

Implementation of the Elective Subject Selection Program in the Merdeka Curriculum

Risti Dwi Lestari¹, Rusman Rusman², Moses Adeleke Adeoye³

^{1,2} Universitas Pendidikan Indonesia, Indonesia

³ Al-Hikmah University Ilorin Nigeria, Negeria

Corresponding author, email: ristidwilestari@upi.edu

Article info:

Submitted: January 10, 2024. Revised: February 11, 2024. Accepted: March 23, 2024.

Publish: April 15, 2024.

Abstract

Referring to several evaluation results of the 2013 Curriculum, the learning load is too large, it limits schools in designing education according to school conditions, and the existence of a reading system still causes students to have a fixed mindset. The government's response was to implement the Kurikulum Merdeka through an elective subject selection program. This research aims to describe the implementation of the elective subject selection program in Sekolah Penggerak. This research was conducted using a qualitative descriptive approach, with data collection techniques through interviews. The research subjects were three guidance counseling teachers from SMA Negeri 19 Bandung. The results show that the elective subject selection program has been implemented at SMA Negeri 19 Bandung, as evidenced by the program scheme created by the school with the elective subject selection program guide issued by the Minister of Education, Culture, Research, and Technology. The activities carried out by the school are quite diverse, collaborating with internal schools but also external parties to implement this program a success. However, schools still have to face challenges such as the need to continue to carry out updates with each new generation by adjusting the condition of school infrastructure and the availability of teaching teachers so that the spirit of the elective subject selection program continues to be created, namely creating independence for each student. It is hoped that the research results obtained will be able to become a reference for other schools in preparing and implementing elective subject selection program schemes that suit the conditions of their respective schools.

Keywords: curriculum implementation, merdeka curriculum, the elective subject selection

Recommended citation:

Lestari, R.D., Rusman, R., & Adeoye, M.A. (2024). Implementation of the Elective Subject Selection Program in the Merdeka Curriculum. *Lembaran Ilmu Kependidikan*. 53(1). 29-43.

<https://doi.org/10.15294/lik.v53i1.2650>

INTRODUCTION

Times that continue to develop, especially in the technology sector and market globalization, make many people feel lost because they have difficulty keeping up with movements that are too dynamic. This era is known as the 21st century, or the century of uncertainty, where the future is difficult to predict because of the rapid development of human civilization caused by scientific discoveries. The generation in this century has a fundamental character, namely hyper customization and economist, hype customization, or being happier and more comfortable being free and being yourself rather than being dictated to by others. The second obvious characteristic is that they are economists, where they tend to enjoy group activities and always communicate with their colleagues (Tan et al., 2022). Based on these

conditions, several competencies have emerged to support human development in this century, including critical thinking skills (critical thinking skills), collaboration skills (collaboration skills), communication skills (communication skills), and creativity skills (creative thinking skills).

The 21st-century skills have now become the newest human resource challenge (Rana & Sharma, 2019). If this is ignored, it will give rise to many new problems, such as unemployment, increased crime rates, and slowed economic growth, which ultimately increases the percentage of people living in poverty. Thus, prioritizing human values is one of the right strategies to control them. This has implications for the potential to create a society that is just, tolerant, and has compassion for fellow humans because it pays attention to the dignity and self-worth of every human being. However, in an era like this, implementing this is quite difficult, considering that to maintain existence, a sense of individualism grows to prioritize personal interests to achieve one's success in all things, which ultimately reduces the sense of concern for others. Seeing that the negative impacts that arise will be very detrimental to other humans in the future, there is an urgent need to prioritize human values in this century. Without a strong commitment to maintaining these values, a harmonious society full of compassion will not impact the world around us.

Seeing these conditions, the party that has the most important role in contributing to resolving these challenges is one of the parties in the hands of the government as the essential policyholder. These provisions are contained in the foundation of the Indonesian nation, namely the 1945 Constitution of the Republic of Indonesia, Article 31, concerning education and culture. The constitution has mandated the government to form citizens who have faith and piety so that they become dignified human beings. This ideal can be realized by fulfilling the rights of every citizen in obtaining educational services to improve the quality of life of the Indonesian people in a fair and quality manner regardless of social, economic, ethnic, religious, and gender status.

Judging from the conditions above, an appropriate solution is needed to overcome this problem. One of the most important aspects of the implementation of education is the curriculum. The curriculum is one of the most crucial components in an education system; therefore, the curriculum is a tool for achieving educational goals and, at the same time, a guideline for implementing teaching at all types and levels of education (Arini & Roesminingsih, 2021; Kim et al., 2022).

As one of the components that greatly influences the implementation of learning in an education system, the curriculum has certainly experienced several developments along with changes in the educational goals to be achieved. Curriculum development is a comprehensive term that includes planning, implementation, and evaluation because it shows changes and progress (Charoenkiatkan et al., 2024; Mohamed, 2023). The curriculum is an educational design that summarizes all the learning experiences provided for students at school. This design was prepared with the aim of providing guidance to education implementers in the process of student development, achieving the goals aspired to by the students themselves, teachers, families, and society. Thus, the curriculum must be prepared as a guideline in the implementation of education, which is very influential on the future of students (Sapitri, 2022; Tri et al., 2021). In line with the thoughts above, implementing a new curriculum that is in line with expectations and focused on ensuring continuous improvement in the quality of education is needed to improve student welfare so that learning becomes more comfortable (Lestari & Arifin, 2023).

Several K13 results are highlighted, the first is that there are too many subjects, which increases the student's learning burden, causing them to burn out. This condition makes students not feel comfortable and safe in the process of learning activities at school, the impact of which is that their welfare decreases, and their achievement is low. Second, it seems that schools are not given the freedom to develop a curriculum according to their conditions. This is because the government has provided many document packages, such as RPP and others, so schools are left with nothing. The actual use of them is not necessarily appropriate to the conditions of their school. The three specialization systems tend to still be tracking systems.

This system has been embedded in education in Indonesia since 1950; this is not too bad, but in general, it creates a stigma towards certain majors, which tends to compartmentalize certain sciences.

This causes students and society to have a fixed mindset, which has an impact on their ability to learn. For example, if a student is placed in the science group, it is as if the student is led to think that he is only an expert in the subject or field of science that is included in the science group and cannot study other sciences, and vice versa. Learning is never limited to just one field of knowledge, but a human being must know all knowledge, even though in the end they only focus on one field of knowledge (Dekker, 2020). Likewise with the concept of philosophy, which is the mother of all science. Philosophy teaches us to continue studying life using many points of view, which will give us wisdom in making decisions (Power et al., 2019).

The evaluation results and several conditions above made the government formulate a new curriculum, namely the Curriculum Merdeka. This curriculum aims to optimize students' self-confidence, achieve independence in learning, and realize their well-being in learning (Sapitri & Sukirman, 2023). At the secondary school level, this formula is very visible in the subject selection program, which is based on students' interests, talents, and abilities. In line with the concept of independence, it is important to provide freedom for individuals so that they can be responsible for their choices (Cantika et al., 2024). This freedom is given to students in the hope that they can enjoy goal-oriented learning after graduation. The implementation of this program involves many parties, not only the school community but also the community and other professional staff. Programs implemented involving many parties can help students grow cognitively, affectively, and psychomotor (Alhayat et al., n.d.). As long as this program is implemented, the school can facilitate students exploring their potential.

Driving schools are schools that are considered capable and ready to accept curriculum changes, especially the Merdeka curriculum in full. The urgency of driving schools is that each driving school has several target schools that they will coach to implement the independent curriculum. If the driving school that is used as a pioneer does not correctly translate the concept of the independent curriculum by the spirit of the independent curriculum, especially the elective subject selection program, then this will have an impact on misconceptions that will spread to other assisted schools. As a result, the ideals and objectives of the Independent Curriculum are not achieved and have the potential to give rise to new problems again. Referring to this, this article will present how the driving school, especially in the city of Bandung, namely SMA Negeri 19 Bandung, which has the status of a Driving School 1 with 5 target schools around it, is contracting the concept of an independent curriculum, one of which is a subject selection program that is adapted to the conditions of the school.

METHODS

The method used in this research was a qualitative-descriptive method. Qualitative research can answer more basic questions about social phenomena in society. The method used is descriptive, which is carried out by describing the findings of general and current facts and then analysing them based on the concept of the research topic being studied (Kyngäs, 2020). The aim of the researcher using a qualitative descriptive method is to provide a systematic description of the implementation, challenges, and obstacles in implementing the elective subject selection program at driving schools in the city of Bandung so that it becomes information that is useful and easy to understand for readers. Data collection techniques were carried out through interviews aimed at three guidance counselling teachers at SMA Negeri 19 Bandung.

The data analysis was carried out using the analysis interactive model by Miles Huberman which consists of data reduction, data presentation, and conclusion drawing (Priasti & Suyatno, 2021). First, data reduction is a process carried out by sorting data that is relevant to the context of the problem in research and is useful for helping solve problems. Second, data presentation is a collection of information that has been arranged in an organized manner, which can be in the form of tables, graphs, charts, descriptions, or essays. Third, conclusions

are drawn from the premises that were put forward at the beginning of the research and are supported by strong evidence.

RESULTS AND DISCUSSION

Implementation of Elective Subject Selection Program Planning

The school held four meetings to ensure the program was implemented well. The first meeting was held with the initiation of the school principal, to disseminate information from the government to guidance and counsel teachers as the main committee for implementing the program. The second meeting was to hold an internal meeting between guidance and counselling teachers to design a program scheme for choosing elective subjects that were appropriate to school conditions. The third meeting was the Guidance and Counselling Teacher Team, together with school management, including the deputy principal for curriculum, infrastructure, and student affairs, to align the program with the physical reality of the school.

The activities carried out include carrying out reflection to understand the readiness of the educational unit, which includes identifying the number of selected subject teachers available, the number of classrooms and other facilities that can be used for the learning process, the number of study groups, and other resources that can influence the learning process. Determining mechanisms and data processing for selecting elective subjects in educational units, including collaboration programs or sharing resources (educators or facilities) with educational units or other institutions. The fourth meeting, namely with all teachers at the school to build a complete understanding regarding the implementation of elective subject selection, the results of which are expressed in the form of the Educational Unit Operational Curriculum (KOSP).

The internal understanding of the educational unit regarding the selection of elective subjects plays an important role in the smooth and successful implementation (Ganon-Shilon & Schechter, 2019; Leal Filho et al., 2020). All of these activities require good cooperation from stakeholders, starting from students, teachers, homeroom teachers, parents, guidance and counselling teacher, committee members, or partner school personnel, considering their closeness to students during the learning process and their attention to detail can facilitate activities, especially as teachers are considered the most essential foundation of the education system in schools (Jamiin, 2019). education through schools, which not only prepares students to pass exams at school but also to pass the tests of life, by understanding that social-emotional competence and academic achievement are interrelated and that integrated and coordinated teaching in both areas will maximize students' potential to succeed in life. school throughout their lives (Ibrahim & El Zaatari, 2020; Luthar et al., 2020).

Bringing change to a system that has been stagnant for years is a complex process that requires excessive planning. The welfare of students is much needed from the perspective of the current socio-economic and political scenario of the country. The current education system needs to be modified in such a way that individuals leaving learning institutions not only contribute to the country's economy but also play a role in the welfare of society as a whole (Gordon & English, 2019; Keshky et al., 2020; Li, 2020).

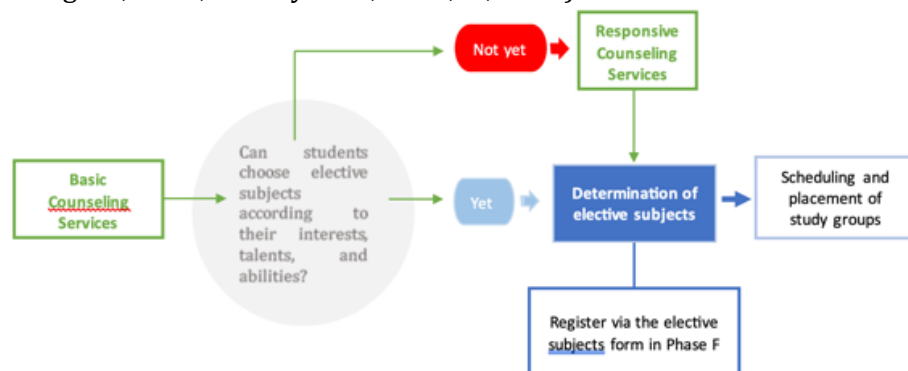


Figure 1. Career Counselling Services in Subject Selection

Based on the picture above, the government provides an example of how to implement an elective subject selection program that can be carried out by guidance and counselling teachers specifically in their educational units. It is appropriate for guidance and counselling teachers to provide two services, namely basic and responsive services. These two services are applied differently depending on the student's condition. Basic services can be provided to all students early in the program to optimize their skills in planning and making choices. As for students who have not been able to choose elective subjects based on their interests, talents, and abilities, they need to go through one more service, namely responsive service. After students receive appropriate services, they will make decisions regarding the chosen subjects they need to study while at school. The final stage of the education unit will be to arrange the scheduling and determination of study groups to make teaching and learning activities more effective.

The results of interviews conducted by researchers show that the process of implementing the elective subject selection program carried out by SMA Negeri 19 Bandung has been carried out under government directions, although in practice there are modifications according to school conditions, and this is legal according to regulations. Teachers guide the process of selecting elective subjects, including socialization, which is carried out repeatedly, both massively and personally. Other outreach is also targeted at students' parents. This is useful for aligning the school's understanding with parents and students so that together can make the program successful.

Besides, the student's family environment plays an important part. The greater the role of a student's family environment, the more influence it will have on student academic achievement (Putrie, 2020). Parents have an important role in student's lives, including in determining their future, so to achieve the same goals between what parents want and what students are interested in, there needs to be a common perception effort (Hancock & Cheatham, 2021; Hill et al., 2018).

The idea that parental behaviour has beneficial or detrimental effects on students' underlying motivation for their behaviour and careers has been supported empirically. Guan et al., (2018) found in their long-term longitudinal study that the more students perceive their parents as supportive and warm in making career-related decisions before graduating from high school, the more likely they were to pursue career goals. This is because of self-determined reasons, and less and less they are pursuing their career goals outside of controlled motivation three years later. In line with that, the findings Vasalampi et al., (2018) showed that high maternal support was significantly related to adolescents' high motivation for independent educational goals, while low maternal support was related to achieving educational goals beyond controlled motivation. Socialization is one of the best ways to bring these two things together so that later results can be obtained that can be formulated together to achieve them (Aarons & Willis, 2022; Guhin et al., 2021).

The next step taken by the education unit is to explore students' interests, talents, and abilities by carrying out several activities, such as providing a form to accommodate students' aspirations regarding subjects of interest and parents' hopes for their children. This is because it is very important to involve students' interests based on their interests, talents, and abilities in choosing the subjects they will study while at school (J. S. Renzulli, 2021). When students feel comfortable and suited to the lessons that suit them, then their motivation will be to complete these learning activities well. Independent self-understanding regarding aspects of oneself, talents, abilities, or potential, reasonably, and logically is an important component in directing, helping, or guiding students to plan their future and choose the right job to welcome a brighter future.

Moreover, record students' report card grades in class X, both semesters 1 and 2. This process is important because it will provide feedback to find out the strengths and weaknesses of students in one class. So, it can help teachers analyses the right choice of subjects for them that suits them. The positive impact is that teachers can design differentiated learning that seeks to create a safe learning environment, prioritize meaningfulness and purpose, encourage students to learn about healthy living and improve social and emotional learning using a needs-

based approach (Lestari & Arifin, 2023). It is hoped that by implementing differentiated learning instruction, students will learn happier and without distractions, thus enabling them to achieve prosperity (Smale-Jacobse et al., 2019).

Furthermore, collaborate with external parties. The involvement of external parties in this program includes professional psychologists and alumni from the school. Professional psychologists carry out career-related psychological tests so that they can help students make rational decisions, for example, by using suggestions from the government, namely tests using the RIASEC model. Career week involves involving alumni from schools to provide impressions and messages based on their experiences from starting school until they can continue to college.

Through professional career counselling, you can help students in ways that friends and family even guidance and counselling teachers, can't help. This is considered capable of providing positive value because, through this method, what students hope for can be targeted at a world of work that is in harmony with them (Lent & Brown, 2020; Sahu et al., 2021). When student have more positive expectations about career counselling, then they will show higher levels of engagement (Iwanaga et al., 2019; Jackson & Tomlinson, 2020; Musset & Kurekova, 2018; Tims et al., 2022).

In that, provide responsive service when necessary. The basic services in this guide focus on guidance provided to all students to optimize skills in planning and determining career choices. At the end of all guidance sessions, students are expected to be able to know themselves, including their talents, interests, and abilities, make career plans after graduating from high school, and choose and determine elective subjects that can support their career choices after high school. However, for those who still have difficulty exploring themselves, responsive services need to be analysed and given appropriate strategies to overcome the obstacles that arise within them.

The concept of responsive service is intended for students who have not been able to decide on their choice of subjects or career plans after high school. usually done face to face. Individual counselling is a mentoring process to help individuals overcome their problems to achieve optimal development. In this process, various approaches can be applied, one of which is a client-centered approach (Fitri et al., 2022). The implementation of this responsive service can be provided to students who come on their initiative or because they are asked to come by the guidance and counselling teacher based on the results of assessments, observations, or referrals from other parties (subject teachers, peers, homeroom teachers, or parents). Strategies for responsive services can be developed by educational units in various ways according to the resources they have.

If these steps have been carried out simultaneously, then it is continued with filling out the final form, where the data obtained will be used as analysis material to determine the right choice of subjects for the student. The data obtained will be analysed in several stages.

Analyses students' initial choice of subjects. Before placing students in a study group for selected subject groups, the school, especially guidance, and counselling teachers needs to study the information they have obtained directly from the students. This will help teachers have an initial picture of students regarding their desired interest in several subjects (Meyers et al., 2019; J. Renzulli, 2023). Recalling that in the implementation of the curriculum part of the elective subject selection program, schools are given the freedom to choose 3 types of elective subject allocation schemes that are adapted to their school conditions, As for SMA Negeri 19, the school uses an elective subject allocation scheme with four elective subjects applied to their school.

Formulate the results of non-cognitive and cognitive assessments. The aim of psychological measurement is first, so that students can recognize aspects of themselves (abilities, potential, talents, interests, personality, attitudes, and so on). Second, by getting to know aspects of the self, it is hoped that students can accept their situation more objectively. Third, help students to be able to express various aspects of themselves. Fourth, help students manage their information and be able to use this information as a basis for planning and making decisions in the future. The test results and cognitive scores obtained from students will be

analysed by the guidance and counselling teacher team manually by reading the results one student at a time, which will later be used as a guide to recommend which department a student is suitable to be placed in and whether they can take lessons in that department without encountering any difficulties. means. This is in line with researchers' findings that placement in certain majors needs to be based on understanding the potential and abilities revealed through valid test results (Andrade & Brookhart, 2020; Panadero et al., 2019). Based on information obtained from schools, majors carried out based on the results of this test provide many benefits both to students as well as to the school and parents.

Data analysis and synchronization. Before deciding on the right choice of subjects for the students themselves, the guidance and counselling teacher will reanalyse them comprehensively based on the data obtained from the students at the beginning before taking part in the mentoring and after following the guidance for a year when they took part in the activity. Moreover, the basic principle used by the school is to dismantle and decide based not only on the students' desires but also their needs, especially regarding their future after graduation (career). The following are the results of the elective subject selection program implemented by SMA Negeri 19 in Bandung, where in general the students are distributed into 5-7 types of elective subject study groups, where there are different quotas per type of study group according to talent interests and student abilities.

Prepare a schedule for teaching and learning activities (KBM). Based on the mapping results after assistance in choosing elective subjects, the Guidance and Counseling Teacher already has several study groups that will be filled by students. This data will later be discussed again with the deputy principal for curriculum to carry out a double cross-check. Furthermore, the schedule that has been issued by the Head of Curriculum will be socialized with the principal and all teachers at the school to share views regarding the implementation of the schedule. The curriculum itself is a reference that will be passed by students until they graduate (Bridgstock et al., 2019). Whether the quality of students will be by the school's vision and mission or not For this reason, to make teaching and learning activities in schools a success and avoid clashes with each other, schools need to prepare lesson schedules and activities to support students' activities while at school appropriately (Fujii, 2019; Xu, 2021). Learning preparation activities carried out by schools are generally prepared based on the suitability of the educational calendar made by the government for activities in schools.

The next step that is taken after students have found a group of study groups of chosen subjects that suit them is known as mentoring activities after determining the chosen subjects. At this stage, the activities carried out by the school are.

Class Transfer Program. This program started with the school's initiative through the guidance and counselling teacher to open up opportunities for students who wanted to express their complaints after being assigned study groups to certain subject groups, which, if not followed up immediately by the school, would cause boredom in learning, resulting in poor achievement. poorer academic outcomes for students at school (Madigan & Curran, 2021; Shankland et al., 2019). After receiving many aspirations, Guidance and Counselling will provide this information to the school to be followed up until it becomes a policy. The results issued by the school are a class transfer program that can be carried out with several criteria, including first, find friends who have the same complaints and are willing to exchange groups of chosen subjects. Second, make an agreement attended by students, parents, homeroom teachers, guidance and counselling teachers, acting heads, or their representatives, which is stated in the form of minutes of transfers to groups of subjects chosen by students. Three, give target grades to students, but this is optional depending on the student's condition. This program was only implemented in the first generation, precisely when it was just implemented, while it was not implemented in the second generation. Bearing in mind that there are not as many students who filed complaints as the first class, Guidance and Counselling already has a way to anticipate this, namely with the help of regulations issued by the government, especially the Decree of the Minister of Education, Culture, Research, and Technology Number 345/M/2022 concerning Supporting Subjects Study Program in National Selection Based on Achievement. Based on this decision, the school can provide further

outreach for students and parents who raise objections regarding the type of study group their children receive and provide in-depth education regarding the curriculum concept that is currently being implemented nationally.

Individual and Collective Services. The assistance provided by guidance and counselling does not only stop after assigning them to a study group for certain selected subject groups, but the school will always be open to serving students individually or collectively to improve their educational attainment (Mulhern, 2020). Even though the guidance and counselling team at SMA Negeri 19 Bandung is not in class, they are still ready to accommodate students' aspirations at any time in the guidance and counselling room that has been facilitated by the school. This service is welcome for all students, especially those who experience difficulties during the learning process. Guidance and counselling not being included in class does not mean they do not participate in accompanying students, remembering that their duties are not only in class, but they have their room, which is designed to be as comfortable as possible to attract students to come and consult with the guidance and counselling teacher so that counselling activities can be a more appropriate target. The things that students complain about include the difficulty of subjects, high levels of rivalry in class, career confusion, and other problems faced by students that burden them in their studies.

Continued external activities. Activities involving other external parties include career interviews and campus visits aimed at different class levels. For Class XI, they will take part in career interviews, and then when they enter Class XII, they will carry out a campus visit. The following is a picture of a career interview scheme:

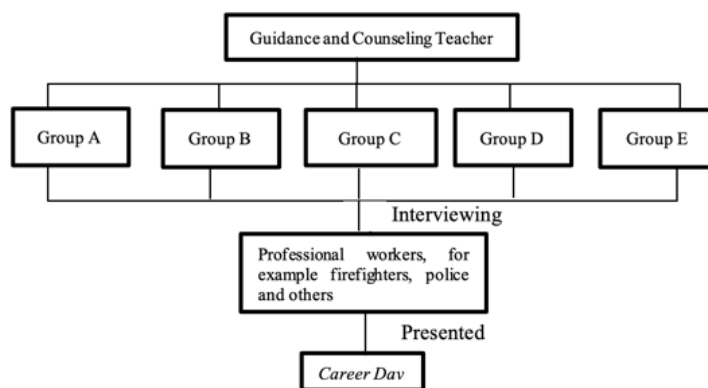


Figure 2. Career Interview Scheme

The campus visit was carried out by the school in collaboration with one of the campuses that has the most popular majors among students, for example, agriculture and health, as well as the campus that has the most complete level of study, from diploma to postgraduate. The purpose of this campus visit is to provide knowledge and experience of the campus world, thereby helping to enrich their picture regarding the decisions they will make after graduating from school. Activities that involve external parties and stimulate student activity are very appropriate to provide real experiences for them so that it will help students retain memories longer and construct them effectively (Biezma-Moraleda, 2022; Carbone et al., 2020).

Teacher Assistance. After determining the study group, it turned out that it was not only the students or parents who filed complaints but also the teachers who were teaching. He often asked why many students were scattered, the gender composition of the class was not balanced, and the range of students' intelligence also tended to be clustered and seemed uneven. This is all the impact of the results of cognitive and non-cognitive assessment formulations, which have also been adapted to the Decree of the Minister of Education, Culture, Research, and Technology Number 345/M/2022 concerning Study Program Supporting Subjects in National Selection Based on Achievement. To follow up on this matter, Guidance and Counselling again conducted socialization regarding the elective subject selection program scheme implemented at this school with these teachers with the hope of

strengthening teachers in teaching in the classroom. Apart from that, the guidance and counseling team also guides the guidance and counseling teachers to observe the progress of each student in the study group, and if unexpected things happen, such as students' motivation and concentration decreasing, they can be conveyed to the guardian.

Assessment of the Implementation of the Elective Subject Selection Program

The elective subject selection program has been implemented three times: for the first and second years, they are already at the activity stage after mentoring, specifically classes XI, and twice, namely in 2022 and 2023. Evaluation is very important to carry out improvements and development of certain parts or most of the curriculum that is being developed (Mullett et al., 2022). This evaluation activity involves the guidance and counselling team together with the school principal in the form of a report containing the activity process, activity results, challenges, criticism, and suggestions from the homeroom teacher, subject teachers, parents, and other parties involved.

The results of the report are then discussed with the school principal to produce policies to improve program implementation in the coming period. Overall, the results of the evaluation and follow-up that have been carried out by SMA Negeri 19 Bandung are: 1) the number of students who have aspirations or careers to become mechanics, technicians, or similar; for this, the school responded by producing special elective subjects, namely the engineering sciences. The second most popular career is health and agriculture, so the school provides an additional group, namely a group studying health sciences. Next, 2) industrial visits, which will be targeted at class X by visiting one of the industries in their area with the criteria of an industry that has a career path. This aims to provide an overview of the variety of professions today that students can choose after they graduate from school.

Driving and Inhibiting Factors for Implementing the Elective Subject Selection Program at SMA Negeri 19 Bandung

The driving factors for implementing the elective subject selection program at SMA Negeri 19 Bandung are three things: socialization, Responsiveness of the school teams, and cooperative school community. First, socialization is very important in the explanation of how the concept of this elective subject selection program is applied in schools. The front party that needs to provide this counselling is the government, especially the Minister of Education, Culture, Research, and Technology, and they have done it intensively with driving schools, one of which is SMA Negeri 19 Bandung.

This socialization scheme means that the school is asked to delegate their members to take part in this activity comprehensively and seriously, after which they will be asked to socialize it back to the school team. Apart from providing outreach, the government also monitors the schools regarding the implementation of the program. Apart from that, the school is also proactive by providing socialization (communicating) with parents of students regarding this program. This will make the relationship between parents and the school, especially teachers, more familiar so that analysing student behaviour is easier and confirms students' self-confidence. choice of elective subjects later (Garbacz et al., 2020).

Second, the school team involved in implementing the elective subject selection program itself consists of the principal, deputy principal for curriculum, guidance and counselling teachers, and homeroom teachers, who work together in synergy to implement this program successfully. They are all very responsive regarding policy updates regarding the specialization concept applied in the Independent Curriculum. This has become the main task of a school leader, considering that they have a role and authority over the progress of their school, so if they are slow in responding to any policy changes, then this will have a general impact on the quality of the school and more specifically on students (Grissom et al., 2019).

The Last, all school members are actively involved in implementing this program, from the school team to the students (Tyre et al., 2018). More specifically, the implementation of this program at SMA Negeri 19 Bandung shows that the students there are enthusiastic about this program being implemented in their school. This can be seen in how the students participate and are involved in every activity carried out by the school in the context of implementing this program. Remember to see how students prosper in the school environment, namely when they can feel comfortable and safe to be involved in school activities until they can optimize their interests, talents, and abilities (Banks & Smyth, 2021; Torsney & Symonds, 2019).

On the other hand, among the factors driving the implementation of the Selected Subject Selection Program at SMA Negeri 19 Bandung, some factors hinder it. The following are three obstacles found in this research moving class concept, allocation of teaching staff, and the student's family background. First, moving class is a learning process that moves according to the subject. In this moving class system, the teacher no longer visits the students. On the other hand, students are invited to actively look for classes where the teacher is ready to be in class. This concept creates a learning atmosphere that is very popular with students and teachers because it provides a new atmosphere for them. This makes students fresher after receiving the previous subject to enter the next subject (Paulus et al., 2021; Peiris et al., 2021). To achieve this goal, the moving class concept must be accompanied by facilities and infrastructure so that ideal class management can be implemented. However, not all schools have supporting infrastructure conditions. This also happens at SMA Negeri 19, Bandung, where this school still has related limitations. classrooms, teaching aids, and practical equipment, as well as other facilities and infrastructure that support the learning process.

Next, the allocation of teaching staff by the program concept of selecting elective subjects, which is based on students' interests, talents, and abilities, schools must therefore be prepared to provide teaching staff that suits the elective subjects chosen by students. Referring to the results of interviews with SMA Negeri 19 Bandung, their problem is that sometimes this school is faced with two conditions: firstly, there is a class where there are many teachers in their chosen subjects in one chosen subject area, but the class groups that year do not have many in that subject area, in fact in another folder. This creates the second condition, namely, that there are more class groups in other selected subjects than there are teachers in certain subjects. This means schools have to be diligent in carrying out updates and formulating appropriate policies according to these conditions, remembering that if the existing teaching staff does not match the needs of the selected subject group, then this class will not be able to learn optimally considering that teacher qualifications are very important for improving the academics of Carmen's student's (Ambussaidi & Yang, 2019; Carmen et al., 2022; Lee & Lee, 2020).

Then, the student backgrounds also have an influence on the students' development at school, including their decision to choose. Elective subjects. The dominant scope that students of SMA Negeri 19 Bandung are concerned with is economics and family education. This school's students come from diverse backgrounds, so it is necessary to carry out appropriate strategies to utilize these backgrounds so that they become positive values for students' decision-making moments regarding their chosen subjects. Bearing this in mind, low social and economic status will potentially make students feel inferior and have low self-esteem to express themselves, and vice versa (Falk et al., 2021; Sainz et al., 2021; Yoon, 2019). High parental education will help in reinforcing their future career, while low parental education will be a challenge in itself for students, namely becoming independent learners because they have to put more effort into finding information and reinforcement regarding their future careers (Lara & Saracostti, 2019; McCallen & Johnson, 2020).

CONCLUSION

The results of this research conclude that the elective subject selection program in the implementation of the Independent Curriculum at SMA Negeri 19 Bandung has been implemented. Judging from the overall planning, implementation, and assessment process, this program refers to the program guide for choosing elective subjects issued by the Minister of Education, Culture, Research, and Technology. This is supported by 1) the school's skills in processing socialization results and 2) the training provided by the government to drive schools regarding concepts and guidelines for implementing elective subject selection programs. The output is that SMA Negeri 19 has a design mechanism for selecting elective subjects that have been adapted to the conditions of the school. Meanwhile, another factor is the active collaboration of students, which makes this program more meaningful in managing students' interests, talents, and abilities to lead to their career decisions after graduating from school. However, apart from that, there are still obstacles to its implementation, one of which is the varying degrees of understanding of students and parents. There are even students who think this program is the same as the specialization program in previous curricula, namely dividing children's abilities into science, social studies, and language groups. Therefore, to respond to these misconceptions, the school should conduct ongoing outreach and even hold home visits to establish in-depth communication with the student's parents. Remember that the success of this program is due to the awareness and collaboration of all parties, including the government, schools, parents, students, and the community.

REFERENCES

- Aarons, H., & Willis, E. (2022). *The Sociological Quest: An introduction to the study of social life*. Routledge. <https://doi.org/10.4324/9781003316329>
- Alhayat, A., Lestari, R. D., & Wijaya, M. S. (n.d.). A review of "Science Education and International Cross-cultural Reciprocal Learning Perspective from the Nature Notes Program"-G. Zhou, Y. Li, & J. Luo (Eds.).(2023). Science education and international cross-cultural reciprocal learning perspective from . *Australian Journal of Environmental Education*, 1–3. <https://doi.org/10.1017/aee.2023.15>
- Ambussaidi, I., & Yang, Y.-F. (2019). The impact of mathematics teacher quality on student achievement in Oman and Taiwan. *International Journal of Education and Learning*, 1(2), 50–62. <https://doi.org/10.31763/ijele.v1i2.39>
- Andrade, H. L., & Brookhart, S. M. (2020). Classroom assessment as the co-regulation of learning. *Assessment in Education: Principles, Policy & Practice*, 27(4), 350–372. <https://doi.org/10.1080/0969594X.2019.1571992>
- Arini, S. D., & Roesminingsih, E. (2021). Kurikulum Integrasi: Mengoptimalkan Kecerdasan Majemuk Anak. *Lembaran Ilmu Kependidikan*, 50(1), 1–10. <https://doi.org/10.15294/lik.v50i1.28074>
- Banks, J., & Smyth, E. (2021). "We respect them, and they respect us": The value of interpersonal relationships in enhancing student engagement. *Education Sciences*, 11(10), 634. <https://doi.org/doi.org/10.3390/educsci11100634>
- Biezma-Moraleda, M. V. (2022). Visits with students to companies: effective learning on site. *EDULEARN22 Proceedings*, 113–118. <https://doi.org/10.21125/edulearn.2022.0038>
- Bridgstock, R., Grant-Iramu, M., & McAlpine, A. (2019). Integrating career development learning into the curriculum: Collaboration with the careers service for employability. *Journal of Teaching and Learning for Graduate Employability*, 10(1), 56–72. <https://doi.org/10.3316/informit.580534557337065>
- Cantika, V. M., Lestari, R. D., Sapitri, L., & Kailani, R. (2024). Analysis of Existentialist Philosophy in The Merdeka Curriculum. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 268–278. <https://doi.org/10.47467/edu.v4i1.1501>
- Carbone, A., Rayner, G. M., Ye, J., & Durandet, Y. (2020). Connecting curricula content with career context: the value of engineering industry site visits to students, academics and industry.

- European Journal of Engineering Education*, 45(6), 971–984.
<https://doi.org/10.1080/03043797.2020.1806787>
- Carmen, R.-G., Olga, B.-G., & Beatriz, M. (2022). Socio-emotional competence and self-efficacy of future secondary school teachers. *Education Sciences*, 12(3), 161.
<https://doi.org/10.3390/educsci12030161>
- Charoenkiatkan, C., Khositditsayanan, N., & Wannupatam, B. (2024). Training curriculum to enhance the quality of life for the elderly. *Journal of Education and Learning (EduLearn)*, 18(3), 616–623. <https://doi.org/10.11591/edulearn.v18i3.21336>
- Dekker, T. J. (2020). Teaching critical thinking through engagement with multiplicity. *Thinking Skills and Creativity*, 37, 100701. <https://doi.org/10.1016/j.tsc.2020.100701>
- Falk, A., Kosse, F., Pinger, P., Schildberg-Hörisch, H., & Deckers, T. (2021). Socioeconomic status and inequalities in children’s IQ and economic preferences. *Journal of Political Economy*, 129(9), 2504–2545. <https://doi.org/10.1086/714992>
- Fitri, H. U., Rasmanah, M., Kushendar, K., & Hernisawati, H. (2022). Individual Counseling Client-Centered Approach in Increasing the Resilience of Victims of Bullying. *COUNS-EDU: The International Journal of Counseling and Education*, 7(4), 176–180.
<https://doi.org/10.23916/0020220742340>
- Fujii, T. (2019). Designing and adapting tasks in lesson planning: A critical process of lesson study. *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 681–704.
https://doi.org/10.1007/978-3-030-04031-4_33
- Ganon-Shilon, S., & Schechter, C. (2019). School principals’ sense-making of their leadership role during reform implementation. *International Journal of Leadership in Education*, 22(3), 279–300. <https://doi.org/10.1080/13603124.2018.1450996>
- Garbacz, S. A., Bolt, D. M., Seeley, J. R., Stormshak, E. A., & Smolkowski, K. (2020). Examining school proactive outreach to families in public middle schools. *School Psychology Review*, 49(4), 493–509. <https://doi.org/10.1080/2372966X.2020.1787081>
- Gordon, M., & English, A. R. (2019). *John Dewey’s democracy and education in an era of globalization*. Routledge. <https://doi.org/10.4324/9781351112116>
- Grissom, J. A., Mitani, H., & Woo, D. S. (2019). Principal preparation programs and principal outcomes. *Educational Administration Quarterly*, 55(1), 73–115.
<https://doi.org/10.1177/0013161X18785865>
- Guan, Y., Wang, Z., Gong, Q., Cai, Z., Xu, S. L., Xiang, Q., Wang, Y., Chen, S. X., Hu, H., & Tian, L. (2018). Parents’ career values, adaptability, career-specific parenting behaviors, and undergraduates’ career adaptability. *The Counseling Psychologist*, 46(7), 922–946.
<https://doi.org/10.1177/0011000018808215>
- Guhin, J., Calarco, J. M., & Miller-Idriss, C. (2021). Whatever happened to socialization? *Annual Review of Sociology*, 47, 109–129. <https://doi.org/10.1146/annurev-soc-090320-103012>
- Hancock, C. L., & Cheatham, G. A. (2021). Decision-making during early intervention home visits: From minimal to meaningful parent participation. *Journal of Research in Childhood Education*, 35(1), 68–90. <https://doi.org/10.1080/02568543.2020.1782546>
- Hill, N. E., Witherspoon, D. P., & Bartz, D. (2018). Parental involvement in education during middle school: Perspectives of ethnically diverse parents, teachers, and students. *The Journal of Educational Research*, 111(1), 12–27.
<https://doi.org/10.1080/00220671.2016.1190910>
- Ibrahim, A., & El Zaatari, W. (2020). The teacher–student relationship and adolescents’ sense of school belonging. *International Journal of Adolescence and Youth*, 25(1), 382–395.
<https://doi.org/10.1080/02673843.2019.1660998>
- Iwanaga, K., Chan, F., Tansey, T. N., Strauser, D., Ritter, E., Bishop, M., & Brooks, J. (2019). Working alliance and stages of change for employment: The intermediary role of autonomous motivation, outcome expectancy and vocational rehabilitation engagement. *Journal of Occupational Rehabilitation*, 29, 315–324. <https://doi.org/10.1007/s10926-018-9787-5>
- Jackson, D., & Tomlinson, M. (2020). Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain

- labour market conditions. *Higher Education*, 80(3), 435–455.
<https://doi.org/10.1007/s10734-019-00490-5>
- Jamiin, J. (2019). Kompetensi Pedagogik Dan Sosial Guru Kelas Dalam Pendidikan Inklusi Di SDN Balirejo Yogyakarta. *Fitrah: Jurnal Studi Pendidikan*, 10(2).
<https://doi.org/10.47625/fitrah.v10i2.186>
- Keshky, E., El Sayed, M., Basyouni, S. S., & Al Sabban, A. M. (2020). Getting through COVID-19: The pandemic's impact on the psychology of sustainability, quality of life, and the global economy—A systematic review. *Frontiers in Psychology*, 11, 585897.
<https://doi.org/10.3389/fpsyg.2020.585897>
- Kim, J., Lee, H., & Cho, Y. H. (2022). Learning design to support student-AI collaboration: Perspectives of leading teachers for AI in education. *Education and Information Technologies*, 27(5), 6069–6104. <https://doi.org/10.1007/s10639-021-10831-6>
- Kyngäs, H. (2020). Qualitative research and content analysis. *The Application of Content Analysis in Nursing Science Research*, 3–11. https://doi.org/10.1007/978-3-030-30199-6_1
- Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in Psychology*, 10, 1464.
<https://doi.org/10.3389/fpsyg.2019.01464>
- Leal Filho, W., Eustachio, J. H. P. P., Caldana, A. C. F., Will, M., Lange Salvia, A., Rampasso, I. S., Anholon, R., Platje, J., & Kovaleva, M. (2020). Sustainability leadership in higher education institutions: An overview of challenges. *Sustainability*, 12(9), 3761.
<https://doi.org/10.3390/su12093761>
- Lee, S. W., & Lee, E. A. (2020). Teacher qualification matters: The association between cumulative teacher qualification and students' educational attainment. *International Journal of Educational Development*, 77, 102218.
<https://doi.org/10.1016/j.ijedudev.2020.102218>
- Lent, R. W., & Brown, S. D. (2020). Career decision making, fast and slow: Toward an integrative model of intervention for sustainable career choice. *Journal of Vocational Behavior*, 120, 103448. <https://doi.org/10.1016/j.jvb.2020.103448>
- Lestari, R. D., & Arifin, Z. (2023). Application of the Stake Evaluation Model to evaluate Kurikulum Merdeka in creating student well-being. *Inovasi Kurikulum*, 20(2), 275–288.
<https://doi.org/10.17509/jik.v20i2.58908>
- Li, L. (2020). Education supply chain in the era of Industry 4.0. *Systems Research and Behavioral Science*, 37(4), 579–592. <https://doi.org/10.1002/sres.2702>
- Luthar, S. S., Kumar, N. L., & Zillmer, N. (2020). High-achieving schools connote risks for adolescents: Problems documented, processes implicated, and directions for interventions. *American Psychologist*, 75(7), 983. <https://doi.org/10.1037/amp0000556>
- Madigan, D. J., & Curran, T. (2021). Does burnout affect academic achievement? A meta-analysis of over 100,000 students. *Educational Psychology Review*, 33, 387–405.
<https://doi.org/10.1007/s10648-020-09533-1>
- McCallen, L. S., & Johnson, H. L. (2020). The role of institutional agents in promoting higher education success among first-generation college students at a public urban university. *Journal of Diversity in Higher Education*, 13(4), 320. <https://doi.org/10.1037/dhe0000143>
- Meyers, S., Rowell, K., Wells, M., & Smith, B. C. (2019). Teacher empathy: A model of empathy for teaching for student success. *College Teaching*, 67(3), 160–168.
<https://doi.org/10.1080/87567555.2019.1579699>
- Mohamed, S. (2023). The development of an Arabic curriculum framework based on a compilation of salient features from CEFR level descriptors. *The Language Learning Journal*, 51(1), 33–47. <https://doi.org/10.1080/09571736.2021.1923781>
- Mulhern, C. (2020). Beyond teachers: Estimating individual guidance counselors' effects on educational attainment. *Unpublished Manuscript*, RAND Corporation.
<https://doi.org/10.26300/sjxm-zw40>
- Mullett, T. A., Rooholamini, S. N., Gilliam, C., McPhillips, H., & Grow, H. M. (2022). Description of a novel curriculum on equity, diversity and inclusion for pediatric residents. *Journal of the National Medical Association*, 113(6), 616–625.

- <https://doi.org/10.1016/j.jnma.2021.05.014>
Musset, P., & Kurekova, L. M. (2018). *Working it out: Career guidance and employer engagement*.
<https://doi.org/10.1787/19939019>
- Panadero, E., Broadbent, J., Boud, D., & Lodge, J. M. (2019). Using formative assessment to influence self-and co-regulated learning: the role of evaluative judgement. *European Journal of Psychology of Education*, 34, 535–557. <https://doi.org/10.1007/s10212-018-0407-8>
- Paulus, M., Kunkel, J., Schmidt, S. C. E., Bachert, P., Wäsche, H., Neumann, R., & Woll, A. (2021). Standing breaks in lectures improve university students' self-perceived physical, mental, and cognitive condition. *International Journal of Environmental Research and Public Health*, 18(8), 4204. <https://doi.org/doi.org/10.3390/ijerph18084204>
- Peiris, C. L., O'Donoghue, G., Rippon, L., Meyers, D., Hahne, A., De Noronha, M., Lynch, J., & Hanson, L. C. (2021). Classroom movement breaks reduce sedentary behavior and increase concentration, alertness and enjoyment during university classes: A mixed-methods feasibility study. *International Journal of Environmental Research and Public Health*, 18(11), 5589. <https://doi.org/doi.org/10.3390/ijerph18115589>
- Power, D. J., Cyphert, D., & Roth, R. M. (2019). Analytics, bias, and evidence: the quest for rational decision making. *Journal of Decision Systems*, 28(2), 120–137. <https://doi.org/10.1080/12460125.2019.1623534>
- Priasti, S. N., & Suyatno, S. (2021). Penerapan pendidikan karakter gemar membaca melalui program literasi di sekolah dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(2), 395–407. <https://doi.org/10.33394/jk.v7i2.3211>
- Putrie, C. A. R. (2020). Pengaruh Lingkungan Keluarga dan Minat Belajar terhadap Indeks Prestasi Akademik Mahasiswa Program Studi Pendidikan Ekonomi STKIP Panca Sakti Bekasi. *Lembaran Ilmu Kependidikan*, 49(1), 7–12. <https://doi.org/10.15294/lik.v49i1.23520>
- Rana, G., & Sharma, R. (2019). Emerging human resource management practices in Industry 4.0. *Strategic HR Review*, 18(4), 176–181. <https://doi.org/10.1108/SHR-01-2019-0003>
- Renzulli, J. (2023). *The multiple menu model: A practical guide for developing differentiated curriculum*. Taylor & Francis. <https://doi.org/10.4324/9781003419365>
- Renzulli, J. S. (2021). The enrichment triad model: A guide for developing defensible programs for the gifted and talented. In *Reflections on gifted education* (pp. 193–210). Routledge. <https://doi.org/10.1177/001698627602000327>
- Sahu, R., Dash, S. R., & Das, S. (2021). Career selection of students using hybridized distance measure based on picture fuzzy set and rough set theory. *Decision Making: Applications in Management and Engineering*, 4(1), 104–126. <https://doi.org/10.31181/dmame2104104s>
- Sainz, M., Martínez, R., Moya, M., Rodríguez-Bailón, R., & Vaes, J. (2021). Lacking socio-economic status reduces subjective well-being through perceptions of meta-dehumanization. *British Journal of Social Psychology*, 60(2), 470–489. <https://doi.org/10.1111/bjso.12412>
- Sapitri, L. (2022). Studi literatur terhadap kurikulum yang berlaku di Indonesia saat pandemi COVID-19. *Inovasi Kurikulum*, 19(2), 227–238. <https://doi.org/10.17509/jik.v19i2.44229>
- Sapitri, L., & Sukirman, D. (2023). Comparative Study of the Implementation of Mathematical Literacy in the Merdeka Curriculum at the Junior High School Level. *Lembaran Ilmu Kependidikan*, 52(2), 145–154. <https://doi.org/10.15294/lik.v52i2.48280>
- Shankland, R., Kotsou, I., Vallet, F., Boutheyre, E., Dantzer, C., & Leys, C. (2019). Burnout in university students: The mediating role of sense of coherence on the relationship between daily hassles and burnout. *Higher Education*, 78, 91–113. <https://doi.org/10.1007/s10734-018-0332-4>
- Smale-Jacobse, A. E., Meijer, A., Helms-Lorenz, M., & Maulana, R. (2019). Differentiated instruction in secondary education: A systematic review of research evidence. *Frontiers in Psychology*, 10, 2366. <https://doi.org/10.3389/fpsyg.2019.02366>
- Tan, L. M., Laswad, F., & Chua, F. (2022). Bridging the employability skills gap: going beyond classroom walls. *Pacific Accounting Review*, 34(2), 225–248. <https://doi.org/10.1108/PAR-04-2021-0050>

- Tims, M., Twemlow, M., & Fong, C. Y. M. (2022). A state-of-the-art overview of job-crafting research: current trends and future research directions. *Career Development International*, 27(1), 54–78. <https://doi.org/10.1108/CDI-08-2021-0216>
- Torsney, B. M., & Symonds, J. E. (2019). The professional student program for educational resilience: Enhancing momentary engagement in classwork. *The Journal of Educational Research*, 112(6), 676–692. <https://doi.org/10.1080/00220671.2019.1687414>
- Tri, N. M., Hoang, P. D., & Dung, N. T. (2021). Impact of the industrial revolution 4.0 on higher education in Vietnam: challenges and opportunities. *Linguistics and Culture Review*, 5(S3), 1–15. <https://doi.org/10.21744/lingcure.v5nS3.1350>
- Tyre, A. D., Feuerborn, L. L., & Woods, L. (2018). Staff concerns in schools planning for and implementing school-wide positive behavior interventions and supports. *Contemporary School Psychology*, 22, 77–89. <https://doi.org/10.1007/s40688-017-0130-5>
- Vasalampi, K., Kiuru, N., & Salmela-Aro, K. (2018). The role of a supportive interpersonal environment and education-related goal motivation during the transition beyond upper secondary education. *Contemporary Educational Psychology*, 55, 110–119. <https://doi.org/10.1016/j.cedpsych.2018.09.001>
- Xu, J. (2021). Improved genetic algorithm to solve the scheduling problem of college English courses. *Complexity*, 2021, 1–11. <https://doi.org/10.1155/2021/7252719>
- Yoon, B.-J. (2019). Influencing factors to Academic Achievement according to Demographic and Socio-economic Characteristics, Health Behaviors and Health Status in Korean Adolescents. *The Journal of Korean Society for School & Community Health Education*, 20(3), 1–13. <https://doi.org/10.35133/kssche.20191231.01>