

Utilization of Learning Facilities and Infrastructure in Implementing the Merdeka Curriculum at Muhammadiyah Middle School 57 Medan

Sri Veronica Anggraini^{1*}, Siti Muti'ah², Riski Panjaitan³, Muhammad Raihan Setiawan⁴

Universitas Muhammadiyah Sumatera Utara, Indonesia^{*1,2,3,4}

^{*1}email: srivernicaanggraini22@gmail.com

²email: sitimutya746@gmail.com

³email : panjaitanriski94@gmail.com

⁴email: shiddiqqori99@gmail.com

Abstract: Educational facilities really determine the success of education, because facilities and infrastructure play a very important role in the learning process. Facilities and infrastructure influence the learning process, thereby determining whether learning runs effectively and efficiently. The aim of this research is a way to identify and obtain discussion regarding the use of learning facilities and infrastructure in implementing the independent curriculum at Muhammadiyah 57 Medan SMP school. The method used in this research is a descriptive qualitative method, namely describing the subject about the situation and data obtained during this observation and research, namely the school principal, teachers and school committee. Data collection techniques use observation, interviews and documentation. This research states and provides an overview of the use of facilities and infrastructure in implementing the independent curriculum at Muhammadiyah 57 Medan SMP school. The results of this research prove that the implementation of the curriculum at SMP Muhammadiyah 57 Medan has been implemented optimally and is ongoing, although the implementation still has shortcomings and obstacles. The key to success comes from implementing the curriculum at Muhammadiyah 57 Medan SMP school, meaning that the principal and teachers must have the will to make changes. The principal as a leader must be able to change the mindset of the human resources in the school to want to make changes so that the independent curriculum can be implemented.

Keywords:

Utilization;
Infrastructure;
Independent
Curriculum.

Abstrak: Fasilitas pendidikan sangat menentukan suatu keberhasilan pendidikan, karena sarana dan prasarana sangat berperan penting dalam proses pembelajaran. Sarana dan prasarana berpengaruh terhadap proses pembelajaran, sehingga menentukan pembelajaran yang berjalan efektif dan efisien. Tujuan dari penelitian ini merupakan sebuah cara mengidentifikasi serta memperoleh pembahasan perihal pemanfaatan sarana dan prasarana pembelajaran dalam mengimplementasi kurikulum merdeka pada sekolah SMP Muhammadiyah 57 Medan. Metode yang digunakan pada penelitian ini adalah metode kualitatif deskriptif, yaitu mendeskripsikan subjek tentang situasi dan data yang diperoleh selama pengamatan serta penelitian ini ialah kepala sekolah, guru, dan komite sekolah. Teknik pengumpulan data menggunakan observasi, wawancara dan

Kata Kunci:

Pemanfaatan;
Prasarana; Kurikulum
Merdeka.

dokumentasi. Penelitian ini menyebutkan dan memberi gambaran tentang pemanfaatan sarana dan prasarana dalam implementasi kurikulum merdeka di sekolah SMP Muhammadiyah 57 Medan. Hasil penelitian ini membuktikan bahwa implementasi kurikulum pada sekolah SMP Muhammadiyah 57 Medan sudah dilaksanakan menggunakan optimal serta sedang berlangsung, walaupun pada pelaksanaannya masih mempunyai kekurangan serta kendala. Kunci keberhasilan berasal dari adanya penerapan kurikulum di sekolah SMP Muhammadiyah 57 Medan artinya asal kepala sekolah dan guru-gurunya harus memiliki kemauan buat melakukan perubahan. Kepala sekolah selaku pemimpin harus bisa merubah mindset asal Daya insan yang ada pada sekolah tersebut untuk mau melakukan perubahan sebagai akibatnya kurikulum merdeka bisa diterapkan.

A. Introduction

In an era of globalization like today, we are required to be more prepared for everything. The education sector is one of the mainstays for preparing the human resources needed to face the challenges of the times. Human resource preparation is carried out from primary, secondary and higher education. One effort to improve the quality of human resources is through the learning process in schools. Where successful learning is supported by the effective and efficient use of all educational facilities and infrastructure in schools. (Fatmawati et al., 2019).

Facilities and infrastructure are tools and equipment that are directly used in the teaching and learning process, such as buildings, classrooms, chairs, tables, and pedagogical media. Educational facilities and infrastructure are facilities that indirectly support the teaching process, such as courtyards, school parks, gardens and roads to school (Rahayu, S. M., & Sutama, S. 2016: Nurmadiyah, 2018). If this infrastructure is used privately for the teaching and learning process, such as a school garden for teaching biology or a school yard as a sports field, then this component changes its position to become an educational facility. When infrastructure is used as a means, it means that the infrastructure becomes a basic component. However, if the infrastructure stands alone or is separate, it means that its position is to support the facilities (Ellong, T.A 2018: Novita, M. 2017). Educational facilities and infrastructure

need good management to support teaching and learning activities. (Herawati et al., 2020).

The existence of facilities and infrastructure helps the learning process, so that determine success in learning. In the learning process, learning tools and media are needed to assist learning. For example, ineffective learning, such as when the classroom learning process that will be used is leaky or not maintained. Therefore, an institution requires management of facilities and infrastructure.

Management of facilities and infrastructure is very influential for learning and teaching. A learning success will be successful if the management of facilities and infrastructure is adequate and supportive. Based on Ni'matul (2017), school facilities and infrastructure influence children's development so that they can disrupt the learning and teaching process. In fact, in every school there are still many facilities and infrastructure that do not meet the standards set by the Ministry of Education and Culture as a result, the management of the facilities and infrastructure is not yet optimal. (Ria Ramdhiani & Rahminawati, 2021).

In Indonesia, the implementation of the curriculum has undergone many changes and improvements, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (curriculum revision 1994), 2004 (Competency Based Curriculum), and 2006 curriculum (Education Unit level curriculum), and in 2013 the government through the Ministry of National Education reformed it into the 2013 curriculum (Kurtilas) and in 2018 there was a revision to become the Revised Kurtilas" (Ulinniam et al., 2021). At this time a new curriculum emerged, namely the independent curriculum. Where the independent curriculum is interpreted as a learning design that provides opportunities for students to learn peacefully, calmly, pleasantly, stress-free and pressure-free, to show their natural talents. Merdeka is serious about learning freedom and creative thinking. One of the programs presented by the Ministry of Education and

Culture at the launch of independent learning was the start of the SMP program (Rahayu et al., 2022).

There are new things in the Independent Curriculum, including that there are no longer the terms Core Competencies (KI) and Basic Competencies (KD) as competencies that students must achieve after going through the learning process. In the Independent Curriculum, what is meant is Learning Outcomes (CP) which is a series of knowledge, skills and behavior into one continuous process as a result of which creates complete competence. This has the impact that the learning assessments developed must refer to the established CP. Compared to the previous curriculum, the Merdeka Curriculum has content and structure that is simpler, deeper, independent, relevant and interactive. The selected material is focused on important and essential material according to the student's developmental stages so that the material or lesson content is no longer dense. Apart from that, something new in the Merdeka Curriculum is that schools are given the freedom to implement examples of collaborative learning between subjects and form cross-subject assessments, for example in the form of summative assessments in the form of projects or project-based assessments. But most importantly, learning is made and applied in a fun way. (Nurcahyono & Putra, 2022)

With the independent curriculum, it is hoped that students can develop according to their potential and abilities because with the independent curriculum they receive critical, quality, expressive, applicable, varied and progressive learning. "And this new curriculum change requires cooperation, strong commitment, seriousness and real implementation from all parties, so that the Pancasila student profile can be embedded in students." (Fetra Bonita Sari, Risda Amini, 2020).

B. Research Methods

The qualitative approach in this research is descriptive. Descriptive research is research about phenomena that are occurring currently. The process

carried out is collecting and compiling data, as well as analyzing and interpreting the data. In essence, descriptive qualitative research is a method of researching the status of a group of people, an object with the aim of creating systematic, factual and accurate descriptions, images or paintings regarding the facts or phenomena being investigated (Convelo, 2013). The object of this research is the use of learning facilities and infrastructure in implementing the Independent Curriculum at Muhammadiyah 57 Medan Middle School. The object of this research is the management of the use of learning facilities and infrastructure at Muhammadiyah 57 Medan Middle School. In this case, there is a uniqueness, namely that there are several factors related to the use of learning facilities and infrastructure at the Muhammadiyah 57 Medan Middle School. (Herawati et al., 2020).

Data collection techniques in this research used field information, documentation and observation. Field information techniques were used by researchers as an instrument in the form of a list of questions asked to teachers and principals at Muhammadiyah 57 Medan Middle School which included the characteristics of respondents, completeness of facilities, work comfort and teacher performance. The data collection technique using documentation was carried out as an effort to support the data in this research, and documentation was carried out at SMP Muhammadiyah 57 Medan. Thus, the steps of qualitative data analysis in this action research are carried out from the moment the actions are carried out. (Herawati et al., 2020). During field activities, interviews and observations were the techniques used in this research. In this research, it is explained what the roles of school heads and teachers are in making the independent curriculum a success at Muhammadiyah 57 Medan Middle School. Also reviewing whether this independent curriculum can be implemented efficiently. And were there any problems or obstacles experienced during the implementation of the independent curriculum? The application of this design is achieved by collecting data, processing the data, and then presenting the data using useful information that is practically understood by

the reader. The elements that are the subject of qualitative research using observation techniques are places, actors and activities. This research was conducted at one of the Muhammadiyah 57 Middle Schools in the city of Medan. The target group for this research is teachers and school principals. This research was conducted through observation and interviews. (Rahayu et al., 2022).

C. Results and Discussion

1. Understanding educational facilities and infrastructure

Educational facilities, namely equipment that is directly used for the educational process, such as tables, chairs and teaching media, while educational infrastructure is facilities that indirectly support the educational process, such as yards, gardens and parks. Based on (Ismaya, 2015) infrastructure is supporting facilities that can support the activity process in any organization, including educational units or schools.

According to Roestiyah (Kelompoklansia 3 December 2017) learning facilities are learning equipment that is expected in the learning process so that learning goals can be achieved smoothly, regularly, effectively and efficiently. According to E. Mulyasa, learning facilities are tools and equipment that are personally used and support the learning process, especially the learning, teaching process, such as buildings, classrooms, desks and chairs, as well as teaching tools and media. Meanwhile, based on Wahyuningrum (2004), educational facilities are all the facilities needed in the learning process, which can include movable and immovable goods so that learning objectives are achieved.

Based on several opinions expressed above, it can be concluded that educational facilities and infrastructure are all equipment/facilities used in the learning process, both moving and immovable, such as chairs, tables, classrooms and so on in order to achieve educational goals. (Fatmawati et al., 2019).

2. Utilization of facilities and infrastructure

Educational facilities and infrastructure are equipment or tools that are directly used in the teaching and learning process, such as buildings, classrooms, tables, chairs, mosques and teaching media. Educational facilities and infrastructure are facilities that indirectly support the teaching process, such as courtyards, mosques, school gardens, and roads to school. If these facilities and infrastructure are used directly for the teaching and learning process, such as school gardens, school yards become sports fields, then these components change their position to become educational facilities. Furthermore (Kristiawan et al, 2017) emphasized the importance of planning, so that activities can take place in an orderly and measurable manner. Procurement of household facilities and infrastructure at SMP Muhammadiyah 57 Medan was carried out to meet the needs for educational facilities and infrastructure so that teaching and learning activities can run well. Procurement of facilities and infrastructure means autonomy with a separate budget which comes from the school budget from the government, BOS funds or donors. The process for procuring facilities and infrastructure is determined by the school principal with the coordination of the treasurer and then the teacher (person responsible for the facilities and infrastructure) provides whatever items are needed. (Herawati et al., 2020).

3. Implementation of the Independent Curriculum

Minister of Education and Culture, Research and Technology, Nadiem Anwar Makarim, officially launched the new name of the prototype curriculum, namely the Independent Curriculum. The independent curriculum was developed into a curriculum framework that is more flexible and focuses on fundamental material and develops students' uniqueness and abilities. "The Ministry of Education and Culture stated that there are 4 ideas for changes that support the independent learning program, which relates to using National Standard Examinations (USBN), National Examinations (UN), Learning Implementation Plans (RPP), and Zoning New Student Admission Regulations

(PPDB)" (Mustagfiroh , 2020) (Saleh, 2020) (Marisa, 2021). The stand-alone curriculum is designed to support learning recovery from the COVID-19 pandemic. Freedom of learning for teachers and students is what is emphasized in freedom of learning. "The Ministry of Education and Culture defines independent learning as a learning process that provides freedom and authority to every educational institution so that it is free from complicated administration." "The main assumption of freedom to learn is giving trust to teachers so that teachers feel free in carrying out learning" (Koesoema, 2020). The learning atmosphere is more comfortable, teachers and students can discuss more relaxedly, learning can be done outside the classroom by not only listening to the teacher's explanations, but rather forming courage, independence, cleverness in socializing, civilized, polite, competent, and not just relying on the ranking system according to some surveys only disturb children and parents." The concept of Independent Learning, according to (Sherly et al., 2020), "returns the national education system to the essence of the law to give schools the freedom to interpret the basic competencies of the curriculum for their assessment". By implementing an independent curriculum, it will be more relevant and interactive, where project-based learning will provide broad opportunities for students to actively explore factual issues. Schools are given the freedom to choose three options in implementing the independent curriculum. First, implementing some of the principles of an independent curriculum by not updating the school curriculum used. second, using an independent curriculum using the learning facilities that have been prepared. Third, using an independent curriculum by developing your own teaching tools. The advantage of having the first independent curriculum is that it is simpler and more in-depth. because it focuses on important material and develops students' competencies in their respective fields. secondly, it is more independent where students do not have specialization events at junior high school. Teachers teach according to the abilities and development level of

students. To spread the curriculum and learning according to its characteristics, schools have the power (Rahayu et al., 2022).

Before discussing this research further, let's first understand the following things: First, the curriculum is a set of subjects and various educational programs implemented by each level of education (Pertiwi et al., 2022). The curriculum is used as a reference or guideline in implementing classroom learning as an effort to achieve educational goals effectively and efficiently. The independent learning curriculum is a curriculum that is still relatively new in Indonesia, where the implementation of this curriculum is expected to be able to improve the quality of student learning outcomes because learning is carried out independently according to the needs of students in each school (Sumarsih et al., 2022), (Usanto, 2022).

This independent learning curriculum also provides more flexible learning offerings while still focusing on subjects that are considered important to master while providing flexibility for teachers in implementing learning. The principles applied in the independent learning curriculum include: this curriculum is designed or compiled taking into account the stages of student development, the learning carried out is encouraged to produce students who like to learn so that they become lifelong learners, the learning process is reflected in daily habits (Nelisma, 2022), (Usanto, 2022).

The independent curriculum learning process at driving schools refers to the Pancasila student profile which aims to produce graduates who are competent and uphold character values. The structure of the independent curriculum is intracurricular activities, projects to strengthen the profile of Pancasila students and extracurricular activities (Rahayu et al., 2022). The independent learning curriculum at SMP Muhammadiyah 57 Medan will be implemented starting in 2022 for class 2 and 3 after the teachers have clearly received information regarding the implementation of the independent curriculum and will gradually be implemented in all classes following the

increase in the class of students currently sitting in the class. 2 and 3. (Usanto, 2022)

Implementation of the Independent Curriculum in learning by teachers starts from planning, implementation and evaluation. Lase (2020) revealed that learning planning is crucial in teaching activities, because learning planning can be a reference for a teacher to carry out learning in class. Things that have changed or are new in learning planning in the Independent Curriculum are as follows:

- a. In learning tools, KI and KD change to CP. CP planning is analyzed to develop learning objectives and the flow of learning objectives;
- b. The word Syllabus becomes ATP (Learning Objective Flow). ATP is created and designed by teachers;
- c. RPPs are changed to Teaching Modules and are developed by teachers;
- d. Teaching modules can be made 1 week per module and include formative tests and summative tests. Formative tests and summative tests are planned and designed by the teacher;
- e. In the Teaching Module, at the beginning of learning there must be a diagnostic test (divided into two, namely cognitive tests for learning and non-cognitive tests to find out the student's background), and to find out the child's character (whether the student is happy or not) at the end of the learning. Diagnostic assessment planning designed by the teacher;
- f. Delivery of material can be thematic and subject, returned to the respective educational units;
- g. Free subject hours per week; And
- h. You can determine which material is prioritized and taught because the benchmark is the Teaching Module, not the textbook.

Some of these changes become obstacles for teachers at the planning stage.

These obstacles are in terms of preparing teaching modules. In its preparation,

this teaching module must be able to implement the flow of learning objectives that have been developed by the teacher based on learning outcomes with the Pancasila student profile as the target. Apart from that, teaching modules must be arranged according to the phase or stage of student development and also what students will learn according to the learning objectives that have been designed. As a result, teachers are given the freedom to develop teaching modules, but not apart from the components and aspects that have been determined in the teaching module. This is in line with Hasibuan (2022) who stated that teachers must have free and independent thinking in designing learning modules that suit student characteristics. (Nurcahyono & Putra, 2022).

The implementation of learning in the implementation of the Independent Curriculum takes the form of differentiated learning. There are several indicators that teachers must have when implementing differentiated learning: 1) teachers are able to create a learning environment that can stimulate students to achieve high learning goals, 2) teachers are able to respond to students' learning needs which include learning planning, learning resources, learning strategies, learning media, assignments and assessments are not the same 3) teachers can manage or organize productive classes using procedures and routines that can allow flexibility using clear structures even though carrying out activities are not synchronous but the class can run well (Aisyah, 2019). "The concept of the independent learning policy is that teachers become the energy of educators who are able to create a comfortable learning atmosphere and are able to generate enthusiasm for learning so that students do not feel burdened by the material presented by the teacher" (Yusuf & Arfiansyah, 2021). (Nurcahyono & Putra, 2022).

D. Conclusion

Educational facilities and infrastructure are equipment or tools that are directly used in the teaching and learning process, such as buildings, classrooms, tables, chairs, mosques and teaching media. Educational facilities

and infrastructure are facilities that indirectly support the teaching process, such as courtyards, mosques, school gardens, and roads to school. If these facilities and infrastructure are used directly for the teaching and learning process, such as school gardens, school grounds become sports fields, then these components change their position to become educational facilities.

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