



Analysis Implementation Curriculum Independent to Achievement Study Student

Sanatang^{1*}, Mustari S. Lamada², Agung Abdillah Syam³

^{1,2,3} Universitas Negeri Makassar, Indonesia

Corresponding e-mail: sanatang.unm.ac.id

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ABSTRACT

This study aims to determine the effect of the independent curriculum on student learning achievement and student satisfaction with the independent curriculum using the ex post facto method and a quantitative approach. Statistical data analysis was used for simple linear regression and percentage tests from the questionnaire. The validity test results showed that the questionnaire related to the implementation of the independent curriculum and student satisfaction with the independent curriculum was valid. The percentage results show that student satisfaction with the independent curriculum varies, but after calculating the overall average, the score is 74.58%. The reliability test shows a high reliability level of 0.750 for the questionnaire on the implementation of the independent curriculum and 0.747 for the questionnaire on student satisfaction levels. The results of the simple linear regression test show that the constant value (a) is 81.115, while the value of the independent variable (X) is 0.010, resulting in the equation $Y = 81.115 + 0.010X$. This value means that the constant of 81.115 is a consistent value of the independent variable. Meanwhile, the regression coefficient Based on the significance value in the coefficients table, a significance value of $0.789 > 0.005$ and a t_{count} value of $0.268 < t_{table}$ of 1.998 were obtained, so it can be said that the independent variable of curriculum implementation (X) does not have a significant effect on the dependent variable of learning achievement (Y). Based on the results, it can be concluded that the independent variable of independent curriculum implementation (X) does not affect the dependent variable of learning achievement (Y).

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INTRODUCTION

Education is a conscious and planned effort For realize atmosphere learning and learning process so that participants educate in a way active develop potential himself for own strength spiritual religious, control self, personality, intelligence, morals glorious as well as required skills himself, society, nation and state Law No. 20 of 2003 (Departemen Pendidikan Nasional, 2003). Simple and general understanding , Definition education is business man For grow and develop the potential that he has, both born and inner, according with existing values in public (Darling-Hammond et al., 2020).

Education is important for human life. With matter that, everyone has the right to get their rights, especially in service education. Education becomes a road for changing the fate of the Indonesian nation and making it more progressive. The Indonesian nation will proceed with its own advanced education. Every man will own growing potential through education organized by the Indonesian government or institution private in the field education others. Education can it is said as a process of developing potential possessed by individuals For can alive and able carry out life in a way intact so that become educated, good human being in a way cognitive, affective, and

psychomotor (Trilling & Fadel, 2009). Education completes the process of educating humans and becoming human beings who serve the nation and state. Education has contributed significantly to preparing and developing skilled and capable Human Resources (HR) to compete at the global level (Hattie, 2012). Education is initially implemented in the family environment, followed by the school environment, and finally in the community environment (Aprima & Sari, 2022).

Science and technology are currently experiencing significant progress (OECD, 2019). To increase the quality of education, business must be done as much as possible to improve the learning process. This is important because progress in education has a big impact for developing thinking man in various fields. Each generation young must actively study to become an educated man in accordance with needs of the times.

Development education in Indonesia is marked by the birth of various innovation education, including innovation curriculum and learning, which are then strengthened by various policies (Lamada, 2010). A country's development progress can be assessed from the success of its education, while successful education lies in the curriculum used, because this program has function planning, implementation, and evaluation learning (Fullan, 2016). In addition, it must also be considered that students need to study. Therefore, curriculum must always be evaluated. Curriculum must be dynamic and continuously developed or adapted in accordance with context and needs of students, for building competence in accordance with context and needs of students, for building competence according to the present and the future (Sahlberg, 2015).

To be able to produce idealistic successors, such as Ki Hajar Dewantara's statement, "Education is something determinant all strength the nature that exists within oneself children so that they can reach safety and happiness biggest, good as man and as society." Indonesia has already implemented many curricula since the beginning of the existence curriculum. Every curriculum used about 10 years. The latest curriculum used namely 2013 curriculum before the emergence of Covid-19, this global pandemic has also had an impact on the world of education. Given the massive impact of the pandemic and the difficulties faced by teachers in explaining lessons using the 2013 curriculum, the government, through the Ministry of Education and Culture, announced the use of the emergency curriculum. This program is useful for teachers to keep going to give learning to students, teachers can remove a number of material learning and learning with important material for students. This study was conducted during the early days of the Covid-19 pandemic. Government design through ministry education and culture curriculum new known with the name of the curriculum merdeka, which was launched in February 2022 (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022). As one of the independence programs learning, goals mainly that is to increase quality learning.

History of Curriculum in Indonesia Already through journey long, history takes notes change curriculum the starting in 1947, 1952, 1964, 1975, 1984, 1994, 2004, 2006, 2013, and the most recent curriculum independence. Based on decision minister education, culture, research and technology Number 262/M/2022 Concerning change on decision minister education, culture, research and technology number 5/M/2022 concerning guidelines implementation curriculum in frame recovery learning presented that occurrence change curriculum. Since implemented in 2022. The independent curriculum has implemented by more from 289,972 thousand school.

Independent curriculum is a curriculum that offers teaching diverse intracurricular activities, justifying students for more understanding concept and strengthening his skills. In the curriculum this, the teacher has freedom to choose material appropriate teaching with needs and interests of students (Nurwiati, 2022). Additionally, there are projects to strengthen the achievement profile of Pancasila students who were awakened based on certain themes and conditions determined by the state. Project This is not directed to reach targets learning certain, so not bound to content eye lessons. Indonesia has experienced a crisis in learning during the pandemic. This is supported by various national and international studies, which show that

children have a low understanding of reading simple and conceptual mathematics bases, as well as the existence of interregional education gaps (OECD, 2018). This worsened with the emergence Covid-19 pandemic. To overcome this problem, a systemic change is needed, and the Independent Curriculum can be the right solution (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2022). Curriculum This play role important in repair learning and fulfilling need participant educate through material taught and methods teaching used by teachers.

The Learning Program is a new policy launched by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) under the leadership of the Minister of Education and Culture of the Republic of Indonesia, the Advanced Indonesia Cabinet. In the Independent Curriculum program, independence think considered as important and must things owned by teachers before they teach students. This shows that this program emphasizes the importance of creativity and freedom in the learning process , so that students can be more active and participate in learning. The teachers will own freedom for choose various appropriate teaching tools with needs and interests students, as well as designing more learning interesting and innovative. Nadiem, Minister of Education and Culture, has emphasize that the translation process from competence existing foundations and curriculum is important and unimportant things can ignored If We want to happen effective learning.

The principal of State Vocational School 10 Makassar stated that the school has been implementing the Independent Curriculum since 2022, which means that SMK Negeri 10 now has carry the Independent Curriculum for two years. However, the school must still make many adaptations because many things have changed since the curriculum was changed from the 2013 curriculum to the Independent Curriculum. For its learning model, State Vocational School 10 Makassar has been using the Project-Based Learning Model, which makes students more active in learning compared to the teacher. During the observation , the teacher as guardian of the TKJ 1 and TKJ 2 classes provided the Achievement Values Study as initial data for the research that will be done.

Vocational education is an educational medium that aims to prepare students to work in certain fields. The aim of vocational education is to equip students with special skills equivalent those to in undergraduate programs. Professional education is designed for students to work with specific skills . Third type education This own the same goal , namely prepare student become skilled and educated, so that ready for working in the field certain (Sanatang, 2020). In the context of nation and state curriculum is device very learning strategic For equalize and form concepts and behavior individual about awareness identity (Suryaman, 2020). Teachers' abilities are the most decisive thing in every policies in place government, especially in the implementation curriculum new independence this. The implementation of A little many influenced the perceptions and interpretations held by teachers (Nurwiatin, 2022). The goal of the independence study this provide a pleasant atmosphere for the teachers of students as well as parents. Independent study can help teachers and students think independently, which can be implemented in teacher innovation in conveying material to students, and students can also be made easier in independent study because students are made easy in innovation and creativity in study (Hutabarat et al., 2022). Rebuilding Spirit students and attract students for make it Spirit Study so that can carve performance is task new teacher post publication curriculum independent Study .

Study is a process that is carried out somebody for get change something behavior new behavior in a way comprehensive , as results experience self alone in interaction with the environment (Slameto , 2015). The skills obtained by someone after studying the activity are called Performance Learning. Achievement Study students are influenced by two factors: internal and external (Ahmad, 2013). Internal factors include the ability to think or behave as intellectual

students, motivation, interest, and good physical and spiritual readiness. The factors include external covering facilities and infrastructure, teacher competence, teacher creativity, learning resources, methods, and family support environment. Based on background back above so researchers interested For do research "Analysis Implementation Independent Curriculum towards Performance Study Student Department of Computer Engineering and Networking, State Vocational School 10 Makassar".

METHOD

This study used an Ex Post Facto research method with a Quantitative Descriptive approach. According to Sugiyono ex post facto research is something research conducted For research events that have occurred happen Then trace to behind through the data For find preceding factors or determine possible causes on the event being studied (Sugiyono , 2011). Ex post facto is a research method that points to treatment or manipulation variables free that has happened previously, so that researchers do not need to give treatment again, and can see its effect on the bound variables. Ex post facto research can be conducted if researchers are certain that treatment variables are free from previous occurrences. This Study this is for aimed to describe the Influence Implementation Independent Curriculum on the performance of students at State Vocational School 10 Makassar and determine the level of satisfaction of students after the independent curriculum was implemented. This study used data collection techniques in the form of questionnaires and documentation. A questionnaire was given to students to collect data regarding the extent of their understanding of curriculum independence and to determine the level of satisfaction of students with curriculum independence. Documentation used for documenting research results. The collected data will be analyzed using descriptive statistical techniques and percentages. This will provide a description of the influence of curriculum independent of performance Study student.

RESULTS AND DISCUSSION

Research result

This study aims to determine the influence of curriculum independence on the performance of students and the level of satisfaction of students with the curriculum of Independence Day at State Vocational School 10 Makassar, Department of Computer and Network Engineering. The data collected cover the influence of curriculum independent to performance Study students and levels satisfaction student to curriculum independence. Analysis of this data can provide a description of how curriculum independence influences the performance of students and the level of satisfaction of students with curriculum independence at State Vocational School 10 Makassar, Department of Computer and Network Engineering. Testing was performed using the SPSS for Windows application version 27.0 and Microsoft Excel. The obtained data were as follows:

Percentage

Based on results percentage questionnaire level satisfaction student to Independent curriculum , there is variation level sufficient satisfaction significant . The majority student give level high satisfaction , as seen from percentages of 90.00%, 92.00%, 91.00%, 99.00%, and 93.00%. This is show existence good satisfaction to the curriculum implemented . However, there are also several percentages that are in the medium range, such as 66.00%, 68.00%, and 64.00%, which may signify the existence of variation in the perception of students regarding the

curriculum. The average percentage of satisfaction with the curriculum independent of the entries in the category satisfied is 74.58 %.

Simple Linear Regression

Simple regression analysis was used to determine the effect of one variable on another. In regression analysis, the influencing variable is called the independent variable, whereas the variable being influenced is called the dependent variable. If the regression equation contains only one independent and one dependent variable, it is called a simple regression equation. In simple regression, we can determine the extent to which a change in the independent variable can affect the dependent variable.

Table 1. Simple Linear Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.	
		B	Std. Error	Beta		
1	(Constant)	81.115	2.789		29.087	<.001
	X	.010	.037	.033	.268	.789

a. Dependent Variable: Y

The table above explains that the constant value (a) is 81.115, while the independent curriculum implementation value (X) is 0.010. The constant of 81.115 indicates that the consistent value of the independent curriculum implementation variable is 81.115. The regression coefficient of X of 0.010 states that for every 1% increase in the independent curriculum implementation value, the learning achievement value will increase by 0.010. The regression coefficient is positive, so it can be said that the direction of the influence of variable X on Y is positive. The decision-making process in the simple linear regression test is as follows:

1) Based on Significance Value

The X regression coefficient of 0.010 indicates that for every 1% increase in the independent curriculum implementation score, the learning achievement score increases by 0.010. This regression coefficient is positive; therefore, it can be said that the direction of the influence of variable X on Y is positive.

2) Based on the t-value

It is known that the calculated t_value is 0.268 < t_table of 1.998, so it can be concluded that the independent curriculum implementation variable (X) does not affect the learning achievement variable (Y).

Discussion

This study aims to determine how the independent curriculum influences student learning achievement and the level of student satisfaction with the independent curriculum at SMK Negeri 10 Makassar in the Department of Computer and Network Engineering. This study used data, namely student report card scores at the beginning of the implementation of the independent curriculum and the following semester in the same subjects, using students of class XI 1 and XI 2 as the population and sample in this study. This study aims to provide a clear picture of how the independent curriculum influences student learning achievement and the level of student satisfaction with the independent curriculum at SMK Negeri 10 Makassar, Department of Computer and Network Engineering. This research is important because it provides insight into

the development and progress of education in Indonesia and at SMK 10 Makassar. The results of this study were as follows:

Description: Based on the results of the questionnaire regarding the level of student satisfaction with the Merdeka curriculum, quite striking variations were observed. Most students expressed high satisfaction, reflected in percentages of 90.00%, 92.00%, 91.00%, 99.00%, and 93.00%. This phenomenon indicates that the majority of students are satisfied with the implemented curriculum. However, there are also several percentages in the middle range, such as 66.00%, 68.00%, and 64.00%, which may indicate variations in student perceptions of the curriculum. On average, the level of satisfaction with the Merdeka Curriculum reached 74.58%, and this category can be classified as quite satisfied.

Description: Based on the results of the simple linear regression test, the constant value (a) is 81.115, while the value of the variable X is 0.010, so that the equation is $Y = 81.115 + 0.010X$. This value indicates that the constant of 81.115 is a consistent value of the variable X is 81.115, while the value of the regression coefficient X is 0.010, which means that for every 1% increase in the value of the variable X, the value of learning achievement (Y) increases by 0.010. Based on the significance value in the coefficients table, a significance value of $0.789 > 0.005$ is obtained, so it can be said that variable X does not have a significant effect on the learning achievement variable (Y). Based on the t_{count} value of $0.268 < t_{\text{table}}$ of 1.998, it can be concluded that variable X does not affect the learning achievement variable (Y).

Based on the analysis of the questionnaire on student satisfaction with the Merdeka Curriculum, the results showed significant variation in student satisfaction levels. The majority of students rated their satisfaction levels as high, with percentages reaching 90.00%, 92.00%, 91.00%, 99.00%, and 93.00%, indicating good satisfaction with the implemented curriculum. However, there were several percentages in the middle range, such as 66.00%, 68.00%, and 64.00%, illustrating the variations in student perceptions of the curriculum.

The average satisfaction rate was 74.58%, which falls into the moderately satisfied category. However, it should be noted that this variation indicates a broader understanding of how students respond to the Merdeka curriculum as a whole. In the context of a simple linear regression test, the significance value was $0.789 > 0.005$, indicating that the implementation of the Merdeka curriculum did not significantly affect learning achievement. This analysis underscores the importance of a deeper understanding of the factors that can influence student learning achievement in the context of implementing this curriculum.

Purwanto defines Learning Achievement as a change in behavior that occurs after participating in learning in accordance with educational objectives, which include the cognitive, affective, and psychomotor domains (Purwanto, 2024). In the context of the Merdeka curriculum, research results show significant variations in student satisfaction levels. The majority of students expressed high satisfaction with the curriculum, reaching 90.00%, 92.00%, 91.00%, 99.00%, and 93.00%, which can be interpreted as a positive change in implementing the Merdeka curriculum. This phenomenon reflects good satisfaction with the learning experience. Within the Merdeka Belajar framework, education is directed toward creating a happy and joyful learning atmosphere (Ainiyah, 2018). This is in line with the finding that the majority of students are satisfied with the Merdeka Curriculum. The Merdeka Belajar concept also emphasizes educational literacy as a strategic momentum to achieve National Education goals, including the development of student potential in various aspects of life. However, the study also revealed variations in student perceptions, particularly those captured in the mid-range percentages, such as 66.00%, 68.00%, and 64.00%. In this regard, it is important to note that student satisfaction is not evenly

distributed, and certain aspects of the Merdeka curriculum may require more attention. The implementation of the Merdeka Curriculum, as explained in a simple linear regression test, indicates that this variable does not significantly impact student learning achievement. In the context of educational literacy carried out by Merdeka Belajar, the expansion of student potential in the cognitive and affective aspects is expected. Nevertheless, the findings indicate that the implementation of the Merdeka Curriculum does not have a significant effect on students' learning achievement, as seen from the low t-value (0.268) and high significance value (sig = .789). Therefore, further understanding and review of how the curriculum can be implemented more effectively to achieve the desired educational literacy goals is needed. In line with the research findings, the majority of students majoring in Computer and Network Engineering at SMK Negeri 10 Makassar expressed high satisfaction with the Merdeka Curriculum.

This phenomenon reflects a positive change in the affective domain, where students demonstrated a high level of acceptance and participation in the learning presented to them. However, it should be noted that there was significant variation in student satisfaction levels, especially as reflected in the percentages in the middle range. This variation can be interpreted as being related to differences in students' perceptions of the Merdeka curriculum, covering aspects such as memorization, understanding, application, and analysis within the cognitive context described by Purwanto. Overall, the results of the study indicate that the level of student satisfaction with the Merdeka curriculum in the Computer and Network Engineering Department of SMK Negeri 10 Makassar is high. However, the simple linear regression test results showed that the implementation of the Merdeka Curriculum did not significantly affect students' learning achievement. Therefore, further analysis is needed to understand the factors that may influence student satisfaction levels and the impact of the Merdeka Curriculum Implementation on their learning achievements.

CONCLUSION

Based on the research results, it can be concluded that the implementation of the Independent Curriculum has not had a significant impact on the learning achievement of students majoring in Computer and Network Engineering at SMK Negeri 10 Makassar. This finding confirms that curriculum changes do not automatically improve academic achievement if they are not accompanied by a strong understanding of the learning models and strategies used in the curriculum. Therefore, students must be encouraged to be more active, not only as recipients of material but also as critical, exploratory, and applicable learning subjects. Student activeness in asking questions, experimenting, and applying knowledge in real contexts is crucial for optimally achieving the objectives of the Independent Curriculum.

On the other hand, the level of student satisfaction, which is in the "quite satisfied" category, indicates positive acceptance and response to the Independent Curriculum, although it has not yet fully impacted the learning achievement. This implies that teachers play a strategic role in converting these positive attitudes into more concrete learning outcomes through creative, contextual, and student-centered approaches. Teachers need to understand students' characteristics, interests, and learning styles, and clearly explain the learning model used to meaningfully engage students. Furthermore, for future researchers, more in-depth follow-up research is needed, considering internal and external student factors and the use of learning models and methods that are appropriate to students' talents and interests, so that the determinants of learning achievement can be identified more comprehensively.

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