indonesian Subject teachers and Class X students. These problems certainly hamper teaching and learning activities, which must be addressed immediately so that they are more effective and efficient.

**Lack of Socialization of SMIs**

One of the most important aspects before the implementation of IKM is the socialization and introduction of IKM to both teachers and students. Socialization itself is a learning process for certain systems that include discussion, norms, and knowledge. [17]. In this case, socialization in question is the socialization of the application of IKM. Socialization aims to provide a detailed description of the learning concept promoted by IKM. This lack of socialization has an impact on students who do not understand the flow of the new curriculum, causing students to be less able to maximize the potential of this emancipated curriculum, as well as on some educators who are still stuck with the K13 curriculum. This problem can be minimized by periodically introducing IKM to students and by holding IKM implementation training activities for teaching staff so that in the future, the teaching staff will no longer be fixated on K13, and students will be more able to take advantage of the learning model that is carried out by IKM.

Table 1. Solution of Lack of Socialization of SMIs

| No | Problematics | Solution |
|----|--------------|----------|
| 1 | Lack of Socialization | Periodic introduction of IKM to students and teaching staff |

**Transition Time from K13 to IKM**

As explained in the previous section, the preoccupation of teaching staff and students in the K13 curriculum is one of the problems rooted in IKM, so it takes a long time for students and educators to become more familiar with IKM. One of the preoccupations experienced by students in K13 is that they still need a definition of a text to understand the text more complexly; students are not used to literacy activities, especially in Indonesian. Students' unfamiliarity with literacy is a very serious matter, so educators work hard to apply learning models that are not boring, such as implementing digital media learning in the form of learning videos from YouTube and several other platforms that support learning. Digital media can also be used to improve the quality of student learning [18].

Table 2. Solution of Transition Time from K13 to IKM

| No | Problematics | Solution |
|----|--------------|----------|
| 2 | Transition time from K13 to IKM (students are less familiar with literacy and are stuck with the K13 learning model) | Implementing learning activities that are not boring by utilizing digital media such as Youtube etc. |

**There is no definite teaching material book**

The provision of teaching materials is a conventional learning model that has been applied to several previous curriculum models. Even though this textbook is not mandatory in IKM, it cannot be denied that the existence of this textbook is still needed today by some students, so to overcome this, some educators create textbooks individually. Creating this textbook is important because textbooks support the learning process [19]. Making textbooks individually is a temporary solution that can be done by educators, but this opens up a new

problem, namely that the material outlined in textbooks is not aligned, in the sense that the material outlined from one teacher to another has differences that cause students to experience confusion. Differences in material can be overcome by two options: (1) the provision of teaching material books from the school or (2) an agreement on the material outlined in the teaching material books between Indonesian language subject teachers.

Table 3. Solution of There Is No Definite Textbook

| No | Problematics | Solution |
|---|---|---|
| 3 | There is no definite textbook | Provision of textbooks from the school or the agreement of all Indonesian teachers in making textbooks |

**Sudden Movement of Curriculum Models**

Conceptually, what is presented by IKM can be applied according to the readiness of each educational institution concerned; however, this differs in reality. The application of IKM is considered too sudden, causing a decline in the quality of learning in educational institutions. Moving the curriculum too quickly causes a decline in student achievement by students who are less able to adapt to the implementation of the new curriculum [20]. To overcome this, the teaching staff in the learning process still use the K13 model with the IKM paradigm, which is adjusted to student readiness [4]. Changes to this curriculum sometimes have a positive impact; namely, teachers and students can keep up with the times [21]. In dealing with the implementation of this sudden change in curriculum, it is determined by the quality of the teacher [21].

Table 4. Solution of The Sudden Movement of Curriculum Models

| No | Problematics | Solution |
|---|---|---|
| 4 | The sudden change in curriculum | Learning still uses the K13 model with the IKM paradigm which is adjusted to student readiness |

**Cut off Learning Hours**

According to an informant from a teacher at SMKN 11, it is normal for Indonesian language learning to be carried out for at least three meetings or Jam Pelajaran (JP) in one week, but this learning hour has decreased by only one meeting/JP allocated for the Project to Strengthen Pancasila Student Profile (P5). It is not only Indonesian language subjects who experience a reduction in learning hours, but it also occurs in several other subjects. Even though the reduction in time taken is only one JP, it influences the learning process. To overcome this, educators need to take advantage of learning at home by giving assignments at home to students. The utilization of study hours outside school is useful for supporting study hours at school and improving student learning achievement [22]. Assignments are also considered more effective because they can trigger the learning process creatively, exploratively, and independently [23].

Table 5. Solution of Cut Off Learning Hours

| No | Problematics | Solution |
|---|---|---|
| 5 | Learning Hours Cut by the Project for Strengthening Pancasila Student Profiles (P5) | Utilization of study hours outside the classroom by giving assignments to students |

**Limited Facilities and Infrastructure**

Learning in the 21st century is considered qualified if it can be optimized and utilized [24]. Given this, one of the concepts promoted by IKM is to utilize technology and Internet networks; therefore, facilities and infrastructure are needed to support a smooth learning process. The availability of adequate facilities and infrastructure is very important in the learning process because of its functions, which include (1) a tool for conveying information from teachers to students, (2) tools for understanding learning concepts, (3) tools that expedite the learning process, and (4) a connector for students' understanding of concrete concepts in the abstract [25].

In this case, SMKN 11 has infrastructure problems, namely an unstable Wi-Fi signal and a limited number of projectors. At first, the learning activity was carried out conventionally, namely by using a blackboard, but this was less attractive to students, so they needed a projector. The use of these projectors still has problems, such as the limited number of projectors. This problem was solved by the teacher by providing a learning platform

link, but this was constrained by the Wi-Fi signal. To overcome this, students were instructed to share tethering with each other to students who were constrained by signals.

Table 6. Solution of Limited Facilities and Infrastructure

| No | Problematics | Solution |
|----|--------------|----------|
| 6 | Limited facilities and infrastructure (unstable Wi-Fi signal and limited number of projectors) | Provide a learning link that can be opened anywhere and can share tethering for students who have a better signal |

**Adjustment of Teaching Devices**

Teaching devices are a series of media or facilities used by teachers and students during the learning process [26]. Curriculum 2013 (K13) implemented teaching tools in the form of lesson plans containing several KD that students had to master. However, in this IKM, the teaching tools used were teaching modules that did not contain basic competencies or KD but were replaced with Learning Outcomes (CP) arranged in per-phase. The preparation of the emancipated curriculum teaching module aims to summarize the Lesson Plan or RPP, which is considered too long. The change from lesson plans to teaching modules is quite time-consuming for educators to understand more deeply the concept of teaching modules carried out by the emancipated curriculum.

Table 7. Solution of Adjusment of Teaching Devices

| No | Problematics | Solution |
|----|--------------|----------|
| 7 | Changing teachers' teaching tools | The teacher learns slowly about the teaching materials for IKM on a self-taught basis or the school provides training for teachers in learning the required teaching materials |

## 4. CONCLUSION AND SUGGESTION

**Conclusion**

The emancipated curriculum implemented at this time aims to perfect and simplify the previous curriculum, which is considered less effective and efficient in learning in the 21st century, but this curriculum change does not rule out the possibility of obstacles and problems being experienced. One of the problems experienced by SMKN 11 Malang is (1) the lack of socialization of IKM to students; (2) the need for transition time from K13 to IKM; (3) the absence of definite teaching material books for students; (4) the sudden transfer of curriculum; (5) the cutting learning hours for P5 activities; (6) limited facilities and infrastructure; and (7) adjustment of teaching materials for teachers. Some of these problems have been handled well, and some are temporary solutions. One of the solutions provided is (1) periodic introduction of IKM to students, (2) provision of teaching materials independently from each teacher, (3) gradual adjustment of curriculum transfer, (4) additional study hours at home by giving homework to students, (5) conducting training on making teaching devices, and (6) utilizing makeshift infrastructure.

**Suggestion**

This study focused on SMKN 11 Malang. Other studies may consider different objects and have different problems and solutions. In a study, of course, there is no perfect research because the research itself contains theories that are constantly evolving. As science develops, it is hoped that future researchers will be able to further refine the research related to the same theme for the development of science and education in Indonesia.

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