

# Analysis of Curriculum Policy Implementation Freedom to Study at State Vocational High School in Batubara Regency

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## ABSTRACT

*This research aims to analyze the implementation of the curriculum policy of the Merdeka Study in the State vocational high school of Batu Bara District, concerning Ristek Permendikbud No. 56 Year 2022 and No. 262 Year 2022. The research theory trail uses the framework of Edward III's policy implementation theory. The research method used is descriptive with a qualitative approach. Data was collected through interviews, documentation, and observations, involving respondents consisting of the Head of the Department of Education of Region V, the Head of School, Business Staff, and the State vocational high school Teacher in Batu Bara District. The results of the research show that the implementation of the curriculum policy Merdeka Learning in the State SMC of Batu Bara County is running well, supported by clear communication transmission processes, adequate resources, positive disposal, and an effective bureaucratic structure.*

## KEYWORDS

*policy implementation; independent curriculum; KMB*

## INTRODUCTION

Implementing education policy changes, including curricula, is a complex process. Policy designers need to pay attention to complexity because the success of a curriculum is determined not only by its design but also by change management as well as the strategies used to support the educational unit and the educators implementing it. According to Ball (2012), policy changes, including curricula, often do not result in real changes in the classrooms in educational units because policymakers do not pay attention to the complexity of their implementation at the local level, i.e., at the regional, educational, and classroom levels. Often, implementation problems are solved through the formulation of new policies without changing their implementation strategies significantly. This is done because policymakers assume that a policy plan is so powerful in its influence to manage the behavior of teachers who implement the policy, regardless of how the policy is introduced and managed.

Failure of policy-making changes in the educational unit is considered a design failure, not a failure of implementation. According to Taylor (1997) and Ball et al., (2012), the response was also done because governments felt that making policy was the most possible thing to do under their control, while things that happened at the root of the grass were out of their control. This is what drives what is called "the more things change, the more they remain the same" (Wilcox et al., 2017). Because the change continues to be made, but the implementation strategy that is exactly the problem is never solved. In their study of how schools in the United States respond to policy reforms, Bryk et al. (2015) concluded that policy implementation in different contexts will always provoke different reactions and

responses. It happens as an impact of the interaction between policies that come from outside the school and policies, practices, traditions, and cultures that are already running in the school. The process of policy adaptation often leads to conflict and new problems in the educational unit, and this is part of the learning process. Nevertheless, governments should not allow their educational units to go through such a dynamic learning process. Instead, support must continue to be given so that the processes that take place in such educational units produce the expected external effects, namely the implementation of policies that have a tangible positive impact on the quality of learning. The dynamics and new problems that arise as a result of the introduction and implementation of the new policy vary according to the context of the respective educational units. At the same time, support for launching the implementation process is also needed from various parties or stakeholders in the education system.

Experts agree that teachers are central to the implementation of curriculum change, just as students are the center of the learning process. (Kneen et al., 2021; Spillane et al., 2002). The regulations and other policy documents issued by the government will go through the process of adoption by the educational units. (Ball, 2012). The complexity of the implementation process at the educational level has occurred since policymakers at the local level (teachers, head of school, local government) have interpreted or embellished policies. (Spillane et al., 2002). The process of sensemaking policy is becoming more and more complex with the debate, agreement, and compromise between the various parties both within the education unit and between the educational unit and the local and/or central government, as well as between the government and the public. Therefore, one educational policy from the center is never actually single but rather gives rise to different policies due to the process of interpretation and negotiation (Ball, 2012). One such policy continues to be dynamic from time to time.

Renewed education and teaching units are expected to implement the policy by fully obeying technical and concrete directives, but that approach is increasingly abandoned by many countries. Based on various studies that show that such a top-down approach does not yield the expected results, the approach used is to give authority to educational units and educators to adapt the policies of the central government according to their respective contexts and remain consistent (congruent or consistent) with the objectives and principles set. (Bryk et al., 2015). In other words, the policy direction of curriculum implementation that is growing today is an approach that gives authority or control (agency) to the head of school and teachers in the educational unit. This step is also a strategic choice for the implementation of the Merdeka Curriculum, which is to give a choice to the educational unit.

The state vocational high school in Batu Bara district that is implementing the independent curriculum (IKM) has been established through the decision of the Chief of BSKAP number 034/H/KR/2022 with the categories of independent learning, changing matri, and independent sharing. Based on the results of the preliminary study at the State University of 1 Water White on Thursday, February 2, 2023, at 09.00 PM with Sources Bapak Sulistio, S.Pd head of the school, on the implementation of education at the State University of 1 Air White, it runs effectively for educational purposes. The curriculum used in vocational high school in State 1 Water White is curricular, independent of the category of independent learning. Application of the curricula independent of vocational high school state 1 water White has begun since April 2022 after being established by the decision of the Chief of the BSKAP number 034/H/KR/2022 with the category Independent Learning. Then, on May 22, 2023, through the resolution of the chief of BSKAP, BSKAP number 022/H/KR/2023 is established as the Educational Unit.

Implementation of the Curriculum Merdeka with the change of category to Independent. Although the Merdeka curriculum has been implemented, there are no significant differences in school management and learning activities before and after the implementation of the Merdeka curriculum. It invites researchers to ask whether the school has already adhered to Regulation of The Ministry of Education, Culture, Research and Technology No. 56/M/2022 and No. 262/M/2022 as guidelines for the implementation of the Merdeka curriculum in the Education Unit. How is the policy taken by the Education Service of North Sumatra to ensure that the entire educational unit that implements the free curriculum has an integrated understanding of implementing the free curriculum according to the guidelines outlined?

Companies can take these steps by reviewing their operational action decisions at the right intervals and running business as usual to bring about big and small changes determined by policy decisions made by public organizations.

According to the defense expressed by Wahab (2008: 65), as quoted by Mazmanian and Sabatier (1983), enforcement is the knowledge of what happens after a validity statement, which manages its operation and its impact on society or an event according to national policy guidelines.

Ripley and Franklin (1986: 89) explained in their book entitled *Bureaucracy and Policy Implementation* that the success of a policy can be seen through three factors: (1) assessing the extent to which a company's policy is compliant with policy implementation; (b) measuring success in terms of non-activity; and (3) the implementation of an activity is said to be successful if it has satisfactory performance and is tailored to expectations.

Solichin (2008) argues that three factors can lead to failure in policy implementation, among others: (1) policy problems; failure to implement a policy may be the result of internal or external uncertainty or lack of decisive action, or maybe an indication of a lack of resources on the part of policymakers; (2) information; insufficient data leads to excessive claims about the motivation of those making and enforcing the decision or policy, as well as the outcome of such decisions; and (3) support; without widespread support for enforcing public policy, it would be very challenging. Implementation of a policy can arise because of a problem factor; then, the policy has to be formulated first because it does not exclude the possibility of failure in its implementation due to ignorance of what to do.

There are three principles of KMB learning, which are as follows: (1) Intra-curricular learning: learning is done in a differentiated way so that students can learn the concept according to the time required and teachers can choose the teaching device according to their pupils' characteristics. (2) Kokurikular Learning: This is a project to strengthen the student profile of Pancasila that focuses on the development of the character and general competence of students.

In general, the KMB structure is based on three things: competence-based, flexible learning, and Pancasila's character. In addition, there are several other principles used for the development of KMB structures, namely: (1) Minimum structure: minimum curriculum structure established by the central government. However, an educational unit or institution may develop programs and activities based on the vision, mission, and resources of each institution. (2) Autonomy: KMB grants autonomy to educational units as well as teachers to design relevant and contextual learning processes and materials. (3) The KMB structure is made simple, meaning changes from the previous curriculum are made as minimal as possible but remain significant. The purpose, the direction of change, and the design are made clear so that they can be easily understood and applied. (4) Gotong Royong, The development of this curriculum is the result of the collaboration and gotong royong of

dozens of institutions, among them the Ministry of Religion, universities, schools, and other educational institutions. Besides its implementation, it is also based on gotong royong because the school unit or teacher cannot implement this curriculum on their own but must cooperate with other parties involved, including students and parents.

The implementation of the content of this curriculum can be carried out in three stages, as follows: (1) Diagnostic assessment: the first stage is that the teacher performs a diagnostic assessment, which is an initial assessment to recognize the potential, characteristics, needs, development, and achievement of learning. This assessment is generally performed at the beginning of the learning year, and the results of the assessment will be used as a basis for determining further planning. (2) Planning, the second stage, that is, the teacher prepares a plan for the learning process that will be done during the period of the academic year according to the outcome of the diagnostic assessment. In addition, teachers can also group students according to their level of ability so that learning can be more targeted. (3) Learning: After assessment and planning, the final stage is learning. During the learning period, the teacher will not only perform according to the plan but also perform formative assessments periodically. It aims to enable teachers to figure out what the student's learning progress is like and adjust the learning methods if necessary. At the end of the learning process, teachers can perform summary assessments as a process of evaluation of the achievement of learning objectives.

The following are the research issues: (1) How is the communication process in the implementation of the state KMB vocational high school policy in Batu Bara district? (2) How is resource support being used in implementing the state vocational high school KMB policy in Batu Bara districts? (3) How are the dispositions in the execution of the government vocational high school policy in Batu Bara district; (4) How is bureaucratic structure supported in the policy implementation in Batu Bara district of Batu? and (5) How does the implementation of the state vocational high school PMK policy go?

## **RESEARCH METHODS**

The method of research used is qualitative research, which is classified as field research. The selection of methods of research to approach in-depth descriptions of speech and writings obtained from individuals or groups studied in a particular setting. Then the data is analyzed from a comprehensive perspective (Moleong, 2017). This research is a case study model research. According to Creswell, case studies are studies that study in depth a program, event, or process of individual or group activity.

The purpose of the case study is to provide a detailed picture of the background, characteristics, and peculiarities of cases that seek explanation and describe the records clearly and accurately about the phenomena studied. The purpose of this research is to know and describe the process of communication, resource support, disposal, and support of administrative bureaucracy structures carried out in the implementation of state vocational high school KMB in Batu Bara district. The selection of research using qualitative methods is considered very suitable for finding specific, unique, and specific data related to the title of the research.

The location of the implementation of research to excavate data according to the object of the research title is a vocational high school, which is located in Batu Bara district under the shade of the Office of the Branch of the Ministry of Education of the Region V Province of Northern Sumatra. Then, to obtain in-depth information, the researchers selected three state vocational high schools representing the upper, middle, and lower regions that obtained information about the implementation of the state vocational high school KMB policy in Batu Bara district.

## RESULTS AND DISCUSSION

The results of this study refer to the Grand Theory of George C. Edward III (Agustino, 2014: 149), which refers to four (four) variables, namely communication, resources, dispositions, and bureaucratic structures, in implementing vocational high school state KMB in Batu Bara district and can be described as follows:

- 1) The communication process in the implementation of KMB policy. The communication process in the vocational high school state school in Batu Bara district is a form of communication. Downward Communication is communication that descends from one level to a lower level, slowly towards the bottom. In the communication below, the role of the leader is claimed to be to be able to communicate and provide information and ideas to his subordinates either individually or in a group or either directly or indirectly, where the Education Branch receives information from the Education Department of the Province of North Sumatra and then the Education Service Branch 53 passes the information to the head of the school and passes it on to all the educational personnel in the school. Communication was conducted by the Department of Education of Region V and the Head of the School, followed by a workshop for teachers who could inspire other teachers in the IKM.
- 2) Transmission or delivery of messages. Socialization of Regulation of The Ministry of Education, Culture, Research and Technology No. 56/M/2022, as amended by No. 262/M/2022, on guidelines for the implementation of independent curricula carried out by the Branch of Service to vocational high school and SMA Educational Units both online and face-to-face. Then the head of the school has the responsibility to continue the information policy guidelines of the IKM as stipulated in Regulation of The Ministry of Education, Culture, Research and Technology No letter No. 262/M/2022 in each of its educational units. The head of the school coordinates with all the educators and educational staff to formulate an agenda within the ICT and then agree on rules, schedules, and reporting to create a new paradigm and common understanding to realize free learning in schools.
- 3) Clearness. Understanding the content of the ICT policy is very necessary, given that the implementation of this curriculum also covers changes in the structure of the KMB, the rules related to learning and assessment, the Pancasila Student Profile Enhancement Project, as well as the workload of teachers. Despite clear communication about the ICT guidelines as stipulated in the Regulation of The Ministry of Education, Culture, Research and Technology No No. 56/M/2022 and No. 262/M/2022, there are still shortcomings in terms of the process of submission conducted by the Department of Education of Territory V to the head of the school and then to the teacher in the education unit, so that the head and teacher should find out information and learn independently in implementing this policy. The head of vocational high school, 1 Lima Puluh, also explained that the head of the school and the teacher should find information and learn independently when implementing policies.
- 4) Consistency. The consistency to be observed in the communication dimension of information delivery about the guidelines of the Ministry of the Interior can be 58 known from February 2022 until December 2022 Branch of the Department of the Territory V consistently carries out the information submission because it has 11 (one) times held socialization activities of IKM in vocational high school in conjunction with MKKS. This is delivered by the Chairman of MKKS Vocational High School, Kab. Batu Bara, who is also the Head of Vocational High School, 1 Air Putih.
- 5) Resource support in the implementation of KMB policy. Resources that can be used to support the success of vocational high school State ICT policy in Batu Bara district

based on Regulation of The Ministry of Education, Culture, Research and Technology No. 56/M/2022, as amended in Regulations of the Ministry Of Education, Culture, Research and Technology No. 262/M/2022, on the Guidelines for the Application of Curriculum in the Framework of Learning Recovery, include human resources and financial resources, or a budget consisting of availability and competence/expertise. To see to what extent resources affect policy implementation, Edward III (in Agustino, 2014: 151–152) outlines its strengths, including human resources, information, authority, budget, and equipment/facilities.

**Table 1.** Status of Teachers and State vocational high school Officers in Batu Bara District

No	Description Teacher and Officer	Sum	Percentage
1	Teacher ASN	91	48%
2	Non-ASN (GTT) Teachers	97	52%
3	Non-Statutory Officer (PTT)	71	21%
4	Teacher with Educator Certificate	74	39%
5	A teacher who has a Certificate of Teacher Movement	11	6%

(Source: document Cabdis Region V)

**Table 2.** Status of Human Resources vocational high school State in Batu Bara District

No	Description Human Resources	Vocational High School N 1 Air Putih		Vocational High School N 1 Lima Puluh		Vocational High School 1 Tanjung Tiram	
		Sum	%	Sum	%	Sum	%
1	Teacher ASN	31	25	10	19	7	15
2	Non-ASN (GTT) Teachers	35	28	23	43	25	53
3	Non-Statutory Officer (PTT)	22	17	4	7	6	13
4	Teacher with Educator Certificate	34	27	14	26	8	17
5	A teacher who has a Certificate of Teacher Movement	4	3	3	6	1	2
<b>Sum</b>		126		54		47	

(Source: document Cabdis Region V)

Human resources are an important factor in the implementation of the KMB. The human resources in this independent learning program are the teachers who already have the certificate of Master Engineer and the teaching staff who have the educational certificate available in the school. The human resources readiness in the State Vocational High School IKM in Batu Bara district can be said to be insufficient, as seen from the availability of the number of teachers who already have certificate teacher engineers, 11 people (6%) and who have professional teacher certification, 74 people (39%).

- 1) The information received by the head of the school in the IKM process is based on Regulation of The Ministry of Education, Culture, Research and Technology No. 56/M/2022, as amended in Regulations of the Ministry of Education, Culture, Research and Technology No. 262/M/2022, concerning the guidelines of IKM to rehabilitate learning, which came from the Department of Education to the Head of the Branch of the Education Service, then to the Chief of the School and the teacher. Downward communication is communication that goes slowly from one level to a lower level. Information in school education flows from the higher level to the lower level.

- 2) Implementation of the ICT as per the guidelines contained in Regulation of The Ministry of Education, Culture, Research and Technology No. 56/M/2022, as amended in Regulations of the Ministry of Education, Culture, Research and Technology No. 262/M/2022, that the head of the school has the legality of duties and responsibilities under the Government Regulations, which is a form of seriousness in the performance of tasks and responsibilities. The authority of these implementers is formal.
- 3) Budgetary resources. The budgetary resources received by the head of the school in the respective educational units are entirely from the budget of the BOSS fund. All activities related to the implementation of the independent curriculum that require a budget for activities such as the execution of workshops, IHT, the procurement of books and reading materials, character development activities and facilities, or other supporting supplies are fully included in the school's activities plan and budget (RKAS).
- 4) Resource Facility/equipment. The strengthening of the competence of educators and the capacity of educational units for ICTs provided by the Ministry of Education is carried out through (1) training by the education department and/or university; (2) self-learning and microlearning through various resources such as the Free Teaching Platform, the official curriculum.kemdikbud.go.id website, and other relevant resources; (3) continuous professional development programs by the central government; (4) using the help desk; and (5) teachers can also conduct class action research to continue their career and improve their competence.
- 5) Disposition in the Process of Implementation of the Free Curriculum Policy. One of the strategies carried out in the implementation of the curriculum is independence by forming a project facilitation team to strengthen the Pancasila profile. The head of the school forms a team to facilitate the project, which plays a role in planning the project, creating the project module, managing the project, and accompanying the pupils in the Pan Casila Student Profile Enhancement Project. Similarly, the vocational high school N 1 Lima Puluh and the vocational high school N 1 Tanjung Tiram have formed a project facilitation team as one of the strategies in the implementation of the Merdeka curriculum in their schools.
- 6) In the ICM, schools don't give special incentives to boards or officers. But specifically for teachers who pursue mobility teacher education, there are incentives given directly by the central government. To motivate and strengthen the role of a mobilizing teacher, the government provides incentives in the form of benefits or rewards. Kendikbud gives benefits to teachers who pursue the education of teachers of movement. The benefits provided are data packages for online training, transportation costs, consumption, and accommodation if necessary for the implementation of the workshop, as well as modules and materials that are held during the course of education.
- 7) Support bureaucratic structures in the implementation of free curriculum policies. Implementation Instructions or Operational Standards The procedures in ICT are compiled in a document of the Operational Curriculum of the Education Unit (KOSP). The ICT curriculum is a guidance document compiled to assist educational units in planning, implementing, and evaluating curricula based on the 72 Merdeka curricula. KOSP is a practical guideline that contains various aspects that need to be taken into account in the implementation of curricula that advance school freedom in designing and implementing learning.
- 8) Implementation Guidelines, or SOP. KOSP is an important tool in ICT, as it helps to ensure consistency and compatibility between curricula designed by schools for national educational purposes. This document also supports schools in monitoring and

evaluating curriculum implementation so that the necessary improvements and adjustments can be made to improve the quality of education.

- 9) Sharing of responsibility. To achieve management goals, the involvement of all members in the above organizational structure is imperative. In this case, an organization is seen as a system consisting of social units and groups of people who carry out various tasks and are coordinated to contribute to the achievement of the goals of the organization. Distribution of roles and responsibilities in the Implementation of the Free Curriculum. The role of the head of the school; the deputy head; the enterprise; and the board of teachers.

Based on the results of the research, the communication process in the state vocational high school ICT policy in Batu Bara district is transmitted in the form of downward communication that descends from one level to a lower level slowly towards the bottom.

The standard policy communication process is carried out by the Chief of the Provincial Education Service to the Head of the Branch of the Education Service, the Chiefs of the Department of Education to the School Head, and then the head of the school has the responsibility to pass on the information of the IKM policy based on Regulation of The Ministry of Education, Culture, Research and Technology No No. 56/M/2022, as amended in Regulations of the Ministry of Education, Culture, Research and Technology No. 262/M/2022, on the guidelines for the application of the curriculum to rehabilitate learning, to all educators and educational personnel in its educational unit.

Communications are transmitted in quite effective ways through socialization forums, webinars, workshops, training, and technical guidance so that the information received at each level up to the lowest implementer level, the teacher, can be accepted and understandable for implementation.

Based on the results of the research, it can be concluded that the support of resources in the policy of the vocational high school state in Batu Bara district, which consists of human resources/staff, information, budget resources, authority, and equipment resources/facilities, is an important factor in the implementation of curriculum policy.

The human resources available to the vocational high school state in Batu Bara district are 188 teachers, consisting of ASN teachers and educators of 91 and non-ASN teachers of 97. Each of the vocational high school state education units also has human resources that are distributed into the structure of the school organization and that all have tasks and roles in the IKM in the school. The human resources in this independent learning program are the teachers who already have the certificate of Master of Movement and the professors who have the educator certificate available in the school. The human resource readiness in the State Vocational High School IKM in Batu Bara district can be said to be sufficient, as seen by the availability of the number of teachers that already have the certificates of the teacher of movement, which is 11 (6%) and that have the professional teacher certificate, which is a total of 74 (39%).

The smallest number of teachers who follow the vocational high school state's Master Engineer program in Batu Bara district should be the attention of the head of the school because, of course, the driver's teacher (GP) is an Unggul SDM who is a pioneer of learning change as the aim of the independent learning program.

In the management of the school budget, the head of the school has full authority in estimating funds and making rules and policies to empower all school resources.

To run the organizational wheel of each vocational high school education unit in Batu Bara district, the managerial relationship between superiors and subordinates and the specialization of work can be seen from the existing organizational structure and leadership. The placement of staff and fields of duty is based on needs and according to the



school's organizational structure. At the State High School, 1 Whitewater uses a bureaucratic organizational system where the implementation and maintenance of the organization use command lines and coordination lines as a binding benchmark for the organization's maintenance, with the head of the school responsible for the maintenance of organizational systems. The same thing was also found in the State Department of 1 Fifty and also in the State Department of 1 Tanjung Tiram.

To achieve management goals, the involvement of all members in the above organizational structure is imperative. In this case, an organization is seen as a system consisting of social units and groups of people who carry out various tasks and are coordinated to contribute to the achievement of the goals of the organization.

One of the strategies carried out in the State Vocational High School IKM in Batu Bara district is to form a facilitation team for the Pancasila profile reinforcement project. The head of the school formed a project facilitation team that planned projects, created project modules, managed projects, and accompanied students in the Pancasila Student Profile Enhancement Project.

In the ICM, schools don't give special incentives to boards or officers. But specifically for teachers who pursue mobility teacher education, there are incentives given directly by the central government. To motivate and strengthen the role of a mobilizing teacher, the government provides incentives in the form of benefits or rewards. Kendikbud gives benefits to teachers who pursue the education of teachers of movement. The benefits provided are data packages for online training, transportation costs, consumption, and accommodation if necessary for the implementation of the workshop, as well as modules and materials that are held during the course of education.

As to the extent of the incentives that will be given to mobility teachers, it is not explained directly on the official website of the mobility school. However, every CGP who attends the workshop every month during the training period will receive transport replacement money provided by the committee of the Grand Chamber of Engineers (BBGP) of the Province of North Sumatra.

Based on the results of the research, in IKM, the vocational high school state in Batu Bara district has had KOSP as the operational standard for the implementation of IKM. KOSP guides educators and school staff on learning approaches that can be used, relevant assessment methods, as well as the integration of values in the curriculum. KOSP also serves as a reference for developing a learning plan that suits the context and needs of the pupils. Kosp illustrates how the concept of the free curriculum can be implemented concretely in the day-to-day activities in the classroom. Kopp also provides a clear framework for educators to optimize the learning experience of students, facilitate diversity, and create an inclusive and participatory learning environment.

To achieve management goals, the involvement of all members in the above organizational structure is imperative. In this case, an organization is seen as a system consisting of social units and groups of people who carry out various tasks and are coordinated to contribute to the achievement of the goals of the organization.

The best implementation, according to Edwards III in Agustinino (2014: 136–142), “The Fundamentals of Public Policy” refers to the Edwards 3 strategy, which still relies on four factors that will determine policy success in practice: (1) communication, (2) resources, (3) disposal, and (4) bureaucratic structure.

Based on the results of research, in IKM, the state vocational high school in Batu Bara district has focused on four factors that will determine the success of policy in practice: (1) communication; (2) resources; (3) disposal; and (4) bureaucratic structure, as described

above. The fulfillment of the above four factors indicates that this policy has been successfully implemented.

However, the rate of success of policy implementation is largely determined by many factors, both in terms of the policy implemented, the policy enforcement, and the environment in which the policy is implemented. In this study, the author has presented and outlined the fulfillment of the factors required in the implementation of the policy as required by Edwards (1983).

## **CONCLUSION**

Communication processes in IKM in the state vocational high school of Batu Bara district have shown success in ensuring the clarity of information from the peak level (up) to the lowest level of implementers, namely teachers. Socialization forums, webinars, workshops, training, and technical guidance are effective means of communicating information clearly and understandably. Three key indicators, namely transmission, clarity, and consistency, can also be found in the results of the study. Good communication processes, unambiguous, consistent, and adaptable to various levels of exclusivity, ensure that information reaches implementers without distorting policy objectives. Thus, the research findings support the concept that good communication is the key to successful policy implementation.

The resources in the IKM in the state district of Batu Bara are very diverse, involving human resources, information, budget resources, authority, as well as equipment and facilities resources. Human resources, especially teachers who have the certificates of Master Engineer and educator, have proven sufficient support for IKM. Budget resources, which are derived from the BOS fund and managed with full authority by the head of the school, also make important contributions.

In IKM, the disposition is implemented through the placement of staff in the bureaucratic organizational structure of the school. An organizational system that uses command lines and coordination lines is the foundation for the implementation and maintenance of the organization, with the head of the school as the primary responsible. In addition, the Merdeka curriculum implementation strategy involves the formation of a facilitation team for the Pancasila profile enhancement project without the granting of special incentives. SOP, or KOSP, is used as an operational foundation in everyday activities. KOSP provides detailed guidance on learning approaches, assessment methods, and the integration of values into the curriculum. Kosp also provides a clear framework for optimizing student learning experiences, accommodating diversity, and creating an inclusive and participatory learning environment.

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