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**Master Economic Education**

# **ANALYSIS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM**

**Descriptive Research On The Economics Subject  
Of State High Schools In Majalengka District**

**THE 2ND FPEB LEADER'S TALK AND THE 3RD INTERNATIONAL CONFERENCE  
ON EDUCATION, ECONOMICS, BUSINESS, ENTREPRENEURSHIP, AND FINANCE  
(ICEBEF)**



# Research Begins With A Problem

01

The curriculum is dynamic

02

Curriculum development based on science and technology

03

Independent Curriculum

04

Facts and data in the field show that teachers still experience difficulties in designing and developing

05

Previous research data :

(Asfiati, 2020). : Education needs to balance with the development of the times

(Nurwiatin, 2022). Curriculum implementation is adjusted by teachers and regulations

(Hutabarat, 2022). The Independent Curriculum provides opportunities for teachers and students to think independently

(Hue Thi Thu Dang, Dien Thi Bui, et al, 2023). Teachers are key in implementing the curriculum with various challenges

05

Facts :

Facts: Pre-research interview with the Chair of the MGMP for Economics Subjects, high school teachers, other economics subject teachers, also stated that the Independent Curriculum will only be implemented in the 2022/2023 academic year

# METHOD

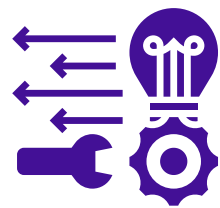


## Research Object:

Learning Process (Planning, Implementation and Evaluation of Learning)

## Research Subject :

Economics teacher at Majalengka Regency State High School



## Population and Sample:

Principals, Deputy Principals for Curriculum and Economics Teachers at State High Schools in Majalengka Regency

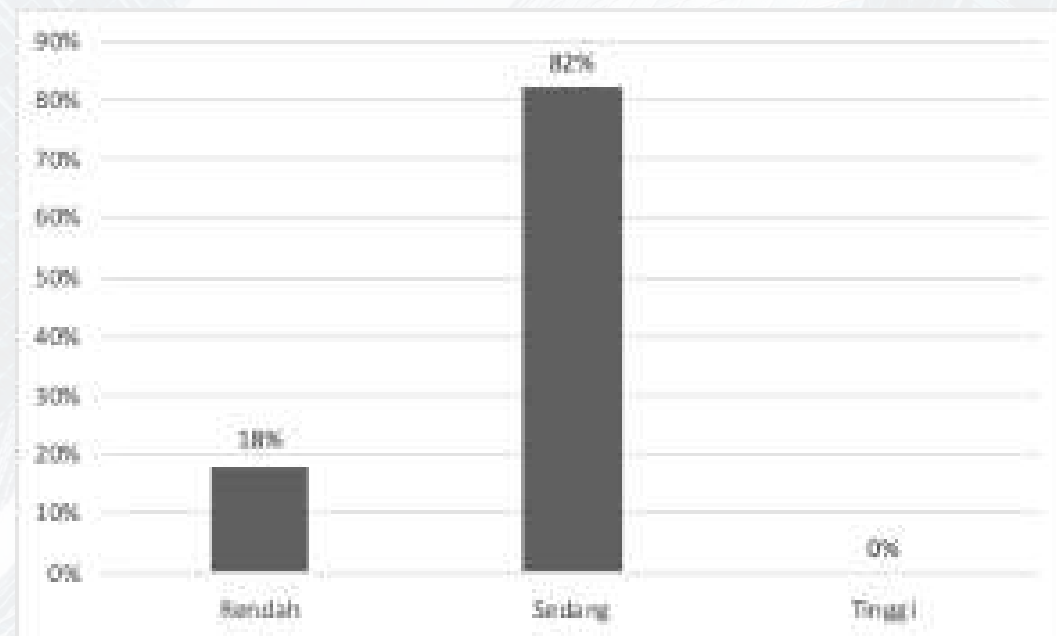
## Research methods :

Quantitative descriptive

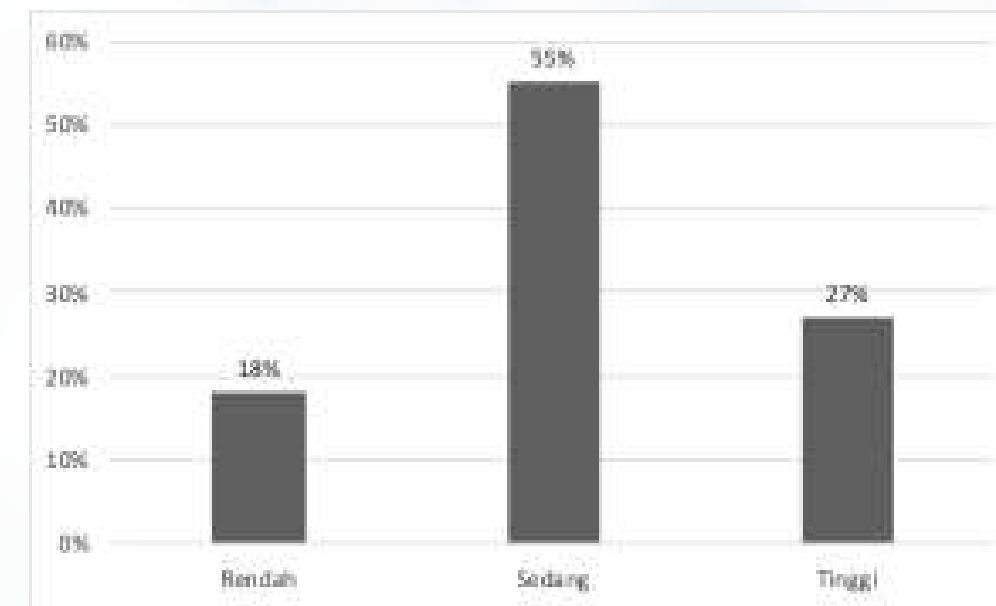


# RESULTS AND DISCUSSION

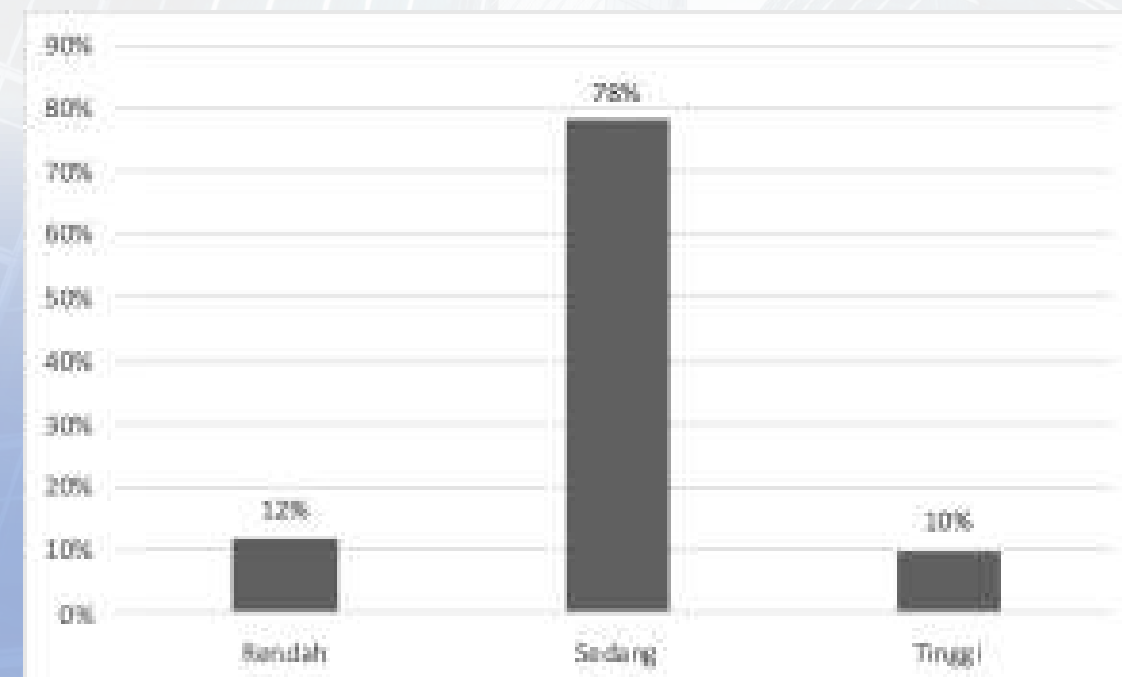
## Description Of results



Average of Economics Teacher Learning Planning Categories



Average Categories of Economics Teacher Learning Implementation



Average Categories of Economics Teacher Learning Implementation

# RESULTS AND DISCUSSION

## Discussion of Research Results



### General description

All indicators of planning, implementation and evaluation of economic subject learning at Majalengka Regency State High Schools are considered to be quite good in their implementation in accordance with the guidelines of Minister of National Education Regulation Number 16 of 2022 and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014



### Learning Planning

In general, the results of the 3 respondents' assessment of learning planning were in the medium category.

#### Dominant indicators:

- The results of the research on the assessment of school principals and economics teachers (self) regarding learning planning, the most dominant indicator is the preparation of material.
- The assessment of the deputy principal in the field of curriculum regarding learning planning is the most dominant indicator of preparing media.

# RESULTS AND DISCUSSION

## Discussion of Research Results



## Implementation of Learning

In general, the assessment results of the 3 respondents are in the medium category

### Dominant indicators:

- The principal's assessment of the most dominant implementation of learning is the indicator of explanation skills, with a focus on essential material
- The assessment of the deputy principal in the field of curriculum regarding the most dominant implementation of learning is the indicator of skills in carrying out variations, in a learning atmosphere that provides sufficient space for initiative, creativity, independence in accordance with the talents, interests and physical and psychological development of students.
- The economic teacher's (self) assessment regarding the implementation of the most dominant learning is the indicator of group discussion skills with project-based learning for the development of soft skills and character according to the profile of Pancasila students.

# RESULTS AND DISCUSSION

## Discussion of Research Results



### Learning Evaluation

In general, the results of the 3 respondents' assessments were in the medium category

#### **Dominant indicators:**

The results of research on the assessment of school principals, deputy principals and economics teachers themselves regarding learning evaluations are the most dominant indicators of assessment of planning and implementation of learning carried out after the implementation of learning at least 1 (one) time in 1 (one) semester.

# Things That Need To Be Fixed

**Planning:** The ability to organize learning resources that are tailored to the characteristics of students

**Solution:** Strengthen access to relevant learning materials, teaching aids and technology that supports the learning process

**Implementation:** skills in closing learning

**Solution:** Develop creativity and innovation in the learning process, so that students play an active and enthusiastic role

**Evaluation:** Developing an independent curriculum assessment

**Solution:** Teachers and schools work together to provide and participate in IT-based training so that assessments can be developed





# Congclusion



The implementation of the independent curriculum by economics teachers in Majalengka Regency is in the medium category, meaning that economics teachers are quite good at carrying out planning, implementation and evaluation of learning, but there must be some things that need to be evaluated and developed in accordance with the independent curriculum guidelines contained in Permendiknas Number 16 of 2022 and Minister of Education and Culture Regulation Number 103 of 2014 concerning Learning in Basic Education and Secondary Education



To improve the Merdeka Curriculum, professional training for economics teachers is needed, including technology-based modules, interactive learning methods, and strengthening assessment through workshops and mentoring, as well as developing innovative assessment tools

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**Thank You**  
For Your Attention

