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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.

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

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