

## Implementation of Learning History in The Merdeka Curriculum at Vocational School and SMA Muhammadiyah Palu City

Wildasari, Windayanti, Suyuti, Iskandar  
Tadulako University

### ABSTRACT

This research discusses the planning, implementation and evaluation of history learning in the independent curriculum in SMK and SMA Muhammadiyah Palu City. This study aims to find out how to plan, implement, and evaluate history learning in the independent curriculum in SMK and SMA Muhammadiyah in Palu City. The method used is qualitative that produces descriptive data with data collection through observation, interviews, and documentation. The results showed that; 1) Learning Planning History has been carried out well according to the principle of an independent curriculum, marked by the preparation of teaching modules, learning achievements, objectives, and teacher training that provides flexibility to adjust learning with student interests and needs; 2) The implementation of learning goes well by applying different stages and strengthening the profile of Pancasila students in contextual and collaborative manner; 3) Evaluation is carried out using formative and summative assessments with flexible methods. Although there are obstacles such as low student interests and lack of teacher training, this is overcome through interactive and independent learning methods. This study confirms the need for a more in -depth study related to the strategy of overcoming obstacles and their impact on increasing student learning outcomes in a sustainable manner .

**Keywords:** *Implementation, Learning History, Merdeka Curriculum*

#### **Corresponding author**

**Name:** Wildasari

**Email:** wildasarisahlan@gmail.com

### INTRODUCTION

Education is the main foundation in forming individuals who are ready to face future challenges. Because education does not only function as a means of transfer of knowledge, but also as a forum for developing character, creativity and critical thinking skills. In line with what was stated by (Rustiyarso, et al. 2023: 5725) said that education is a personality formation or identity of a person through learning experiences. The purpose and function of education to educate the life of the nation and develop the potential of students as human beings and fear God Almighty, and good character, has knowledge and skills, good and independent personality and have a sense of responsibility towards society and nation .

The author also argues that one of the main factors in the success of an education is the curriculum. Because the curriculum is a plan and rules that contain the goals, content, and learning materials, as well as a learning that is used as a guideline in the educational process. According to (Fauzan 2017: 198) the curriculum can function as a tool, as well as an illustration of how educational practices are carried out until the achievement of an educational goal. The curriculum also functions as a guideline for the implementation of education, so that the results of education are highly colored by the existence of the curriculum. The position and role of the central curriculum that causes the curriculum to always be the main focus in every change in the education system .

The curriculum is very important in determining the direction of education because it is a guideline that is interrupted by schools in achieving learning objectives. The success or failure of an education is greatly influenced by the existing curriculum. Based on Law Number 20 of 2003 Article 1 paragraph 19, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. (Prastika A.Y, et al 2024: 71) In the essence of the Merdeka Curriculum Learning Education, there will certainly be elements that will be reduced and there will be problems and therefore as teachers and school principals must have thoughts in the form of strategies, creativity and innovation in class management that will take place. And the purpose of the goal is that a teacher must have the right mindset according to the needs of his students .

This research was conducted at SMK and SMA Muhammadiyah in Palu City which consisted of 2 schools namely SMK Muhammadiyah 1 Palu and Muhammadiyah 1 Palu High School, the two schools are located in the Central Sulawesi region of Palu City precisely on Jl. Letjent Suprpto. Both of these schools are schools that have implemented an independent curriculum. Based on the decision of the Minister of Education, Culture, Research and Technology No. 56/M/2022 concerning Guidelines for Application of Curriculum in the Framework of Recovery of Learning. However, these two schools have a number of differences in the implementation of the independent curriculum in which SMK Muhammadiyah 1 Palu applied an independent curriculum in the 2021/2022 school year, while Muhammadiyah 1 Palu High School applied an independent curriculum in the 2024/2025 school year .

The Merdeka Learning Curriculum is one of the policies of the Minister of Education and Culture Nadiem Anwar Makarim which provides policies. Planning the concept of an independent curriculum learning is basically a learning innovation to get quality learning quality. Legal Basis for Implementation of Merdeka Learning Curriculum, namely Competency Standards for Graduates in Early Childhood Education, Basic Education Levels, and Secondary Education. Amendments to the Decree of the Minister of Education, Culture, Research and Technology regarding Guidelines for Application of Curriculum in the Context of Recovery of Learning, Containing the Structure of the Merdeka Learning Curriculum, Rules Related to Learning and Assessment, Projects for Strengthening Pancasila Student Profiles, and Teacher Work Loads .

The independent curriculum is applied in all subjects, including history subjects. Learning history in the independent curriculum is related to the concept of historical awareness, self-understanding, and values related to the environment. According to (Rasyid I.M. 2024: 72) stated that the planning and implementation of the independent curriculum in the learning of history has been maximized, through making learning tools, assessments, good teaching practices and students who are willing to learn to make projects. Tetati (Rustiyarso, et al. 2023: 5726) argues that the application of an independent curriculum in historical learning has problems or obstacles that must be faced by teachers, both historical learning planning and when carrying out history learning in class. For this reason, teachers must find and find solutions to every problem in order to create history learning in accordance with the independent curriculum applied .

Based on the results of the research that has been done, SMK Muhammadiyah 1 Palu is one of the schools that has implemented an independent curriculum from the beginning it was applied in Indonesia. In order to achieve the development of learning in students through the application of the Merdeka curriculum, teachers and principals work together in implementing the Merdeka Curriculum at SMK Muhammadiyah 1 Palu. One of the supporting factors in implementing an independent curriculum in schools is a teaching device where the teaching device in the application of the independent curriculum in this school is still considered to have not fulfilled the satisfaction for some subject teachers to be used in learning in class. Thus the implementation of the independent curriculum at SMK Muhammadiyah 1 Palu is still a challenge for teachers and school principals such as the condition of teachers who are still trying to maximize the implementation of the Merdeka Curriculum Learning in the classroom.

Based on the results of interviews with historical subject teachers in Muhammadiyah 1 Palu High School, this school is a school that has just implemented an independent curriculum in the 2024/2025 school year where currently the implementation of the Merdeka curriculum there are still several obstacles such as lack of training that schools are held for educators and education personnel in Muhammadiyah 1 Palu High School. Therefore, history subject teachers need to be habituation and also further understanding of their planning, and also the implementation in the classroom. Thus, researchers want to know what the application of learning in the independent curriculum in the school. Therefore, based on the background that has been described, the writer is interested in conducting a study of "Implementation of Learning History in the Merdeka curriculum in SMK and SMA Muhammadiyah in Palu City".

## **METHOD**

The type of research used by the authors in this study is a type of skin research that produces descriptive data. According to Zuchri Abdussamad (2021: 30) he said that qualitative research is an approach in conducting research oriented to phenomena or symptoms that are natural. Which is where this qualitative research is fundamental and naturalistic or naturalistic, and cannot be done in the laboratory, but directly in the field. Therefore in this study the author will conduct direct studies to the field to obtain

appropriate data on "Implementation of History Learning in the Merdeka curriculum in SMK and SMA Muhammadiyah in Palu City" .

The research time is a process or stage of time needed by researchers in conducting research processes in SMK and SMA Muhammadiyah in Palu City. The implementation of this research will be conducted in the even semester of the 2024/2025 school year. Which began in February to March 2025. The subjects in this study were historical subject teachers, curriculum vice -time and school principals at SMK and SMA Muhammadiyah in Palu City.

In this study primary data and secondary data are the two main sources in this study. Primary data are obtained directly from informants who are considered to understand problems, such as the principal, curriculum vice -time, and historical teachers in SMK and SMA Muhammadiyah Palu City, so that the data is considered accurate and reliable. While secondary data are obtained indirectly through intermediary media, such as library archives, official documents, decree, books, and relevant journals, which function as a reference to support and describe the research phenomenon. The combination of these two types of data allows research to run comprehensively and valid .

This study uses three main data collection techniques, namely observation, interviews, and documentation, which is in accordance with qualitative methods. Observations were carried out directly to observe the application of the independent curriculum in SMK and SMA Muhammadiyah in Palu City. Interviews were conducted with speakers such as historical teachers, curriculum vice -time, and school principals after obtaining permission from the school, with the aim of gathering in -depth information through questions that were recorded or recorded. While documentation is used to complete data from observations and interviews, in the form of school profile documents, administrative data, and photographs during the implementation of interviews and observations.

In the data analysis process, the author reduces data by selecting, simplifying, and summarizing information from the results of interviews, observations, and documentation so that the data is more focused and easily managed. Furthermore, the data that has been reduced is presented systematically in the form of narration or chart to facilitate understanding and drawing conclusions. Finally, from the data that has been processed, the authors draw conclusions to find the main meaning and understanding of the results of the research as a whole .

## **RESULTS AND DISCUSSION**

### **RESEARCH RESULT**

This research was conducted in February to March 2025 at SMK and SMA Muhammadiyah in Palu City. To find out the implementation of history learning in the independent curriculum, the results of this study are based on Nurhayati's theory (2022: 239-245) which includes three stages in the application of the curriculum, namely planning, implementing and evaluating .

## 1. Planning Learning History in the Application of the Merdeka Learning Curriculum

This research was conducted interviews with 2 teachers of history subjects and 2 curriculum vice -time and school principals. Which is where the history subject teacher at SMK Muhammadiyah 1 Palu was taught by Mr. Moh Rifaldi S.Pd, and Muhammadiyah 1 High School Palu was taught by Mrs. Dina Novayanti S.Pd. Based on information obtained from research and interview activities from the two teachers, it can be known that SMK and Muhammadiyah High School in Palu City in the application of the Merdeka curriculum related to the planning of history learning in accordance with the independent curriculum in history subjects .

Based on the results of the interview conducted on February 26, 2025 with Mr. Moh Rifaldi S.Pd as the teacher of history subjects at SMK Muhammadiyah 1 Palu related to planning stated that:

"I have implemented learning flow that is in accordance with learning planning in accordance with the needs of students and make a teaching module as one of the requirements for learning planning in the implementation of the independent curriculum, and we still adjust to the condition of the class and students' interest in learning, for example in the TKR department class whose average students are men so we as teachers must play the brain so that student interest in learning remains in the subject of history" (the results of the interview Mr. Moh Rifaldi S.Pd on 26 February 2025).

Related to the planning of Ms. Rahmi Ihsan S.Pd as the Deputy Chief of the SMK Muhammadiyah 1 Palu School curriculum, also stated that:

"Our school has implemented an independent curriculum since 2021. Regarding the initial planning we hold a meeting or training to determine the devices needed for the learning process usually if for the K13 curriculum uses RPP, while this independent curriculum uses a teaching module that must know the learning achievements, what learning objectives and what the learning process flow is like" (the results of interviews Mrs. Rahmi Ihsan S.Pd., GR on February 24, 2025).

This is similar to what was said by Mrs. Siti Rahma S.Pd., MM as the Principal of Muhammadiyah 1 Palu Vocational School related to the Merdeka Curriculum Planning suggests that:

"If the preparation or planning of the implementation of the Merdeka Learning Curriculum, the school, the school will provide teachers in participating in training or workshops related to the implementation of an independent curriculum in schools, where we invite speakers from outside regarding the

implementation of the Merdeka Curriculum for SMK Muhammadiyah 1 Palu". (Mrs. Siti Rahma S.Pd's interview results on February 25).

Based on the results of observations and interviews it can be concluded that learning planning at SMK Muhammadiyah 1 Palu is carried out by preparing the Merdeka Curriculum Teaching Module apart from that, in planning the Learning of the Merdeka Curriculum this school also conducts various training or workshops on teachers and all schools to set in -depth understanding related to the implementation of the Merdeka Curriculum.

Furthermore, based on the results of interviews with Mrs. Dina Novayanti S.Pd as the teacher of history in Muhammadiyah 1 High School, Palu also stated that:

"I have taken a few steps in planning learning in accordance with the concept of an independent curriculum, our learning planning is carried out based on learning achievements and the flow of learning objectives in the teaching module that has been made in which there are learning strategies to increase students' interests and understanding and student learning needs" (the results of Mrs. Dina Novayanti's interview on March 6, 2025).

Whereas Mrs. Suryani S.Pd as Wakasek Curriculum of Muhammadiyah 1 Palu High School said that:

"The independent curriculum, for its preparation, in 2023 we were the vice - curriculum, the curriculum was called to attend the independent curriculum training that had not implemented the independent curriculum, at that time there were 3 independent curriculum options which included independence learning, independently changed, and independently shared. And our school chose independently learning which was given an opportunity for 1 year to better understand the structure of the curriculum curriculum. Starting from grade 10 first, grades 11 and 12 Masi K 13 "(the results of the interview of Ms. Suryani S.Pd on March 5, 2025).

And Mr. Amrin Ali Masa S.Ag., MM as the Principal of Muhammadiyah 1 Palu High School related to the Merdeka Curriculum Planning said that:A:

"Regarding learning planning, we give freedom to the subject teacher in planning learning, namely by making a teaching module that is in accordance with the interests and needs of students, in order to achieve the desired learning objectives" (the results of the interview of Mr. Amrin Ali Masi S.Ag, .MM March 4, 2025).

The results of the interview can be concluded that Muhammadiyah 1 Palu High School has implemented an independent curriculum and the teacher is given freedom to plan learning, and make a teaching module based on learning achievements and learning objectives that include strategies to increase students' interests and understanding, so it can be known that the importance of making learning planning based on student interests and needs in order to achieve the desired learning goals .

## **2. Implementation of history lessons in the independent curriculum in SMK and SMA Muhammadiyah in Palu City**

The implementation of the independent curriculum studying at SMK and SMA Muhammadiyah in Palu City, especially in history subjects, is an activity that is carried out after running the learning planning section. The quality of education in a good learning can be seen from the correct and directed implementation, without any directed implementation, the learning objectives will not be achieved properly. Basically, the implementation of the curriculum is the responsibility of every teacher, but must also be under the leadership of the principal, supervisor and curriculum vice-time.

Based on the results of interviews with Mr. Rifaldi S.Pd. which is a historical subject teacher at SMK Muhammadiyah 1 Palu said that:

"For history subjects, one meeting is held in one week in each class, in the implementation of learning we do not determine one method in teaching because we also adjust to the situation and facilities that are sometimes we use the media sometimes we use other methods" (the results of the interview Mr. Moh Rifaldi S.Pd on 26 February 2025).

As for the results of interviews with Mrs. Rahmi Ihsan S.Pd., GR as the curriculum wakasek expressed that:

"The implementation of the independent curriculum at Muhammadiyah Vocational School is quite good, which is based on the teaching module that has been made by each subject teacher. The Merdeka Curriculum is currently applied in all classes, namely grades 10, 11, and 12" (the results of interviews Mrs. Rahmi Ihsan S.Pd., GR on February 24, 2025).

In line with what has been said by Mrs. Siti Rahma S.Pd., MM as the Principal of the Muhammadiyah 1 Palu Vocational School related to the implementation of the Learning of the Merdeka Curriculum expressed that:

"So for the implementation of the independent curriculum, it runs well Which learning in the class uses a differentiation learning approach where students learn in accordance with the abilities and needs of students, in the Merdeka

Curriculum the teacher is also expected to make a teaching module as a benchmark in carrying out learning in class "(the results of interviews of Mrs. Siti Rahma S.Pd, .MM on February 25).

Based on the results of the interview, it can be concluded that the implementation of the Merdeka Curriculum at SMK Muhammadiyah 1 Palu has been running quite well and is applied at all class levels, namely classes 10, 11, and 12. As stated by Mr. Rifaldi S.Pd, adjusting the learning methods with existing conditions and facilities, without being fixed on just one method. Every teacher also compiles a teaching module as a guideline in teaching, as confirmed by the Curriculum Wakasek, Mrs. Rahmi Ihsan S.Pd, Gr. In addition, the principal, Mrs. Siti Rahma, emphasized that learning was carried out with a differentiation approach, where students learn in accordance with their respective abilities and needs, in accordance with the principles of the independent curriculum.

While the results of interviews with Mrs. Dina Novayanti S.Pd. as a history subject teacher at Muhammadiyah 1 Palu High School, related to the implementation of the Learning of the Merdeka Curriculum, expressed that:

"In my opinion, the implementation of learning during the independent curriculum is applied, we are more advised in using the media in teaching what else in the current era to be more digital so we also have to give positive things to students because students prefer to learn because during learning not only race in textbooks such as reading material and explaining material, because sometimes we display a historical video related to material and give freedom to students to argue or review the learning video" 2025).

The results of the interview with Mrs. Suryani S ...Pd as the Deputy Chief of the Muhammadiyah 1 Palu High School curriculum expressed that:

"We will gradually implemented the independent curriculum in this school which is currently in grade 10, because this is the initial stage of the IKAMI school in implementing the Merdeka Curriculum" (the results of the interview of Mrs. Suryani S.Pd on March 5, 2025).

Whereas Mr. Amrin Ali Masa S.Ag., MM as the Principal of Muhammadiyah 1 High School Palu expressed that:

"For the implementation of the Merdeka Curriculum in Muhammadiyah 1 Palu High School, using the independent learning stage, so the implementation is now in class 10, and we give freedom to the subject teacher in carrying out learning in accordance with the needs and learning objectives based on the Merdeka Curriculum Teaching Module, and other learning tools that have

been provided" (the results of the interview of Mr. Amrin Ali Masi S.Ag, MM 4 March 2025).

The results of the interviews and research that the author conducted can be known that Muhammadiyah 1 Palu High School in the stage of implementing an independent curriculum is carried out in stages which is currently only applied in grade 10, with learning models in accordance with the needs and learning objectives based on the Merdeka Curriculum Teaching Module, with the development of the teacher's time it is expected to further enhance the learning model in the form of media.

### **3. Implementation of Projects Strengthening Pancasila Student Profile**

In the implementation of an independent curriculum there is one of the independent curriculum policies, namely P5 or project strengthening of Pancasila Student Profile which is part of the independent curriculum that aims to provide great experiences to students through projects that link various subjects with real issues in the surrounding environment, so they can develop characters according to Pancasila values such as critical thinking, creative, creative, creative and communication.

As for the results of observations and interviews that have been carried out by researchers, the implementation of P5 in the Muhammadiyah Vocational School and High School in Palu City has been carried out. Based on the results of interviews with Mr. Moh Rifaldi S.Pd. which is a history subject teacher at SMK Muhammadiyah 1 Palu said that:

"Yes, here the profile of Pancasila students is usually referred to as P5, after we apply P5 learning at the end of each semester with the specified time, for example 1 full week, we learn and focus on P5 depending on each theme and subjects. S.Pd on February 26, 2025).

The results of interviews with Mrs. Rahmi Ihsan S.Pd., GR as the Deputy Chief of the SMK Muhammadiyah 1 Palu curriculum expressed that:

"P5 learning at SMK Muhammadiyah 1 Palu is not carried out every week but is carried out in the last 2 weeks before the final semester exams, there will be focused on P5 learning" (Mrs. Rahmi Ihsan S.Pd., GR interview results on February 24, 2025).

While the results of the interview with Mrs. Siti Rahma S.Pd., MM as the Principal of Muhammadiyah 1 Palu Vocational School stated that:

"In my opinion, P5 or usually called the project to strengthen the profile of Pancasila students is an effective learning in accordance with the values of Pancasila in the Merdeka curriculum we can see or judge about how together

or mutual cooperation and help each other to achieve the desired goals, in general involving all schools for example cleaning the school environment together, besides that in SMK Muhammadiyah 1 Palu, we usually Royong is a student in making and completing a creativity that has been made "(the results of the interview of Mrs. Siti Rahma S.Pd, .MM on February 25, 2025).

This was also stated by (Anindito Aditomo, et al. 2024: 14) The profile of Pancasila students was formulated as an Indonesian student throughout a competent, character, and behaving according to Pancasila values.

Based on the results of the interview, it can be concluded that the Muhammadiyah 1 Palu Vocational School in the implementation stage of the Pancasila Student Profile or commonly referred to as the P5 program is carried out in the last 2 weeks before the semester examination, which is carried out in various forms of togetherness activities which include cleaning the school environment and making various creative works of students supported by teachers who are supervisors or facilitators to carry out projects that have been determined by the school.

The opinion of Mrs. Dina Novayanti S.Pd. as a history subject teacher at Muhammadiyah 1 High School Palu said that:

"For this Muhammadiyah High School, we carry out P5 learning once a week in every Friday, P5 planning is usually compiled by involving collaboration with other subject teachers who are divided into facilitators and companions" (Mrs. Dina Novayanti's interview results on March 6, 2025).

The same thing with the results of interviews with Mrs. Suryani S.Pd as the Waksek Curriculum of Muhammadiyah 1 Palu High School Expressing Bahawa:

"P5 learning in our school is scheduled to be scheduled in every Friday Adapun tema P5 we take the theme of a sustainable lifestyle in which we plant a variety of medicinal plants which include ginger, turmeric, and lemongrass. In addition there is also an entrepreneur theme by creating various works based on student creativity" (the results of interviews Mrs. Suryani S.Pd on March 5, 2025).

Clarified with the results of an interview with Mr. Amrin Ali Masa S.Ag., MM as the Principal of Muhammadiyah 1 Palu High School stated that:

"Because at this time still in the early stages of implementing the Merdeka Curriculum So, for the implementation of this P5 is done every 1 time a week before that educator provides training and understanding to students in designing projects to strengthen the Pancasila Student Profile, then I as the Principal and Team will determine the theme of the Project and Time

Allocation of P5" (the results of the interview of Mr. Amrin Ali Masi S.Ag, MM 4 March 2025).

The results of the interview can be concluded that Muhammadiyah 1 Palu High School implemented the project of strengthening the Pancasila Student Profile or called P5, which was held 1 meeting in 1 week, which was set on Friday where Muhammadiyah 1 Palu High School took the theme of a sustainable lifestyle in which students were accompanied by teachers who were facilitators by planting various plants such as ginger, turmeric and lemongrass. As well as various forms of religious activities, making various works in the form of students' creativity.

#### **4. Assessment and evaluation of history learning in the independent learning curriculum**

Learning Evaluation is a process carried out by history subject teachers where the teacher collects, analyzes the progress and achievement of students in the learning process. The aim is to determine whether the learning that is done has been achieved. Evaluation of history learning in the independent curriculum in SMK and SMA Muhammadiyah in Palu City can be done with various methods such as formative assessment and summative assessment, which serves as a basis for decision making in seeing the ability of students to the learning that has been carried out. With this evaluation can also be an improvement in the curriculum and history learning strategies.

Based on the results of interviews with Mr. Moh Rifaldi S.Pd. which is a history subject teacher at SMK Muhammadiyah 1 Palu said that:

"If the independent curriculum evaluation is in the form of an assessment, namely formative assessment and summative assessment. For evaluation I usually do in various kinds in each learning such as evaluating questions and answers related to the material that has just been learned, and usually I also give students' freedom in assessing how to teach me in the classroom. (the results of the interview of Mr. Moh Rifaldi S.Pd on February 26, 2025).

In line with the results of interviews with Mrs. Rahmi Ihsan S.Pd., GR as the Vocational Curriculum of SMK Muhammadiyah 1 Palu stated that:

"The evaluation of learning at SMK Muhammadiyah 1 Palu was implemented through formative and summative assessments which are a form of evaluation carried out thoroughly so as to obtain results for further improvement for students" (the results of the interview of Mrs. Rahmi Ihsan S.PdGR on February 24, 2025).

While the results of the interview with Mrs. Siti Rahma S.Pd., MM as the Principal of Muhammadiyah 1 Palu Vocational School stated that:

"If the evaluation during the implementation of the independent curriculum is already determined, namely in the type of assessment in which there are 2 types of learning assessments or assessments, namely formative assessment and summative assessment which is carried out by educators to see the abilities and development of students' knowledge and understanding of students" (the results of the interview of Mrs. Siti Rahma S.Pd, .MM on February 25, 2025).

Based on the results of the interview it can be known that SMK Muhammadiyah 1 Palu has conducted an evaluation based on an independent curriculum, which is centered on two main types of assessments namely formative and summative assessment. The school, starting from the principal to the deputy principal in the curriculum in the field, established this frame as a guide to measure the development and understanding of students as a whole for the improvement of learning.

Evaluation in the learning process is an important component in carrying out the learning process in order to know the extent of students' abilities and understanding of the learning that has been done with this Ms. Novayanti S.Pd. as a history subject teacher at Muhammadiyah 1 High School Palu said that:

"After the learning activity, of course we conduct an evaluation carried out, namely evaluation or reflection of learning and ourselves as teachers if for learning evaluation sometimes I give quizzes to students but I do not do at every meeting but after completion of the Perbab learning" (the results of the interview of Mrs. Dina Novayanti S.Pd on March 6, 2025).

While the results of interviews with Mrs. Suryani S.Pd as the Waksek Curriculum of Muhammadiyah 1 Palu High School Expressing Bahawa:

"Evaluation is usually carried out at the end of learning which aims to find out to what extent students' understanding of learning metari, as for the form of evaluation or assessment during the application of this independent curriculum is carried out in formative and summative forms, namely assessment during the learning process and comprehensive assessment in all classes" (the results of interviews Mrs. Suryani S.Pd on March 5, 2025).

This is similar to the results of an interview with Mr. Amrin Ali Masa S.Ag., MM as the Principal of Muhammadiyah 1 Palu High School stated that:

"For this learning evaluation, it is carried out in the form of assessment or form of assessment to measure the understanding of students of the learning

material, we hereby provide freedom to educators in evaluating in learning" (the results of the interview of Mr. Amrin Ali Masi S.Ag, MM 4 March 2025).

Based on the results of the interview, it can be concluded that the evaluation of learning in Muhammadiyah 1 Palu High School is carried out to measure students' understanding of the material that has been learned. This evaluation is carried out in various forms, such as quizzes after completing one chapter, formative assessment during the learning process, and summative assessment at the end of learning .

## **5. Constraints and Solutions to Learning History in the Application of the Merdeka Curriculum**

The implementation of history learning in the independent curriculum in the Muhammadiyah Vocational School and High School in Palu City also has obstacles in the implementation of learning during the implementation of the Merdeka Curriculum. As said by Mr. Moh Rifaldi S.Pd. said that:

"As long as I teach the obstacles that I get only in students where students do not like to learn long theory, besides that teaching devices in the form of the real infocus here are already there but inadequate while the learning media in the independent curriculum is very much needed especially now all digital" (the results of the interview of Mr. Moh Rifaldi S.Pd on February 26, 2025).

While Mrs. Dina Novayanti S.Pd. as a history subject teacher at Muhammadiyah 1 High School Palu said that:

"We have implemented history learning in the classroom and outside the classroom based on the provisions of the Merdeka Curriculum, although it has not been maximized because it is still in the early stages of its application in our school, and we also still lack training to master and understand in depth the Merdeka curriculum, and this school also still combines the Merdeka curriculum with the K13 curriculum" (Dina Novayanti S.Pd's interview results on March 6, 2025).

Based on the results of the above interviews it can be concluded that in the implementation of history learning in high school and vocational school Muhammadiyah in Palu City there are still several obstacles in the learning process in class such as students who are not interested in learning materials that focus on theories, besides the lack of teaching devices such as infocus media even though there is no adequate. And in the Muhammadiyah 1 Palu High School, Palu is also still lacking in training to teachers, therefore teachers still do the introduction and learning related to the application of the Merdeka curriculum.

However, based on obstacles in the learning process during the implementation of the Merdeka Curriculum in SMK and SMA Muhammadiyah in Palu City, the teacher and the school are still trying to maximize learning to achieve the desired learning goals with a variety of good actions to maximize learning. With this, based on the results of interviews with Mr. Moh Rifaldi S.Pd as the teacher of history subjects at SMK Muhammadiyah 1 Palu stated that:

"To overcome the obstacles of students who are less interested in learning theory, as a teacher I usually develop learning methods that are more interactive and practical, such as the use of case studies, group discussions, or project-based learning that is more applicable and in accordance with student interests. (Interview Results Mr. Moh Rifaldi S.Pd on February 26, 2025).

Whereas Ibu Novayanti S.Pd as the teacher of history in Muhammadiyah 1 Palu High School suggests that:

"Regarding the obstacles in the implementation of the Merdeka Curriculum in Muhammadiyah 1 Palu High School, this is found in the training section for subject teachers, but that is actually not a big enough obstacle because in addition to training we can still learn through the internet and various media such as social media, and also at this time we can access through the Merdeka Teaching Platform (PMM) which is designed to help teachers increase understanding and competence in carrying out learning with the Merdeka curriculum" (Mrs. Dina Novayanti S.Pd's interview results on March 6, 2025).

Based on the results of interviews with historical teachers in SMK and SMA Muhammadiyah in Palu City, which can be concluded that the two teachers use digital technology to overcome different challenges. Which is where the history teacher of SMK Muhammadiyah 1 Palu focuses on students using interactive learning methods such as projects and discussions, and the teacher prepares material by printing or printing material or images to be shared with students before learning so that learning history is more interesting if students can see directly. On the other hand, the history teacher of Muhammadiyah 1 Palu High School overcomes teacher training constraints related to the independent curriculum by utilizing digital resources independently, such as the Internet and Merdeka Teaching Platform (PMM), to improve their competence.

## **DISCUSSION**

### **1. Planning Learning History in the Merdeka curriculum Learning in SMK and SMA Muhammadiyah in the City of Palu**

Learning planning is one of the key factors in the effectiveness of the implementation of educational activities to achieve the educational goals expected at all levels of education, especially in SMK and SMA Muhammadiyah schools in Palu City.

Therefore, this educational plan is the most important element before starting learning activities. In line with views (Nurhayati 2022: 239) argues that planning is the process of determining the goals or objectives to be achieved and set the way and resources needed to achieve effective and efficient learning goals .

Based on the results of research and interviews that have been conducted by researchers at SMK and SMA Muhammadiyah in Palu City. It can be known that the learning planning carried out by history teachers at SMK Muhammadiyah 1 Palu is done by preparing the Merdeka Curriculum Teaching Module and the achievements of historical learning, as well as the flow of historical learning objectives. Apart from that, in planning the learning of the Merdeka Curriculum this school also conducts various training or workshops on teachers and all schools to provide in -depth understanding of the implementation of the Merdeka Curriculum. Whereas the results of research in Muhammadiyah 1 Palu High School in the learning planning stage are carried out in accordance with the rules of the independent curriculum, namely by preparing a teaching module, the teacher is given freedom in planning learning, and making a teaching module based on learning achievements, learning objectives and learning objectives that include strategies to increase students' interests and understanding, with this it can be known that it is known that the importance of making learning planning based on student interests and needs in order to achieve the desired learning objectives

Based on the findings of researchers that in SMK and SMA Muhammadiyah in Palu City, it can be known that the two schools are planning learning based on the independent curriculum by preparing teaching modules and training to teachers to understand the concept of an independent curriculum in learning. The essence of planning in both schools is a strong emphasis on the importance of adjusting the learning process with student interests and needs, which are believed to be the main key to achieving learning objectives effectively .

Overall, the findings of this research can be known that the independent curriculum planning stage in history subjects in SMK and Muhammadiyah High School in Palu City has been carried out quite well. These schools have tried to prepare learning planning based on curriculum key elements, such as learning achievements, learning objectives and teaching modules. At this stage the teacher compiles a learning tool which starts by compiling learning achievements which are then used to compile learning achievements (CP) and learning objectives (ATP), and the government also prepares CP and ATP that can be directly promoted by the teacher and developed according to student needs. In addition, it can also be used as a reference for teachers who will make learning achievements and learning objectives. Thus, this research is known to the importance of the adaptation of learning planning to the characteristics and interests of students, as well as the need for a strong understanding of the school of the principles of an independent curriculum. Thus, careful planning becomes a step in realizing the implementation of effective and student -centered curriculum

The main purpose of learning planning is to achieve the desired learning outcomes in line with the view of Vitalia Juniarti, et al (2023: 27) expressed that the learning planning carried out by the teacher in the implementation of the independent curriculum in the form of the formulation of learning objectives, preparation of learning objectives, and the preparation of teaching modules. This study shows that the history of SMK and Muhammadiyah High School and High School in Palu City has tried to combine the key elements of the independent curriculum in the historical learning planning, namely the existence of CP (Learning Achievement), and ATP (Learning Objectives), and teaching modules become the main indicators of efforts in planning or designing learning processes.

## **2. Implementation of history learning in the independent curriculum in SMK and SMA Muhammadiyah in Palu City**

The curriculum implementation stage for the implementation of learning is a process in which the interaction between the teacher and students occurs directly or indirectly to achieve the desired learning objectives in accordance with the learning achievements. In this stage, Muhammadiyah Vocational School and High School in Palu City which includes two schools namely SMK Muhammadiyah 1 Palu and Muhammadiyah 1 Palu High School. It has been known that history subject teachers apply the methods, strategies, and learning media that have been prepared in advance, while managing the class and adjusting the approach according to the needs and characteristics of students

The curriculum is not only a guideline in its implementation, but also becomes a dynamic reference that is adapted to the conditions of students, the environment, infrastructure, and applicable educational policies, so that national education goals can be achieved effectively. Based on what has been stated by (Ledya Shinta, et al 2024: 804) it can be known that in the implementation of the independent curriculum that is aimed at being able to answer the problems that exist in the world of education, with this independent curriculum that gives freedom to teachers and students in following and carrying out learning activities that are expected to be able to improve the quality of learning .

The results of research conducted by researchers, can be analyzed that the application of the Merdeka Curriculum at SMK Muhammadiyah 1 Palu has taken place well and includes all levels of class, ranging from grade 10 to class 12. In the learning process, history teachers adjust the methods used based on conditions and availability of facilities, so that they are not fixed on a particular approach. In addition, every history teacher compiles a teaching module as a reference in the implementation of learning in class. The learning process of the teacher history also applies a differentiation approach, which allows students to learn in accordance with students' abilities and needs, in accordance with the objectives of the Merdeka Curriculum Principle.

Implementation of history learning based on the results of research that has been done can be known that Muhammadiyah 1 Palu High School in the stage of implementing an independent curriculum is carried out in stages which is currently only applied in class 10, with learning models in accordance with the needs and learning objectives based on the Merdeka Curriculum Teaching Module, with the development of the teacher's time it is expected to further enhance the learning model in the form of media .

Learning History In the implementation of the Merdeka Curriculum Learning in SMK and SMA Muhammadiyah in Palu City, it has been known that the application of the Merdeka Curriculum in SMK Muhammadiyah 1 Palu has been going well and includes all classes ranging from 10 to 12. Although in SMA Muhammadiyah 1 Palu, the implementation is still in the early and new stages in class 10. In carrying out history learning. In addition, the learning approach used is differentiated, so students can learn according to their abilities and needs. With this it is expected that teachers will further develop learning models, especially by utilizing more modern learning media so that the learning process becomes more effective and interesting .

According to (Anindito Aditomo, et al. 2024: 14) argues that the independent curriculum has the aim to realize meaningful and effective learning in improving faith, piety to God Almighty, and noble character and fostering the creativity, taste, and intention of students as students who have a life of life.

The implementation of the independent curriculum is inseparable from one of the elements of the independent curriculum, namely the Pancasila Student Profile Project or commonly referred to as P5 aims to provide a deep learning experience through projects that connect various subjects with real issues, as well as developing student character according to Pancasila values. Based on the results of research at SMK Muhammadiyah 1 Palu, P5 was carried out intensively at the end of the semester with varying themes, including mutual cooperation activities and democratic practices and various learning projects. Whereas in the Muhammadiyah 1 Palu High School, P5 is held every Friday by involving collaboration between subject teachers as a facilitator and companion. The implementation of this P5 shows the efforts of schools in realizing a more holistic curriculum goals, not only focusing on the cognitive aspects but also affective and psychomotor students.

Overall, in the implementation of the independent curriculum learning in history subjects in SMK and SMA Muhammadiyah in Palu City shows the adaptation and innovation of teachers in realizing more interesting and relevant learning for students. The implementation of P5 is also a tangible manifestation of the spirit of an independent curriculum in developing the profile of Pancasila students.

### **3. Evaluation of Learning History in the Merdeka curriculum in SMK and SMA Muhammadiyah in Palu City**

Evaluation of Learning History In the independent curriculum in vocational and high school Muhammadiyah in Palu City, it can be seen in the research that has been

analyzed that at the evaluation stage of history learning this research explains how historical teachers in implementing the assessment or evaluation stage in the teaching and learning process in SMK and SMA Muhammadiyah in Palu City. Basically it is known that evaluation is seen as an action of assessment to measure students' understanding and knowledge after learning, where the history teachers of SMK and Muhammadiyah High School conduct the evaluation stage, at the end of the learning session or after completing one chapter of the material. This is in line with the view (Nurhayati 2022: 245) that the evaluation aims to determine the level of success of teaching through the teaching and learning process that has been carried out

Evaluation of Learning History Based on the results of the research that has been done it can be known that history teachers in the Muhammadiyah 1 Palu Vocational School have conducted an evaluation based on the independent curriculum, where the teacher of history subjects conduct learning evaluations that are centered on two main types of assessments namely formative and summative assessment. With this the results of research that has been conducted at SMK Muhammadiyah 1 Palu it is known that the school, starting from the principal to the deputy principal in the curriculum in the field of curriculum, also established this framework as a guide to measure the development and understanding of students as a whole for the improvement of learning. This allows historical teachers to adapt to students' conditions and time constraints in conducting learning evaluations in class, for example by conducting brief questions and answers after the lesson, based on the results of research sometimes history teachers also ask for direct feedback from students related to how to teach teachers in class, so that the assessment continues to be effective and relevant .

Based on the results of research conducted by researchers, with this can be known that the evaluation of history learning in Muhammadiyah 1 Palu High School is also carried out to measure students' understanding of the material that has been learned. The results of this study indicate that the evaluation of history learning is carried out in various forms, such as quizzes after completing one chapter, formative assessment during the learning process, and summative assessment at the end of learning. Muhammadiyah 1 Palu High School also gives freedom to the teacher to determine the learning evaluation method in the class in accordance with the understanding of students, so that the history teacher can adjust it to the needs of students and the material taught by each subject teacher .

Evaluation of Learning History in the Implementation of the Merdeka Curriculum Learning to know that the history of vocational and high school Muhammadiyah in Palu City has implemented an evaluation of history learning in accordance with the principle of an independent curriculum, which emphasizes formative and summative assessments to measure students' understanding and development as a whole. Evaluation is carried out with various methods, such as quizzes after one chapter, questions and answers, and direct feedback from students. The school also gives freedom to the history teacher to choose the form of evaluation

that is best in accordance with the conditions of students and the material being taught, so that the assessment process can take place flexibly, effectively, and relevant both inside and outside the classroom.

This research has been known that the evaluation function is a basis for decision making related to students' abilities and as input for curriculum improvement and teaching strategies. Although the two teachers have a slightly different approach in the evaluation, the final goal remains the same, namely to monitor student learning progress and reflect the effectiveness of the learning process that has been carried out. As has been stated by (Qurrotul Aini, et al Meanwhile, assessment or assessment is a process carried out by educators to get information on the development of the process and student learning outcomes. Thus, the results of this study provide an overview of how the evaluation of history learning is applied in the implementation of the Merdeka Curriculum Learning at the SMK and SMA Muhammadiyah school level in Palu City

Based on the results of research that has been conducted in SMK and SMA Muhammadiyah schools in Palu City, it has been known that in the implementation of history learning in SMK and SMA Muhammadiyah schools in Palu City there are still several obstacles in the learning process in the classroom. Based on the results of research at the Muhammadiyah 1 Palu Vocational School History Teacher revealed that in the historical learning process there are still obstacles such as the lack of student interest in learning that focuses on long theories, and teaching devices in class such as infocus media even though there are already but inadequate in carrying out learning in class. The solution carried out by the history teacher of SMK Muhammadiyah 1 Palu focuses on students using interactive learning methods such as projects and discussions, and the teacher prepares material by printing or printing material or images to be shared with students before learning so that learning history is more interesting if students can see firsthand what is meant by learning material being learned.

The results of the research conducted at Muhammadiyah 1 Palu High School also still have obstacles for historical teachers where Muhammadiyah 1 Palu High School, educators and education personnel, still rarely get training in the implementation of an independent curriculum, therefore history teachers and other subject teachers are still doing understanding and learning related to the application of the independent curriculum independently. On the other hand, based on the results of the research that has been done, it is known that the history of Muhammadiyah 1 Palu High School overcomes its obstacles such as rarely get training to teachers related to the independent curriculum, the history teacher utilizes digital resources independently, such as the internet and the independent teaching platform (PMM), to increase their competence and knowledge in implementing an independent curriculum in learning in class.

## CONCLUSION

Based on the results of research that has been conducted in SMK and SMA Muhammadiyah throughout the City of Palu which includes 2 schools namely SMK Muhammadiyah 1 Palu and Muhammadiyah 1 Palu High School show that:

First, based on the results of research in SMK and SMA Muhammadiyah in Palu City, it can be concluded that the planning of learning subjects has been carried out quite well and in line with the principle of the Merdeka Curriculum. Both schools have prepared a teaching module, learning achievements (CP), and the flow of learning objectives (ATP) as a key element in planning, as well as providing training to teachers to increase understanding of curriculum implementation. The teacher is given the freedom to adjust learning with the interests and needs of students, which are believed to be an important factor in achieving learning objectives .

Second, the implementation of the independent curriculum in history subjects in SMK and SMA Muhammadiyah in Palu City has been going well, even though it is at a different stage. Muhammadiyah 1 Palu Vocational School has implemented an independent curriculum at all levels of class with differentiated approaches and utilization of teaching modules, while Muhammadiyah 1 Palu High School is still in the early stages of application in class 10. In addition, the implementation of the Pancasila Student Profile Strengthening Project (P5) has also been carried out actively with a contextual and collaborative approach, which is not only affective and psychomotor

Third, the evaluation of history learning in the implementation of the Merdeka Curriculum in SMK and SMA Muhammadiyah in Palu City has been carried out with reference to the principles of formative and summative assessment, which aims to measure the understanding and development of student learning as a whole. History teachers in both schools are given freedom in determining evaluation methods that are in accordance with the characteristics and needs of students, such as through quizzes, questions and answers, assignments, and direct feedback from students. Evaluation does not only function as a measure of learning outcomes, but also becomes a basis in the reflection of teaching and decision making to improve learning and curriculum. The findings of researchers in this study, namely history teachers in the Merdeka curriculum still faced several obstacles, namely at SMK Muhammadiyah 1 Palu, the main challenge was the low interest of students in theoretical historical materials, as well as inadequate learning media limitations. As a solution, history teachers apply interactive methods such as discussion and project, and prepare material printed or print to attract students' attention during learning. Meanwhile, in Muhammadiyah 1 Palu High School, the obstacle faced was the lack of teacher training related to the independent curriculum, which was overcome by teacher initiatives to learn independently through various information such as social media, internet and independent teaching platforms.

## REFERENCES

- Anindito Aditomo, et.al. 2024. Academic Study of Merdeka Curriculum. Curriculum and Learning Center: Standard Agency, Curriculum, and Educational Assessment of the Ministry of Education, Culture, Research and Technology.
- Fauzan. 2017. Curriculum and Learning. South Tangerang: GP Press
- Ledia Shinta, et al. 2024. Implementation of Merdeka curriculum in Improving the Quality of Education. Religions Education Social Roiba Journal. Vol 6, No. 1.
- Nurhayati, et al. 2022. Curriculum development. Kab.Bima West Nusa Tenggara: Hamjah Dika Foundation.
- Prastika A.Y, et al. 2024. Role by teachers and principals in implementing with the Merdeka Learning Curriculum. Journal of Education, Fine Arts and Design. Vol 1, No.3.
- Qurrotul Aini, et al. 2024. Tenic and Forms of Evaluation of Learning Merdeka Curriculum. Journal of Education and Teaching Review. Vol 7, No. 1.
- Rasyid I.M. 2024. Application of the Merdeka curriculum in Learning History: School Mobilization of SMA Negeri 19 Bandung. Thesis of Indonesian education university
- Rustiyarso, et al. 2023. Implementation of Merdeka curriculum in Learning History in Class X Students Accounting A SMK Negeri 7 Pontianak. History Education Student Scientific Journal. Vol 8, No.4.
- Vitaliah Juniarti, et al. 2023. Phase A Learning Planning in the Implementation of Merdeka curriculum in Elementary Schools. Journal of Sebelas Maret University. Vol 11, No.3.
- Zuchri Abdussamad. 2021. Qualitative research methods. CV Syakir Media Pres