



THE EFFECT OF IMPLEMENTING MERDEKA BELAJAR CURRICULUM AND LEARNING ENVIRONMENT ON LEARNING ACHIEVEMENT MEDIATED BY LAERNING INTEREST

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Abstract

This study was conducted to determine how much influence the application of an merdeka belajar curriculum, learning environment and learning interest has on the learning achievement of economics class XI students of SMA Negeri 18 Jakarta with learning interest as an intervening variable. The method used is a quantitative method with a causal approach. The population in this study were grade XI students of SMA Negeri 18 Jakarta, totaling 119 students. Determination of the sample using random sampling technique and get a sample of 92 students. The data collection technique in this study is primary data for variable (X) and secondary data for variable (Y). the results of this study indicate that there is a positive and significant relationship directly or indirectly between the independent variable and the dependent variable.

Keywords: Merdeka Belajar Curriculum, Learning Environment, Learning Interest, Learning Achievement

INTRODUCTION

The purpose of education itself according to Law No.20 of 2003 is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Whatever the circumstances, it is hoped that education can bring good changes and form a quality generation. Education is inseparable from teaching and learning activities, teaching and learning activities at school must be carried out with a purpose, because learning efficiency is a supporting factor for improving the quality of education. The efficiency of school learning is reflected in several factors including the use of the curriculum, the management of material provided by the teacher, the interaction between teachers and students, the student learning environment and student assessment, where the higher the learning efficiency, the greater the teacher's contribution to achieving learning goals, especially for learning improvement (Fitri et al., 2023).

The merdeka belajar curriculum is structured based on the competencies that students want to grow. In this case, it is not the breadth of material or how much material is taught by the teacher but the depth of material or understanding of the material and the ability to apply, evaluate and formulate knowledge in the learning process. The focus of the merdeka belajar curriculum is to develop student

character with one of the practices through project-based learning which is cross-curricular learning that provides opportunities for students and teachers to collaborate to create work, solve problems that are close to daily life that are packaged in a learning project, for example a project to strengthen the profile of Pancasila students by making art. SMA Negeri 18 Jakarta in the 2023/2024 school year was selected as a driving school and has implemented an merdeka belajar curriculum based on project learning with a project to strengthen the profile of Pancasila students which is expected to help improve student achievement. Learning achievement is the maximum benchmark to determine the extent to which students master the material in the learning process, usually the assessment of learning achievement is carried out at the end after students receive material in the learning process. Learning achievement is evidence that shows the success of learning that has been obtained. Learning achievement is the result of students achieved through the teaching and learning process at school which is expressed by learning outcomes test values (Prantauwati et al., 2021).

Based on observations made at SMAN 18 Jakarta in the 2023/2024 odd semester academic year, student learning achievement, especially in economics subjects, is quite good as seen from the odd semester report card scores of economics students before being added with other values such as the value of skills and discipline that will be used in the grade XI report card at SMAN 18 Jakarta in the 2023/2024 academic year can be seen in the following table.

Table 1 Average Report Card Value of Economics Class XI Social Studies at SMAN 18 Jakarta

No	Class	Numbers of Student	Average Report Card Score	KKM
1.	XI IPS 1	41	76,77	75
2.	XI IPS 2	40	76,24	
3.	XI IPS 3	38	75,15	

Source: Economics Subject Teacher of SMAN 18 Jakarta

Based on the information presented in table 1 above, it can be seen that the mid-odd semester report card value of economics class XI at SMAN 18 Jakarta is quite good. Most students have reached the Minimum Completion Criteria (KKM) which is 75. This shows that student learning achievement in economic subjects is quite good. These good results are due to several factors that indirectly influence the economic learning process. So, with that the researchers conducted interviews with 10 students representing class XI IPS 1, XI IPS 2 and XI IPS 3. Researchers asked what factors had an impact on improving learning achievement.

The results of the interview stated that 3 students answered that the application of an merdeka belajar curriculum which requires students to be more active and the learning process is mostly carried out in the form of projects or cases makes it easier for students to find information and

references to understand learning material, so that it has an impact on their learning achievement. This is in accordance with research conducted by (Bahtiar & Sholeh, 2023) entitled the effect of the merdeka belajar curriculum and the Pancasila student profile strengthening project on student learning achievement at SMAN 10 Surabaya, saying that the application of the merdeka belajar curriculum and the Pancasila student profile strengthening project have a relationship with the achievement of student learning achievement. Where because of the application of a curriculum that is in accordance with the needs in the learning process, it indirectly has an impact on student achievement because the curriculum is a set or a system of arrangements in the learning process. So it is suspected that there is a positive influence between the application of the merdeka belajar curriculum and economic learning achievement.

Then 3 students answered that their learning environment supported the learning process both in the school environment and in the family environment. At school, the infrastructure is adequate in learning activities and the condition of the house and their parents always support their children in learning activities which are characterized by parents always paying attention to their children's study hours. This is in accordance with research conducted by (Y. Hermawan et al., 2020) entitled the effect of the learning environment (family environment, campus environment, and community environment) on learning achievement, stating that an environment that is conducive and supportive in the learning process will have a positive impact on achieving learning achievement.

The next factor, 4 students answered that they had an interest in studying economics because in the application of the independent curriculum, learning economic lessons was not too much and focused on essential material so that students did not feel burdened in understanding economic subject matter. This is in line with research conducted by (Selfiani et al., 2023) entitled the effect of interest in learning on the learning achievement of grade 9 students of SMPN 1 Sorong, stating that student interest in learning has a positive effect on student achievement, where students who have a higher interest in learning will get good learning achievements and vice versa students who are less interested in carrying out the learning process will get poor learning achievements.

LITERATURE REVIEW

Learning Achievement

The ultimate thing in the learning process is learning achievement. Learning achievement basically comes from two syllables, namely achievement and learning. Learning achievement has the meaning as a standard reference for measuring a person's skills or knowledge in one or more of the learning processes he is undergoing (Ramdhani et al., 2020). Learning achievement is evidence that shows the success of learning that has been obtained. Learning success is influenced by several

components, namely the input component and the process component. The input component consists of all kinds of characters or aspects such as discipline, motivation, intelligence, talent and interest. Likewise with the process component in which there are others such as raw input, input tools and also environmental influences. According to Slameto (2021), learning achievement is a change that a person achieves after participating in the learning process. These changes include changes in overall behavior in attitudes, skills and knowledge. From the above definitions, it can be concluded that the definition of learning achievement is the result of effort or learning in the learning process which shows the measure of proficiency or knowledge achieved in the form of grades.

Merdeka Belajar Curriculum

The Merdeka belajar Curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to students' learning needs and interests. The merdeka belajar Curriculum provides flexibility for teachers to create quality learning that suits students' needs and learning environment (Oktaviani et al., 2023). The merdeka belajar curriculum emphasizes three things, namely first, the development of soft skills and character through the project of strengthening the Pancasila student profile. Second, focus on essential, relevant and in-depth material so that there is sufficient time to build student creativity and innovation in achieving basic competencies such as literacy and numeracy. Third, flexible learning which provides flexibility for teachers to carry out learning in accordance with the achievement and development stages of each student and make adjustments to the context and local content (Hildayati & Mayasari, 2023).

Learning Environment

The environment is something that exists in nature around which has a certain meaning and influence on each individual, in the learning process, every learning at school, the school environment must be made as comfortable as possible every time the learning process is carried out at school so that it can provide good learning results. Likewise, wherever individuals do learn, it is hoped that the environment around the individual will provide a sense of security and comfort so that the learning process will have a good impact in terms of learning achievement. According to Saroni (2006) the learning environment is everything related to where the learning process is carried out. This environment includes two main things, namely the physical environment and the social environment where both aspects of the environment in the learning process must support each other so that students feel at home while learning and want to follow the learning process consciously and not because of pressure or coercion. Meanwhile, according to Rita (2010), the learning environment is a means for

students to be able to devote themselves to activities, be creative so that they get a number of new behaviors from their activities. In other words, the learning environment can be interpreted as a place for students to explore, experiment and express themselves to get new concepts and information as a form of learning outcomes. In line with the opinion of Prantauwati (2021), it is said that the understanding of the learning environment plays a very important role in creating a pleasant learning atmosphere. This environment can increase learning activeness. Therefore, the learning environment needs to be properly organized.

From the understanding of the learning environment above, it can be concluded that a good learning environment is an environment that challenges and stimulates students to continue learning by providing a sense of security and satisfaction and achieving the expected learning goals. So this learning environment is a very important thing in supporting a learning process so that it runs effectively and efficiently.

Learning Interest

Interest is a sense of preference and a sense of interest in a thing or activity without anyone telling you to. Interest is basically a relationship between oneself and something outside oneself so that the stronger and closer the relationship, the greater the interest. According to Slameto (2021) interest is not carried from birth, but is acquired later. So interest in something is the result of learning and supports further learning. Meanwhile, according to Hilgard, interest is a fixed tendency to pay attention and remember some activities. Activities that are observed by someone, are noticed continuously accompanied by a sense of pleasure (Slameto, 2021). In line with the opinion of Prawidia and Khusna (2021), they say that learning interest is an interest in continuing to pay attention to activities followed by pleasure. Interest is always followed by a feeling of pleasure and that is where satisfaction is obtained. Interest has a big influence on learning, because if the subject matter studied by students is not in accordance with the interests of students, students cannot learn well because there is no attraction for them. An interest can be seen through a statement that shows that students prefer one thing over another. students who have an interest in one thing tend to pay more attention to that thing.

Thus, it can be concluded that interest in learning is the tendency of someone in having a sense of interest without coercion so that they can experience changes in knowledge and behavior.

METHODS

This research is quantitative research with a causality approach. The data used in the research variables are primary data, namely data obtained by researchers directly and also using survey and

documentation methods. The survey method was carried out by distributing questionnaires regarding the exogenous variables of the application of the merdeka belajar curriculum (X1), the learning environment (X2), interest in learning (X3), to students in class XI IPS at SMA Negeri 18 Jakarta. Secondary data used is data or documentation of report cards of students in class XI IPS SMA Negeri 18 Jakarta in economics subjects. The sample of this research is the XI social studies class students of SMA Negeri 18 Jakarta with 92 students.

Data collection in this study was carried out using survey methods or anget distribution and documentation. Data collection techniques for exogenous variables and intervening variables using the distribution of questionnaires with scoring using a Likert scale. According to (Sugiyono, 2016) a questionnaire is a data collection technique that is done by giving a series of statements to respondents to answer. Data collection for endogenous variables using documentation techniques for odd semester report card data in economic subjects.

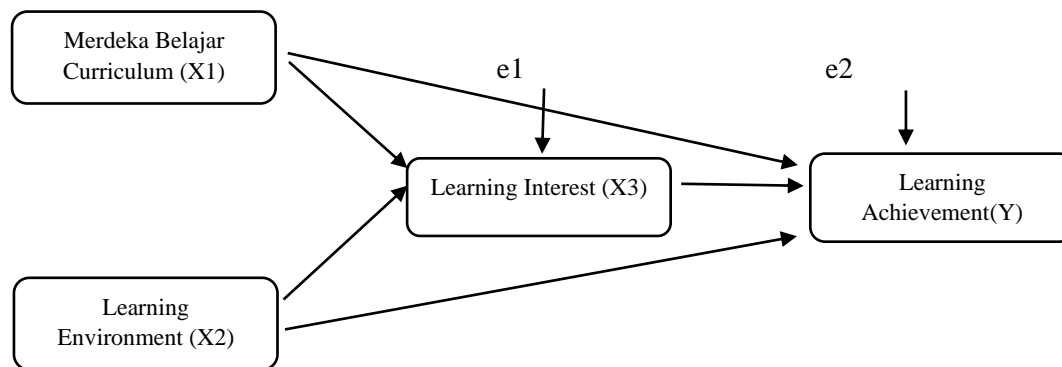


Figure 1 Research design

Source: processed by researchers

RESULTS AND DISCUSSION

This research analysis requirement test uses normality test and linearity test. The normality test aims to test whether in the regression model, the dependent variable and the independent variable both have a normal distribution or not. A good regression model is to have a normal or near normal distribution. To test whether the residual distribution is normal or not, the Kolmogorov-Smirnov test method can be used (A. Hermawan & Yusran, 2017). The results of the normality test in this study show the residual value of the regression model in the normality test seen from the Asymp. Sig. (2-tailed) of 0.200 more than 0.05, it can be concluded that all variables are normally distributed.

Table 2 Normality Test

Variabel Name	Asymp.Sig (2-tailed)	Sig	Description
Merdeka Belajar Curriculum (X1)	0,200	0,05	Normally Distributed
Learning Environment(X2)			
Learning Interest(X3)			
Learning Achievement (Y)			

Source: processed by IBM SPSS Statistics 27

The linearity test is a procedure used to determine the linear status or not of a distribution of data values obtained, the linearity test aims to determine whether two or more variables have a linear relationship or not significantly (Qomusuddin, 2019). In this study, the relationship between the independent learning curriculum application variable and learning achievement is linear with a *Deviation from Linearity Sig.* value of 0.945. The relationship between learning environment variables and learning achievement is linear with a *Deviation from Linearity Sig.* value of 0.323. The relationship between learning interest variables and learning achievement is linear with a *Deviation from Linearity Sig.* of 0.140. Based on the results of the linearity test, it shows that the relationship between the independent variable and the dependent variable each produces a Sig value. Deviation From Linearity with a significance value of more than 0.05, it can be concluded that all variables are linear.

Table 3 Linearity Test

Variabel Name		F	Sig	Description
Free	Bound			
Merdeka Belajar Currirulum (X1)	Learning Achievement(Y)	0,543	0,945	Linear
Learning Environment (X2)	Learning Achievement(Y)	1,143	0,323	Linear
Learning Interest (X3)	Learning Achievement(Y)	3,664	0,140	Linear

Source: processed by IBM SPSS Statistics 27

Inter-Variabel Influence Test

Relationship	Influence		
	Direct	Indirect	Totaliy
Implementation of Merdeka Belajar Curriculum on Learning Interest	0,395	-	0,395
Learning Environment on Learning Interest	0,387	-	0,387
Implementation of Merdeka Belajar Curriculum on Learning Achievement	0,239	-	0,239
Learning Environment on Learning Achievement	0,361	-	0,361
Learning Interest on Learning Achievement	0,385	-	0,385
Implementation of Merdeka Belajar Curriculum on Learning Achievement through Learning Interest	0,239	0,395*0,385 =0,152075	0,391075
Learning Environment on Learning Achievement through Learning Interest	0,361	0,361*0,385 =0,138985	0,499985

Source: processed by researchers

From the table above in this study there are 5 (five) direct effects and 2 (two) indirect effects. The direct effect with the largest value is the application of the merdeka belajar curriculum to interest in learning, while the direct effect with the smallest value is the application of the curriculum to learning achievement. The largest indirect effect is the learning environment on learning achievement through interest in learning, while the smallest indirect effect is the application of the merdeka belajar curriculum on learning achievement through interest in learning.

Test of Indirect Influence (Sobel Test)

According to (Sugiyono, 2016) to test the mediation hypothesis can use the sobel test. Testing with the sobel test is carried out to test the significance of the results of indirect effects in path analysis by testing the indirect effect of variable X on variable Y through intervening variables. The Sobel test can be calculated by the formula:

$$z = \frac{ab}{\sqrt{(b^2 SE_a^2) + (a^2 SE_b^2)}}$$

$$z = \frac{0,429 \times 0,342}{\sqrt{(0,342^2 \times 0,067^2) + (0,429^2 \times 0,123^2)}}$$

$$z = 2,879$$

$z = 2.879$, which means that the independent learning curriculum implementation variable has a significant effect on learning achievement through learning interest because the z value > 1.96 .

$$z = \frac{ab}{\sqrt{(b^2 SE_a^2) + (a^2 SE_b^2)}}$$

$$z = \frac{0,251 \times 0,342}{\sqrt{(0,342^2 \times 0,067^2) + (0,251^2 \times 0,064^2)}}$$

$z = 3,109$

$z = 3.109$, which means that the learning environment variable has a significant effect on learning achievement through learning interest because the value > 1.96 . The results of hypothesis testing can be seen in the table as follows:

Table 4 Hypothesis Test Results

	Hypothesis	Conclusion
H1	Implementation of Merdeka Belajar Curriculum has a positive and significant effect on Learning Interest	Accepted 0,000 ($p < 0,05$)
H2	Learning Environment has a positive and significant effect on Learning Interest	Accepted 0,000 ($p < 0,05$)
H3	Implementation of Merdeka Belajar Curriculum has a positive and significant effect on Learning Achievement	Accepted 0,003 ($p < 0,05$)
H4	Learning Environment has a positive and significant effect on Learning Achievement	Accepted 0,000 ($p < 0,05$)
H5	Learning Interest has a positive and significant effect on Learning Achievement	Accepted 0,000 ($p < 0,05$)
H6	Implementation of Merdeka Belajar Curriculum has a positive and significant effect on Learning Achievement mediated by Learning Interest	Accepted 0,003 ($p < 0,05$)
H7	Learning Environment has a positive and significant effect on Learning Achievement mediated by Learning Interest	Accepted 0,001 ($p < 0,05$)

Source: processed by researchers

CONCLUSIONS

Based on the researchers' findings in this study, conclusions that can be formulated include:

1. The implementation of the independent learning curriculum has a positive influence on interest in learning. The analysis results show that the t value = 4,000 > 1.986 and the p -value is $0.000 < 0.05$, so it is determined to accept H_a and reject H_o . It can be concluded that there is a direct positive influence from the implementation of the independent learning curriculum on interest in learning.
2. The learning environment has a positive influence on interest in learning. The analysis results show that the t value = 3.921 > 1.986 and the p -value is $0.000 < 0.05$, so it is determined to accept H_a and reject H_o . It can be concluded that there is a positive direct influence of the learning environment on interest in learning.
3. Implementation of the independent learning curriculum has a positive and significant influence on learning achievement. Based on the analysis results, showing a calculated t value of $3.102 > 1.986$ and with a probability value (p -value) of $0.003 < 0.05$, it was determined that H_a was accepted and H_o was rejected. This shows that the implementation of the independent learning curriculum has a positive and significant effect on learning achievement.
4. The learning environment has a positive and significant influence on learning achievement. Based on the analysis results, it shows that the calculated t value = $4.711 > 1.986$ and with a probability value (p -value) of $0.000 < 0.05$, it is determined to accept H_a and reject H_o . This shows that the learning environment has a positive and significant effect on learning achievement.
5. Interest in learning has a positive and significant influence on learning achievement. The analysis results show that the t value = $5.072 > 1.986$ and the p value is $0.000 < 0.05$, so it is determined to accept H_a and reject H_o . This shows that interest in learning has a positive and significant effect on learning achievement

6. Interest in learning can mediate the indirect influence of implementing the independent learning curriculum on learning achievement. This is indicated by a significance level of $0.003 < 0.05$, so it is determined that H_a is accepted and H_o is rejected.
7. Interest in learning can mediate the indirect influence of the learning environment on learning achievement. This is indicated by a significance level of $0.001 < 0.05$, so it is determined to accept H_a and reject H_o .

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