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## INTEGRATION OF KURIKULUM MERDEKA COMPETENCIES IN CRAFT LEARNING CONTENT IN JUNIOR HIGH SCHOOL

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**Abstract:** *The Kurikulum Merdeka is a curriculum that emphasizes the development of holistic competencies, creativity, and entrepreneurship of students to face the challenges of complex times more effectively. In secondary education, the application of the Kurikulum Merdeka is able to have a significant impact on learning objectives, including the craft subject on the topic of processing. The research method used is qualitative by applying interview data collection, observation and field documentation studies. The results of the study found that the implementation of the Kurikulum Merdeka at Nurul Huda Porong Sidoarjo Junior High School was carried out in stages from grade 7, with teachers who had received training to develop their own learning tools. The learning process for food processing crafts is interactive and fun, despite the lack of equipment and practice rooms. The integration of Kurikulum Merdeka in food processing craft in junior high schools produces students who are competent and knowledgeable in the culinary world.*

**Keywords:** *Junior High School, Kurikulum Merdeka, Competency Integration.*

### INTRODUCTION

The Kurikulum Merdeka is a curriculum change from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to try to recover learning from the existing problems (Cholilah et al., 2023; Sumarsih et al., 2022). The education curriculum in Indonesia changes from time to time based on the needs of the times (Billett, 2011; Sapitri, 2022). The teaching and learning process in learning requires the role of a curriculum that functions as a reference or road map in achieving educational goals (Tjiptady et al., 2020). According to Permendikbud No. 65 of 2020, the curriculum is a very important factor in an education unit that affects student learning outcomes (Cruz, 2013). The Kurikulum Merdeka, especially what was once known as the prototype curriculum, was modified to make a more flexible curriculum, while still emphasizing material, character development and student skills (Yoto et al., 2024). The Kurikulum Merdeka trains students in having psychomotor skills, academic values, active discussion, independence in the learning process (Daga, 2021; Gumilar et al., 2023).

Based on the results of observations at Nurul Huda Porong Sidoarjo Junior High School, which is one of the private schools and the 2022/2023 school year Nurul Huda Junior High School has implemented the Kurikulum Merdeka in grade 7. The Kurikulum Merdeka carries the concept of student independence (Wijayanti & Ekantini, 2023). Understanding the meaning of an Kurikulum Merdeka or independent learning and the role of the teacher can help teachers and students think more freely, be more creative and innovative, along enjoy the learning process (Febri et al., 2023). The advantages contained in the Kurikulum Merdeka are simpler, freer or

independent because education units have the right to develop a learning curriculum that can be seen from the characteristics of the needs of students and the education unit area (Nadhiroh & Anshori, 2023; Zainuri & Zulfi, 2023). In research (Kristiani & Andrianti, 2013; Muharrom et al., 2023) revealed that freedom of learning can be interpreted as freedom in learning. Free means providing fun and fun learning that is not always teaching and learning carried out in the classroom.

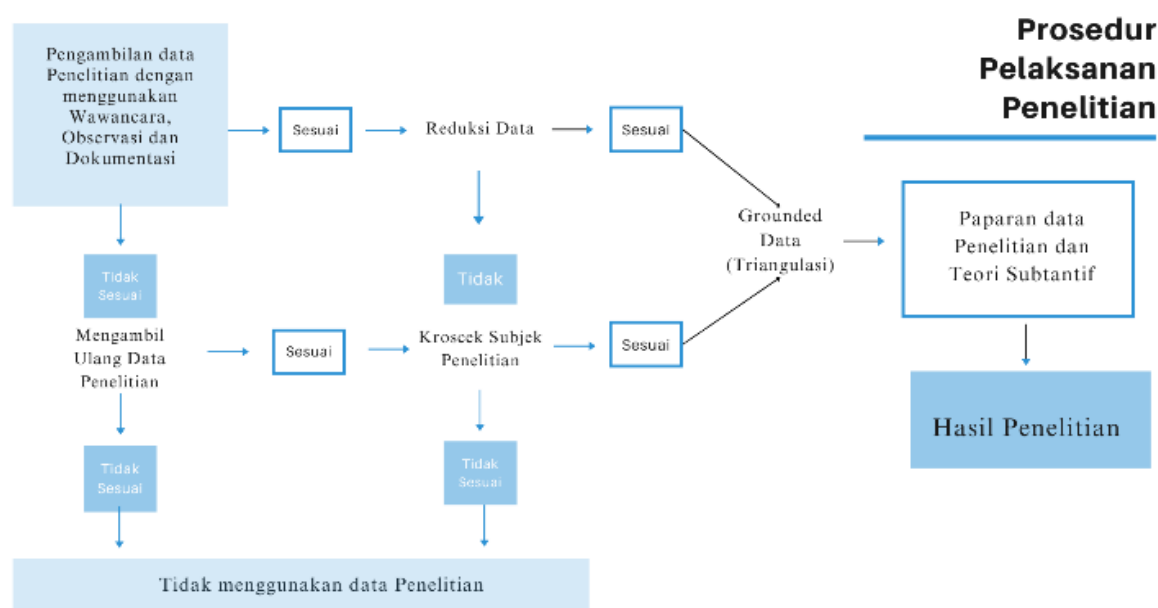
Teaching modules, project modules and textbooks are learning tools or teaching tools in an Kurikulum Merdeka (Devi et al., 2024; Jannah, 2023). Each teaching tool has a flow and learning outcomes that make it easier for teachers to deliver material in the learning process. The Kurikulum Merdeka uses new terms for its learning tools, including Capaian Pembelajaran (CP), Alur Tujuan Pembelajaran (ATP), Modul Ajar (Junaedi & Asbari, 2024; Santoso et al., 2024).

Quoted from the website Kementerian Pendidikan dan Kebudayaan (Kemdikbud), craft can be defined as applied science from various sciences that are applied to solve problems in everyday life (Kemendikbud, 2021). Therefore, craft subjects at the Junior High School level are expected to foster creativity, innovation, inspiration, initiative and student independence. Craft is a subject with the aim of guiding students to foster innovation and creativity that can later create jobs and support readiness in the world of work. Ki Hajar Dewantara voiced the concept of subjects with the development of creativity, taste, and karsa through the creation of craft works that can affect individuals and the environment. The scope of craft subjects for junior high school consists of four aspects, namely Crafts, Engineering, Cultivation, and Processing. Processing activities process or change the form of raw materials into processed products. The process can involve physical, chemical, and microbiological processes with material handling and preservation. Educational benefits from the processing aspect, students can gain insight into the importance of handling, preparing and preserving food ingredients so that they do not spoil quickly and increase the diversity of insights about food.

## RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study research type. This research focuses on the implementation of an Kurikulum Merdeka in the processing aspect of craft subjects. The qualitative research approach is carried out on research subjects who will find an event and the researcher acts as an instrument in the research, the results of the approach will be presented descriptively by the researcher (Romadin, 2023; Ulfatin, 2015). Describing events in the field, the behavior of people and certain activities is the purpose of this research.

The informants of this research amounted to two people, namely the principal and the head of curriculum or craft subject teacher. Data collection techniques in the study used observation, interviews and documentation. Furthermore, data validity checking was carried out using source triangulation techniques to identify information from various data sources and triangulation techniques to reveal data from sources.



**Figure 1.** Research Implementation Procedure

### Result

#### 1.1 Lesson Planning

Based on the results of the study, it is stated that the preparation of lesson planning by teachers attending Kurikulum Merdeka training to find out the contents of the Kurikulum Merdeka and make learning tools. Informants said that the Kurikulum Merdeka is very good because it gives students freedom and activeness during the learning process. Interesting learning media, rich in learning resources and knowledge are things that teachers must prepare to increase student interest in learning. Learning tools are developed by teachers themselves and modeled learning tools from other subjects because teachers find it difficult to find the correct learning tools for processing aspects of craft subjects. Teachers prepare learning media in the form of video tutorials to be shown to students to provide an understanding of the processing aspect of the craft learning material and sometimes cookbooks are used as learning media as well.

Preparation before the learning process is to prepare learning tools. The Kurikulum Merdeka tools used are considered more practical and easier than the previous curriculum. The learning tools are developed by the teachers themselves and imitate learning tools from other subjects because teachers find it difficult to find learning tools for the correct processing aspects of the craft subjects. The learning media used to support the learning process is by watching video tutorials and reading cookbooks. Based on research (Damayanti et al., 2023; Witarsa, n.d.) revealing the components in learning, determining the direction of activities (objectives), material content, how to deliver activities and assessment (evaluation) is a learning planning activity.

#### 1.2 Learning Implementation

According to (Wijaya, 2024) craft subjects have the principle of student creativity that uses basic technology to produce high skill competencies. Craft subjects have the meaning of developing the creativity that exists in students and developing entrepreneurial traits. (Ariska & Khairi, 2023). The existence of craft subjects is expected that after graduating students can use the skills they have learned at school for their personal independence (Amin, 2023; Sunaryo, 2023)



**Figure 2.** Implementation of Learning Craft Subjects

The learning process is carried out in accordance with the teaching tools that have been made. Learning activities for processing aspects of craft subjects in the classroom, the teacher coordinates the class so that students are not crowded. The teacher explains the material and students participate actively in the teaching and learning process, the teacher gives questions to students and does not forget to motivate students. At the beginning of learning craft practice in the processing aspect, the teacher will give instructions on the ingredients to be processed, then students will discuss and look for ideas for food to be made. After discussion and searching for ideas, students will make presentations in front of the class to convey the food that will be made.



**Figure 3.** Students Practicing Crafts

During the learning process of the processing aspect of the craft, the teacher will divide the groups randomly. The practice is carried out in front of classroom VII because the school does not have a special practice room for cooking. The learning process of craft aspects of processing when practicing students and students bring their own tools and materials from home. Due to the lack of learning tools and facilities, students are less than optimal in the learning process.



**Figure 4.** Results of Craft Practices in the Processing Aspect of Class VII Students

In Figure 4. above is the result of the practice of processing aspects of craft subjects with the material of processing fruit food ingredients which they processed into chocolate banana omelet rolls with cheese topping. Traditional snacks were chosen with the aim of preserving regional specialties and adding insight for students.

### **1.3 Form of learning assessment**

At Nurul Huda Porong Junior High School in class VII, the craft subject in the assessment process is carried out at the end of the lesson where the teacher will review the material that has been delivered and ask students then students are given the opportunity to give their opinions about the material that has been taught. Learning activities apply assessments in accordance with the Kurikulum Merdeka where the initial assessment of learning and the learning process is carried out to determine the level of students' knowledge of the material and the assessment at the end of learning to determine the achievement of learning objectives (Suryanto, 2022). According to (Hasanah & Kristiawan, 2019; Salmayzuri, Ruslan Pristiwaluyo, 2015; Subali, 2014) the benchmark for the implementation of assessments is not only from the assignment of material, the existence of assessments can determine the quality and can improve the quality of education.

### **1.4 Obstacles and solutions to the implementation of the Kurikulum Merdeka in the processing aspect of craft subjects**

The obstacle is that the learning resources, namely the craft book, are still very difficult to find, so there is a lack of references for teaching. Preparation before the learning process is to prepare learning tools. Practical activities in the learning process of processing aspects of carft materials experience obstacles with the lack of equipment and facilities for cooking. The solution to these problems is that schools must continue to improve facilities and infrastructure at school to improve the quality of learning.

Research from (Almarisi, 2023; Sahid & Rachlan, 2019; Surabaya et al., 2020) stated that the lack of facilities in the learning process is one of the factors inhibiting the implementation of education in an institution. According to (Karyono, 2023; Tanal, 2022; Yansah et al., 2023) In his research, efforts to improve the quality of learning can be done to attract students interest in learning by planning or improving learning facilities and modifying learning in an interesting way.

## 1.5 Integration of Kurikulum Merdeka Competencies in Craft

**Table 1.** Integration of Kurikulum Merdeka Competencies in Craft Subjects

No.	Subject	Competency Achievement	Implementation
1.	Islamic Religious Education and Ethics	Understand the wisdom of determining halal and haram food and drinks based on the Qur'an and Al-Hadith.	Students provide examples of halal and haram foods during learning and are able to examine the ingredients of the food they make.
2.	Indonesian	Understand how to present observation data.	Students provide examples of presenting data on food ingredients and can explain the benefits of the food content that has been made.
3.	Science	Collect data and classify of objects, plants, and animals in the surrounding environment. in the surrounding environment.	Students are able to classify which plants can be used for food and which cannot be used for food.
4.	English	Conveying facts with varied expressions about routine activities in the form of recount text through writing and speaking activities.	Students are able to present and present product results using English.
5.	Physical Education and Sports	Have healthy living behaviors.	Students are able to assess the nutrition of food or products that have been made.

No.	Subject	Competency Achievement	Implementation
6	Craft (Processing)	<p>Recognize various types of food ingredients from fruits and vegetables into fresh drinks, health drinks, ready meals and non-food products that can be utilized in the local area.</p> <p>Identify materials and techniques used in processing food from fruits and vegetables into fresh drinks, health drinks, ready-to-eat foods and non-food products in the local area and other regions.</p>	Students create marketable food products in the local area.

The study of the integration of Kurikulum Merdeka in food processing craft subjects at the junior high school level highlights a holistic approach to learning that emphasizes the development of student competencies in the field of practical skills and understanding of creative concepts. (Arumugam, 2023; Arwa & Ali, 2023; Marais, 2023). In this context, the Kurikulum Merdeka allows the incorporation of various aspects of practical skills such as cooking techniques, sanitation, food presentation, and food ingredient management with elements of creativity, entrepreneurship, and sustainability (Inganah et al., 2023; Khaizer & Rizal, 2023). Students are not only taught how to cook and serve healthy and delicious food, but are also encouraged to understand nutritional values, choose ingredients intelligently, and appreciate the diversity of culinary cultures.

Through practical and collaborative projects, students are given the opportunity to develop critical thinking and effective communication skills while exploring their creativity in designing new recipes or exciting food presentations. In addition, the integration of entrepreneurial aspects allows students to understand business concepts in the food industry, including budget planning, product marketing, and an understanding of sustainability in the food supply chain. Therefore, the integration of Kurikulum Merdeka in food processing craft subjects in junior high schools not only provides students with useful practical skills, but also shapes them into creative, business-minded, and environmentally conscious individuals.



**Figure 5.** Integration of Competencies in Craft Subjects in the Kurikulum Merdeka

## CONCLUSION

Based on the data exposure and research findings, the research results can be concluded that: The implementation of the Kurikulum Merdeka was carried out in stages as it began to be implemented in grade 7. The teachers have received training on the Kurikulum Merdeka and they develop their own learning tools according to the material being taught. Craft subjects in the processing aspect at Nurul Huda Porong Sidoarjo Junior High School conduct classroom learning according to the learning tools that have been prepared and the learning material is delivered in an interactive, fun way so that students are interested and motivated during the learning process. The results showed that in the learning process the teacher used learning media in the form of video tutorials to show or provide an understanding of the processing aspect of craft material to students, not infrequently also cookbooks are used for learning media. The learning process when practicing experiences obstacles with the lack of equipment and space. Teachers and schools must be able to provide facilities or facilities and infrastructure to support learning activities. The integration of Kurikulum Merdeka in food processing craft subjects in junior high schools combines practical skills, creativity, and an understanding of sustainability to shape students into competent and insightful individuals in the culinary world.

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