

## **Class Grouping of XI SMAN 1 Payaraman for the Academic Year 2023-2024 as an Implementation of Kepmendikbudristek No. 56 of 2022**

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**Abstract:** The government has implemented the Independent Curriculum since the academic year 2021–2022 in reference or superior schools. In the academic year 2022–2023, several schools have implemented the Independent Curriculum Implementation based on the BSKAP Decree concerning Educational Units Implementing the Independent Curriculum Implementation through the Independent Route in the Phase I Academic Year 2022–2023. Through this decision, SMAN 1 Payaraman became one of 8 schools in Ogan Ilir Regency that implemented an independent curriculum through the independent route in the 2022–2023 Tahaindea school year. The researcher's aim in conducting this research was to determine the percentage of students' interest in selected subjects provided by the school, describe the obstacles in grouping class XI study groups at SMAN 1 Payaraman according to the Independent Curriculum, and describe the strategies used by the school in grouping class XI study groups at SMAN 1 Payaraman according to the Independent Curriculum. The data collection method used in this research was a questionnaire. The results of this research are students' interest in the 11 subjects provided by the school, with 178 respondents. 28% chose physics, 44% chose chemistry, 74% chose biology, 47% chose advanced mathematics, 57% chose geography, 75% chose economics, 65% chose sociology, 83% chose advanced Indonesian language subjects, 58% chose advanced English, 56% chose informatics, and 44% chose entrepreneurship education. The obstacle faced is the formation of many class groups. The strategy used is to eliminate several subjects that are students' choice.

**Keywords:** Class Grouping, Elective Subjects, Independent Curriculum

### **A. Introduction**

According to Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph 1 states that education is a process of effort carried out consciously and planned to realize a learning condition or atmosphere, and a learning process occurs so that students can actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble

character, and skills needed by themselves and the people of the nation and state (Irawati & Susetyo, 2017).

An educational institution is a body that seeks to manage and organize social, cultural, religious, skill research activities, and expertise, namely in terms of intellectual, spiritual, and expertise/skills education (Gazali, 2013). As a place or container where people gather, cooperate rationally and systematically, planned, organized, guided, and controlled, in utilizing resources, facilities, data, and so on that are used efficiently and effectively to achieve educational goals. Due to the limited ability of parents to educate their children, the task of teaching is entrusted to other adults who are more skilled in formal educational institutions. Schools become producers of intellectually capable individuals and skills. School is a formal educational environment, as well as shaping the personalities of students whose goal is to achieve three factors, namely cognitive, affective, and psychomotor aspects (Andiawati, 2017).

Education is guidance given to a person so that he develops optimally. So education has a very decisive role for individual development (Lattu, 2018). The main purpose of education in general is to provide an environment and activities that allow learners to develop their talents and abilities optimally so that they can realize themselves and function fully according to their own needs and the needs of society (Elvira, 2021).

In the National Education System Law No. 20 of 2003, article 1 paragraph 1 states that education is also a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Nasional, 2003).

Likewise, Article 3 of the National Education System Law No. 20 of 2003 states that: National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life; it aims to develop students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens.

The purpose of education itself is not only to develop the child's knowledge but also personality attitudes, as well as social-emotional aspects, in addition to other skills. Schools are not only responsible for providing various knowledge but also fort also for providing guidance and assistance to children who have problems, learning learning andng, emotionally and socially, so that they can grow and develop optimally, one of which is born from various activities that aim to accommodate interests and talents through competition of achievements obtained by students (Bariyah, 2019). With the competition that exists in the world of education today, it

certainly requires schools to compete to produce achievements for students who have certain interests and talents to be honed by the school and produce outputs and outcomes, in this case students who have competitiveness, so that many schools appear with various designs, for example schools with an integrated Islamic background, full-day schools, national or even international standards. Success in the implementation of educational institutions will depend on the management of implementing supporting components, such as curriculum, students, infrastructure, and so on. Therefore, the existence of students is needed, especially with the implementation of educational activities in schools. Students are subjects as well as objects in the process of transforming the knowledge and skills needed. This means that quality student management is needed for the educational institution (school) itself. So that students can grow and develop in accordance with their physical, intellectual, social, and psychological potential.

Student management seeks to fill the need for good services for students, starting from the student enrolling in school until the student completes his studies. Students in a school act as educational targets who have the right to get proper services from the school. This is in line with Prihatin's explanation that students are individuals who have certain personalities, ideals, and potentials and should not be treated arbitrarily. According to Nasihin and Sururi, students are individuals who get educational services in accordance with their talents, interests, and abilities in order to develop their thinking power so that they can receive the learning provided by educators to them (Deniyati, 2017).

Grouping, as one part of student management, is a grouping of learners based on their characteristics. Such characteristics need to be classified so that they are in the same condition. The existence of the same conditions facilitates the delivery of the same services. Therefore, this grouping is common with the term classification (Al-ghifary, 2019).

The management of this grouping of students can be determined based on several approaches, including grouping based on the interests and talents of students, grouping based on background abilities, and grouping based on a combination of both. Whatever approach is used, learning objectives should be a primary consideration for every school or madrasah. Each school and madrasah has its own authority and policy for managing the grouping of students. Students are grouped into classes based on certain criteria, such as achievement, academic ability, talent, and groupings that occur naturally, not seen from achievement. However, one form of grouping that is often done is grouping students based on academic ability or achievements obtained in class.

Class grouping, or division, is something that is commonly done in educational institutions, ranging from primary education to secondary education. Class grouping has long been used in schools as a way to organize students, especially at

the secondary level. The grouping or division of classes can be based on their abilities or achievements; it can also be based on the wishes or interests of students. Grouping excellent student classes is very useful for determining strategic steps in efforts to increase student achievement (Hasnan & Arif, 2022).

Grouping students based on their characteristics does not aim to compartmentalize students but rather aims to cultivate the talents and creativity of high school students, provide guidance for teachers and parents, and help them develop as much as possible. With the grouping, students will also be easily recognized, so the educational services provided can be adjusted to their characteristics.

The success of students' learning and careers can be influenced by the selection and determination of interests appropriately, fostering learning interests through educational learning carried out by subject teachers and guidance and counseling services carried out by BK/Konselor teachers, as well as the creation of conducive environmental conditions for learning jointly created by subject teachers with counseling guidance teachers. Students in the learning process will make adjustments to their areas of expertise or specialization

New environmental conditions. This requires assistance so as not to experience difficulties and can develop quickly and optimally according to its potential. Student interest can begin when students know objects and are given opportunities to act. Since early childhood developed through early childhood education, it continued to elementary school education, junior high school, high school, and up to the higher education level. The specialization of students is in accordance with their level of development which can be in the form of specialization in subjects, further studies, expertise, work, position, or family life.

Specialization of subject groups and choice of subjects is an effort to assist students in choosing and exploring the subjects followed in educational units, understanding and choosing the direction of career development, preparing themselves, and choosing further education to higher education in accordance with the general basic abilities, talents, interests, and tendencies of each student's choice. Efforts to optimize the potential of these students require good collaboration between subject teachers, home room teachers, counseling guidance teachers, principals, and parents. Material deepening services carried out by subject teachers are a form of subject enrichment. Thus, determining student interest is a process that will involve a series of choices and decisions by students based on understanding their potential and opportunities in their environment. Problems will occur if students are unable to determine the specialization of subject groups and subject choices, which will hinder the learning process. To prevent problems with students, counseling and guidance services are needed (Cahyono & Padmi, 2023).

Class grouping for students who have potential and interest in certain academic fields can be the main reference in the implementation of education because each

student is a unique person and has a diversity of potential and interests. Therefore, special treatment is needed for differences in the potential and interests of these students so that their abilities can be channeled according to their talents (Zulaeha, 2013).

The implementation of the Independent Curriculum has been rolled out by the government since the 2021–2022 school year in reference schools or excellent schools. In the 2022–2023 school year, several schools have implemented the Independent Curriculum Implementation based on the BSKAP Decree on the Implementing Education Unit for the Implementation of the Independent Curriculum through the Independent Pathway in the 2022–2023 Tahab I Academic Year. Through this decision, SMAN 1 Payaraman is one of 8 schools in Ogan Ilir Regency that will implementat wiindependentt the independent curriculum through the independent pathway in the 2022–2023 Tahab I academic year (Aprianti et al., 2023).

There are very basic differences in the implementation of the independent curriculum with Curriculum 2013, including: 1) The value on the learning outcome report (report card) is only one value per subject; there are no more cognitive or psychomotor scores. 2) There are no majors, such as MIPA, social studies, or language groups. 3) There are project tasks other than intracurricular tasks. 4) Science subject scores in Phase E (equivalent to grade X) are combined into one. Likewise, the scores of social studies subjects are also combined into one. 5) There is no longer a Minimum Completeness Criterion (Pendidikan & Teknologi, 2022).

In the implementation of the Independent Curriculum for Phase E, or equivalent to grade X high school, still using lesson packages means that all students receive lessons that have been set by the government. While in Phase F, which is equivalent to grades XI and XII of high school, students are given the freedom to choose four to five subjects that suit their interests. As a result of the freedom in the selection of these subjects, the grouping of learning groups (classes) makes it difficult for managers, especially vice principals for curriculum, because there will be many types or groups of subjects that students will choose.

Through this study, researchers want to find out students' interest in elective subjects provided by schools as a reference in the grouping of learning groups for the implementation of the independent curriculum in Class XI of SMAN 1 Payaraman for the 2023–2024 academic year.

## **B. Methods**

The data collection method in this study used questionnaires. A questionnaire is a research instrument that contains a series of questions or statements to capture data or information that must be answered by respondents. Questionnaires have similarities with interviews except for their implementation, where questionnaires

are carried out in writing. The advantages of questionnaires include: a) respondents can answer freely without being influenced by relationships with researchers; b) the time is relatively long, so that objectivity can be guaranteed; and c) they can be used to collect data from quite a large number of respondents. Questionnaires consist of several forms, namely: a. structured questionnaires, which are questionnaires that provide several possible answers. b. an unstructured questionnaire, which is a form of questionnaire that provides answers openly where respondents freely answer the question.

In a closed questionnaire, a special room should be provided to write down alternative answers that have not been known before. For certain types of information, closed questionnaires turned out to be very satisfying. Closed questionnaires are easy to fill out, take a very short time, concentrate respondents on the subject matter, are relatively objective, and are very easy to analyze.

Unstructured or open-form questionnaires. Unstructured questionnaires do not provide expected answers, so questionnaires that require free answers or answers with respondents' own sentences. Unstructured questionnaires have the advantage of giving respondents the freedom to express their opinions and traits. The disadvantage of unstructured questionnaires is that the information generated is difficult to process and analyze. In answering an unstructured questionnaire, subjects may miss important things or emphasize things that do not interest the researcher. For this reason, most researchers avoid using unstructured questionnaires and prefer to use structured questionnaires.

### **C. Results and Discussion**

From the results of research using questionnaires with the help of Google Forms, the following conclusions were obtained: Student interest in 11 subjects provided by the school with 178 respondents 28% chose physics subjects, 44% chose chemistry subjects, 74% chose biology subjects, 47% chose advanced mathematics subjects, 57% chose geography subjects, 75% chose economics subjects, 65% chose sociology subjects, 83% chose advanced Indonesian subjects, 58% chose advanced English subjects, 56% chose informatics subjects, and 44% chose entrepreneurship education subjects. The obstacle faced is the formation of many class groups. The strategy carried out is to eliminate some subjects that are the choice of students.

After obtaining the percentage of subjects that are the student's choice, the next step is the process of grouping classes based on the subjects that have become the student's choice. Grouping students according to subjects of interest is one of the learning strategies or educational strategies carried out by schools to support students' thinking patterns better. Each student has different interests and orientations in subjects that they find more enjoyable. Subjects that are requested by many students do not mean that these subjects are easy, but each student has their

own ability to complete or understand a lesson. And subjects that are few enthusiasts are not difficult or difficult subjects for students. This goes back to the student's ability to understand the subject.

Each student has different abilities and should not be confused between one student and another. Each student has the most desirable subjects while in school. A Google form about student interest in subjects is one of the benchmarks for how most students choose sociology subjects at 83%, which means that almost all students are interested in this subject. The subject of sociology itself is a subject that discusses social life and people's mindsets, so this subject can be understood directly because it can be related to the daily lives of students.

#### **D. Conclusions**

From the entire series of grouping planning activities, it was concluded by the researcher that the series of activities above were in accordance with the provisions and theories about student planning based on the guidelines for the implementation of the Merdeka curriculum. The first step is planning for students, which includes activities: (1) analysis of student selection; (2) grouping of learners; (3) selection of learners; (4) orientation; (5) placement of students; and (6) recording and reporting.

From the data and information about the implementation of the grouping, researchers convey the information and findings obtained. Researchers found that the implementation of grouping students at SMAN 1 Payaraman phase F was equivalent to class XI with a distribution system in classes based on the selection of subjects by students. This grouping activity is in accordance with what is conveyed in the Ministry of Education and Culture and Technology regarding the Independent Curriculum Guidelines on the basics of grouping students, namely based on the abilities of students, including achievement grouping, grouping students based on achievements achieved, and aptitude grouping, which is grouping students based on abilities, talents, and according to the wishes of students.

In the end, 5 study groups will be formed in class XI of SMAN 1 Payaraman in the 2023–2024 school year, with the names of classes XI-1, XI-2, and so on. Classes with small indexes are characterized by elective subjects tending toward the mathematics group of the natural sciences and large indexes tending towards the social sciences.

#### **E. Acknowledgement**

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