

## Rationality of Policy Adaptation Freedom to Study in Kupang City, Indonesia

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**Abstract:** *Adaptation of the independent learning curriculum policy in improving the quality of education in Indonesia in each different region. Therefore, this research is directed at looking at the rationality of adapting the independent learning policy in Kupang City with a case study at SMA Negeri 1 Kupang. The aim of this research is to look at two important aspects, namely: (1). Rationality of adapting the free learning policy at SMA Negeri 1 Kupang, (2). Implementation of the free learning policy at SMA Negeri 1 Kupang. This research uses a qualitative approach with a case study type of research at SMA Negeri 1 Kupang as one of the schools driving the Independent Learning curriculum. To obtain field data as described above, research data collection used open and unstructured in-depth interview techniques, and the researcher acted as the main instrument. Apart from using in-depth interviews to obtain field data, this research also used observation techniques. The results of the research conclusions show that (1). Rationality of Adaptation of the Independent Learning Policy which is carried out by the school subjectively as a rational choice covering four aspects, namely Diversity, Relevance to future goals, Responsiveness to student needs and increasing the Independence of Students, Educators and students in responding to government needs in order to strengthen the independent learning curriculum Kemdikbudristekdikti. (2). Implementation of the adaptation of the independent learning policy at SMA Negeri 1 Kupang can be carried out if all school components, educators and students are actively involved in carrying out the independent learning program in accordance with the school's vision and mission to pursue targets to achieve outputs and outcomes that are used in the world of the job market.*

**Keywords:** *Rationality, adaptation, policy, freedom to learn.*

### 1. INTRODUCTION

The independent learning policy program is a program from the government in the field of education which is outlined in the decision of the Minister of Education and Culture of the Republic of Indonesia (Kemendikbud RI), this program has received a positive public response, but on the other hand, this program has also received a negative response (Witin: 2020). Even though this policy wants to create a comfortable learning atmosphere for school residents, namely between teachers and students, and between schools and parents. The basic idea of independent learning seeks to build a holistic student personality by instilling literacy, numeracy and character skills.

The concept of independent learning technically still experiences problems in its implementation, giving rise to a lot of concern from stakeholders regarding the implementation of the national education system (Syukri: 2020), this is because national education is not yet ready to implement the independent learning curriculum. Where in the independent learning curriculum, educators and students are emphasized on developing innovative learning in accordance with the talents and interests of each student which is based on the formation of character, competence and skills. (Gunawan, 2000).

Meanwhile, on the other hand, the world of education in Indonesia is still at a traditional level of education, so this condition was explained by Carl Rogers (1969) that schools in Indonesia are generally considered to be still very conservative, traditional, bureaucratic and resistant to change. Therefore, the

strategic step to save this young generation is through the Freedom to Learn program." As an idea expressed regarding the driving concept of educational change agents. M. Rogers (1962)

If the development of the independent learning curriculum is studied using the progressivism line of thought, the independent learning program is an important part that cannot be separated from the flow of modern educational philosophy. (Dewey: 1950). Because in the view of the philosophical school of education in this era of globalization, it requires substantial improvements in the implementation of the curriculum towards better and better quality goals, which then has an impact on providing factual benefits for education and students (Dewey: 1950). In the sense that the flow of progressivism's emphasis is based more on the independence of all elements, especially driving teachers, so that they are able to develop their talents and abilities without any obstacles related to formal rules which can actually curb the creativity of students' thinking power in a better direction.

Seeing the thoughts of the progressivism school above and then linked to the concept of the Independent Learning curriculum in the school administration system in general, the concept of freedom in activities and mechanisms for seeking knowledge launched by Nadim Makarim as Minister of Education, Culture, Technology and Higher Education of the Republic of Indonesia, is an effort to change the learning administration system in general. and able to catch up with the world of global education. This is in line with general thinking about the concept of independent learning which shows that the concept of independent learning changes the way people view direction and goals in accordance with the thoughts of the progressivism educational philosophy (Dewey: 1963).

The two views above have similarities in building learning awareness and independence as well as freedom for educational institutions to be able to explore the potential of education and students so that they can adapt the Independent Learning curriculum program according to the interests, talents and potential of students.

In response to the concept above, the development of the Freedom to Learn curriculum and its implementation in Indonesia needs to refer to the provisions of legislation and government regulations regarding the implementation of education so that implementing Freedom to Learn is based on the fourth paragraph of the 1945 Constitution in order to make the nation's life more intelligent. Furthermore, the provisions of the Constitution above need to be strengthened with various other regulations as part of the government's efforts to develop a quality of learning that is more enjoyable and without intimidation. The implementation of education launched by the government, in this case the Minister of Education and Culture of the Republic of Indonesia, makes education administrators feel challenged to catch up with other countries in other parts of the world.

The main obstacle to managing education is closely related to the philosophy adopted by society which believes that education is not the only way to achieve happiness. However, this modern era forces all components to be able to compete globally in various aspects of life, if they do not want to be colonized and oppressed by other nations.

Based on this legal basis, the main policies in the independent learning program launched by the Ministry of Education and Culture which offers four main independent learning policies in the Indonesian national education system include: First, a comprehensive assessment of the National Based School Examination (USBN), namely the implementation of the National Based School Examination which is carried out in 2020 it will be given entirely to schools. The aim of administering exams carried out by schools is to ensure that schools focus more on providing comprehensive assessments both in the form of written tests and portfolios as well as assignments in the form of group assignments and the creation of written works and other work instructions.

Second, the implementation of assessments and minimum competencies as well as character surveys is the result of changes to the implementation of the 2021 National Examination which results in language skills (literacy), as well as the ability to utilize mathematics (Numeracy) to strengthen character-based educational competencies.

Third, preparing the Learning Implementation Plan (RPP), needs to be done in a simple way by eliminating several components, where the teacher's role is freer in choosing discussion topics, and developing it in the form of a RPP format so that it becomes the basis for learning related to the core components of the RPP, namely covering learning objectives, implementation of learning, and assessment.

Fourth, Admission of New Students (PPDB), is determined in the form of regional zoning so that it is more flexible and accommodating of disparities in accessing quality schools in various regions. The regional zoning division is set at 50 percent from the PPDB route, 15 percent from the affirmation route, and 5 percent from the transfer route. Meanwhile, the achievement route is 0-30 percent, adjusted to regional conditions where the region has the authority to determine the final proportion according to the zoning area. (Kemendikbudristek, 2020).

Policies at the practice level require school adjustments and adaptations to respond comprehensively. Schools as drivers of the independent learning curriculum program have a big responsibility in implementing it. As a central policy, regional governments according to delegative and attributive authority can implement independent learning according to their authority. Each region has its own challenges, both school infrastructure, resources and socio-economic and cultural conditions of the community.

Kupang City as the capital of East Nusa Tenggara (NTT) Province has education, especially public and private Senior Secondary Education (SMA) levels. The authority to regulate senior secondary schools is under the authority of the East Nusa Tenggara Provincial government, while the district/city government has the task and authority to regulate and manage junior secondary schools and basic education. Based on data from the East Nusa Tenggara Province Education Office, the number of high schools in the Kupang City area is 36 educational institutions, with details of the number being 13 state high schools and 23 private schools (BPS NTT: 2018).

Based on the 36 Senior Secondary Education institutions, both public and private, in the NTT BPS above, the distribution of teachers and students in both public and private high schools can be detailed as follows, the number of state teachers is 790 people and private (honorary) teachers are 355 people, so the total there are 1,145 teachers at high schools in Kupang City. Meanwhile, the number of students at public high schools is 12,687 people and at private high schools is 3,371 people (BPS NTT: 2018).

This focus is more on the rationality of adapting senior high schools in Kupang City to the independent learning policy by taking the location at SMA Negeri I Kupang. The pressure for free learning places teachers as the driving force, so Fanani (2020) is concerned that the free learning policy implemented by the government has not been fully implemented well by schools. This is because most teachers in Indonesian schools have not been able to apply the concept of independent learning in its true sense. Teachers are still confined and used to the rules from the center which are always synonymous with uniformity.

Departing from this reality, how does Kupang State High School I implement the independent learning policy through the (four) programs/issues mentioned above, because it is not yet clear in empirical reality whether the school is able to adapt to the program in question at the implementation level.

Based on the background of the problem above, there are a number of questions that need to be asked for further research. So the formulation of the problem in this research is as follows: (1) What is the rationale for adapting the independent learning policy at SMA Negeri I Kupang? And (3) How is the independent learning policy implemented at SMA Negeri I Kupang?

## 2. LITERATURE REVIEW

### 2.1. Rationality

The term rationality in the Indonesian dictionary (KBBI, 2020) is taken from the Latin term: Rationality) which has a meaning related to making appropriate choices and with the tastes that grow in the deepest depths of the heart. Thus, rationality is a mindset where a person tends to behave and act based on logic and human reason.

Wula Zainur (2020: 483), explains that rationality is every idea that is conveyed in a rational solution through forming implications in collecting and strengthening evidence, then concluding it through testimony or experiments, which is carried out through the subjective quality of the abilities of a person or group of people. logically, objectively with reasonable considerations, which then impacts critical decisions by considering the consequences of the actions taken. Ritzer (2012:215), provides an illustration that rationality is a social action that is born from calculative logic which originates from individual abilities based on logical considerations to achieve desired goals. Ritzer's thinking is in line with Weber's thinking which explains that rationality is an important part of social action. Rahmat

Hidayat (2016:103) provides an overview of rationality, which is a commitment in the form of decisions based on subjective beliefs in order to achieve the goals they have, Scott (2012), provides an explanation of rationality, where Scott sees the rationality of an individual's actions as an agent to maximize productive activities in exchange relationships, it is understood that individuals who are agents will always try to maximize the utility received in productive activities and exchange relationships and consider that social order is a complex "Resultant" of individual actions.

From the description of the understanding of rationality according to social scientists above, it can be concluded that rationality is the ability and desire to use critical thinking, objective evaluation, and judgment based on evidence in an effort to achieve better understanding and make reasonable decisions using logic and objective thinking. to reach intellectually acceptable conclusions, not simply based on personal desires or beliefs.

Rationality (absorption from Latin: *rationalitas*) is a mindset where a person tends to behave and act based on human logic and reason. Rational can also be interpreted as something that can be done with existing things (Miftahul Khair: 2020), the idea or ideas of rational thinking are related to the branch of philosophy, because rationality contains two meanings, namely as an appropriate action seen from the expected results as measured from the perspective of goal achievement, and as a belief held by the individual, where this belief is supported by the best available evidence, (Baron: 2008).

Rationality is a concept that causes a person or group of people to take action that is goal-oriented, how to realize it, and the consequences. This type is formal because it prioritizes goals and tends to ignore values. Rationality is divided into instrumental rationality. Instrumental rationality is conscious consideration and choice and is related to the goal of the action to achieve it (Miftahul Khair: 2020).

Value rationality is value rational action (value oriented/value based), value rational action has the characteristic that the existing tools are only conscious considerations and calculations, while the goals already exist in relation to absolute individual values. Practical rationality is living a life that views and evaluates various worldly pursuits in relation to individual needs that are purely pragmatic and egoistic. Based on the explanation above, rationality is an action based on choices that are objectively acceptable. Therefore, rational considerations always provide direction that allows people to take action by taking into account the existing supporting capacity and environment. This signals rational considerations regarding the independent learning policy. Schools are social institutions in which there are humans who carry out their respective roles, so the decision to implement these policies is certainly based on rational choices and actions. Rahmat Hidayat (2016:103) provides an overview of rationality as a normative measure. Rationality is used as a commitment in every decision taken which is used when evaluating beliefs from decisions taken subjectively in order to achieve the goals it has.

Ritzer (2012:215), explains Weber's view of rationality as a social action. Max Weber, a German sociologist, described rationality as "Calculative logic" or "Purposively rational action." For him, rationality is an individual's ability to carry out calculations and take action based on logical considerations and desired goals. Wula (2012: 483), explains that rationality is ideas that are explained in a rational solution through the formation of implications, collecting and strengthening evidence, then concluding through testimony or experiments. This is because rationality refers to the ability or quality of a person or group to think and act logically, objectively and based on reasonable considerations. The concept of rationality involves the ability to base actions and decisions on existing information, think critically, evaluate facts and evidence, and consider the consequences of those actions.

### **2.2. Rational Action.**

Giddens (2009), provides an overview of rational action according to Max Weber's thoughts, where rational action is the most important part of the concept of social action developed by Max Weber. Protestant ethics is a social action that can bring society into backwardness. In this context, Weber put forward 5 main characteristics in sociological studies which are connected with the concept of social action, including: 1) Human actions contain subjective meaning, in the form of real actions. 2) Real and completely mental actions and are subjective. 3) These concrete actions usually have a positive effect on a situation, or actions that are deliberately repeated and actions in the form of tacit agreement. 4) The action is directed at a person or at several individuals. 5) The action pays attention to other people's actions and is directed towards those other people.

Wula Zainur (2020:483), is intentional action accompanied by the assumption that people act rationally. People act rationally when they have a preference framework and make decisions in accordance with that preference framework. In addition, individuals have rational beliefs about how to get what they want and about the costs and benefits that may be obtained. The theory of rational action offers rational explanations.

According to Weber in Ritzer (2015), Weber divides social action into four forms of social action, namely: 1) Instrumental rationality action (goal oriented), 2) Value rational action (value oriented/value based), 3. Affective action / Actions influenced by emotions, 4) Traditional actions/actions out of habit.

Ritzer (2012), provides an overview of Weber's thinking about rational action, that rational action can be included in the category of social action if it meets three criteria, including: 1). This behavior has a subjective meaning that is born from the actor's thoughts. 2). These subjective behaviors influence other people within the actor's circle, 3). These subjective behaviors are also influenced by the behavior of other people outside the actor's circle.

Coleman, (Rizert 2012), sees two important aspects that can be seen using rational choice theory which makes actors one of the key elements of the theory. Coleman provides a further explanation that subjective actors are individuals or groups who have the policy space to take action to achieve the desired goals. Meanwhile, resources are seen as resources that can support the actor's desires. These two important elements of the rational choice theory framework process through interactions that lead to the system level. Coleman sees two important elements, namely: Actors (Individuals) and resources. Actors are individuals or groups who carry out actions, or who want something. Meanwhile, resources are things that are controlled by actors and that they want. These two important elements of the rational choice theory framework process through interactions that lead to the system level.

### **2.3. Social Action.**

Jhonson (1988) tries to explain social action according to Weber. Social action is an action that is deliberately directed at another individual so that it has an impact on positive or negative reactions. The actor's mental social actions are part of subjective actions that originate from certain situations or conditions. Departing from Weber's view of social action, there are five social actions as the main characteristics which are developed as Weber's propositions, namely:

1. Individual actions are real actions carried out by actors as actions that have subjective meaning.
2. The actor's mental action is a real action that is completely based on subjective consciousness.
3. Actions that include the positive influence of a situation, actions that are deliberately repeated and actions in the form of tacit agreement.
4. Social actions aimed at a person or several individuals.
5. Social actions carried out by individuals will give other people's reactions as subjective actions.

Weber's study in Ritzer (2015) explains that social action is an action that has a subjective meaning for and from the actor who carries it out. Actors in carrying out social actions are influenced by human behavior in general which has a subjective meaning to what they do. Whether the action is carried out openly or privately, conveyed in real or hidden ways, the perpetrator has a subjective purpose, so that the behavior of social action is not accidental behavior but has a certain pattern and structure and a certain meaning.

### **2.4. Concept of Rational Choice**

Rational choice theory is one of the theoretical studies that developed from the thoughts of Max Waber and James S. Coleman about social action. Rational choice theory is a derivative of the theory of social action developed by Max Weber, which by Rizerd is included in the realm of the social definition paradigm in the order of micro sociological studies whose center of study is more focused on the subjective experiences of humans in choosing rationally the actions they can take to macro interest goals.

The theory of rational thinking was born from Max Weber's thoughts on social action, where social action that occurs in a society is a human action, whether individually or in groups of individuals, always has a subjective meaning behind the actions carried out by humans. In a sociological perspective, the

theory of social action is based on the social definition paradigm. In Weber's thinking, an action can be included in the category of social action if it meets three criteria, including: first, the behavior has a subjective meaning that is born from the actor's thoughts. Second, these subjective behaviors influence other people who are in the actor's circle, third, these subjective behaviors are also influenced by the behavior of other people who are outside the actor's circle. (Rizert 2012).

Building Weber's concept of social action is related to dividing social action into four important components, namely: First, rational action, namely social action which aims to achieve something by using methods or methods through rational considerations. Second, value-oriented action, which prioritizes actions that are oriented towards social values which are connected to norms, ethics, religion and other values held and believed by society as a system. In this context, there is more emphasis on a person's performance not only to make a profit but also to get a reward from what he does. Third, traditional actions, where humans act inseparably from a tradition, so that the actions carried out follow the traditions or habits of society for generations. And fourth, affective actions, which prioritize a reactive attitude towards emotions felt by other people.

### 2.5. Adaptation Concept

Soekanto (2009) provides several limitations regarding adaptation theory, namely: (1) the process of overcoming environmental obstacles; (2) adjustment to new norms; (3) the process of change to adapt to changing situations; (4) change to suit the conditions created; (5) utilize limited resources for the benefit of the environment and system; (6) cultural adjustments and other aspects as a result of natural selection. Suparyanto (2005) defines adaptation as an effort to maintain functional and optimal performance which involves reflexes, automatic mechanisms to provide protection, thus leading to adjustments to the situation. Brooker (2001) defines adaptation as a psychological condition related to the environment and social conditions which are always changing to maintain normal functioning. Meanwhile, Hartanto (2004) said that adaptation is a dynamic process in an individual's thoughts, feelings and behavior that continues to change to adapt to a continuously changing environment. Meanwhile, adaptation according to Hirchliff (1999) is the ability to adapt both maternally and physically to the surrounding conditions in order to be flexible.

### 2.6. Policy Concept

The term policy referred to in this study is equivalent to the word in English called "policy", so that it can be differentiated from the term wisdom. Suharto (2010: 7) states that policies are principles or ways of acting chosen for decision making. Kurniawan (2012: 15) defines policies as principles that regulate actions directed at certain goals. Policies are always problem oriented and action oriented. Meanwhile, another opinion was put forward by Prewitt (2010), that policy is an existing decision, characterized by consistent and repeated behavior, both from those who make it and those who adhere to it. Thus, it can be stated that a policy is a provision that contains principles to direct ways of acting that are made in a planned and consistent manner to achieve certain goals. Therefore, freedom to learn is a policy made by the government, in this case the ministry of education and culture, in order to improve the quality of national education.

Education is a basic right of society, so every state policy can in fact provide added value to school components. Thus, the independent learning policy can be said to be a public policy. This is in line with Kurniawan's (2012: 17) assertion that public policy is: (1) Decisions or joint actions made by the owner of authority (the government). (2) Oriented to the public interest by carefully considering the pros and cons and the impacts. (3) To do something or not to do something. (3) Government action in overcoming problems by paying attention to who, for what, when and how.

The success of a policy and public policy really depends on its implementation in the field. No matter how good a policy is, if it cannot be translated by the officials below it, it will be useless. In this regard, Tangkilisan's (2003) view states that policy implementation is related to various activities directed at realizing the program, so that the executive regulates the way to organize, implement and apply the selected policies. Meanwhile, Widodo (2001) suggested that when implementing policies, as much as possible, pay attention to resource utilization, involvement of people or groups of people, interpretation, program management, provision of services and benefits to the public.

The implementation of policies in the field certainly has many influencing factors, both supporting and hindering. Therefore, in implementing the independent learning policy, at least pay attention to the views of Subarsono (2005: 38), including:

- (1) Environmental conditions. The environment greatly influences the implementation of policies that include socio-cultural issues and the involvement of program recipients.
- (2) Interorganizational relationships. Implementation of a policy program requires support and coordination with other agencies. For this reason, coordination and cooperation between agencies is needed for the success of a program.
- (3) Organizational resources. To support the success of policy programs, support from human and non-human resources is needed.
- (4) Characteristics and capabilities of implementing agents. This is related to the bureaucratic structure, norms and relationship patterns that occur within the bureaucracy which will influence the achievements that have been determined.

### 3. RESEARCH METHODOLOGY

#### 3.1. Paradigms, Approaches, and Types of Research

In social research, paradigms are very important because they are the framework used by researchers to view the reality of a problem and also the scientific theories used. Moleong (2012), said that a paradigm is a pattern or model about

how something is structured (parts and their relationships) or how parts function (behavior within which there is a specific context or time dimension). Meanwhile, Kasiram (2009), explains that research must refer to a paradigm where the paradigm contains assumptions, in the form of postulates and axioms from a postulate or concept that will be used as the main reference in the research process.

#### 3.2. Data analysis technique.

This research was conducted using qualitative data analysis techniques. Where in qualitative data analysis techniques all the data analyzed is obtained from observations, interviews and documentation. The data is then processed simultaneously and continuously by combining the field data collection process with documentation data. Bogdan and Biklen (1982: 189) in data analysis which includes the activity of processing data, dividing it into units and separating it, then synthesizing it by looking for patterns, so as to find important data from what is being studied so that they can determine what should be reported. Data analysis finds answers to: (a) what data sources need to be discovered scientifically, (b) What questions arise that need to be answered scientifically (c) what methods are appropriate to use in searching for new information scientifically, (d) findings from each error that need to be corrected scientifically (Nasution, 1988: 130).

After completing the data collection carried out scientifically, further studies are more substantively directed at analyzing the data, including: (1) analyzing primary data and secondary data collected from informant sources and institutional subjects, which are based on observation techniques, interviews and documentation, which were carefully reviewed after being studied in depth (2) the data analyzed through observation, interviews and documentation were then reduced so that they were arranged systematically according to the research focus in order to sharpen the phenomenon of the research problem. (3) The data that has been reduced is then arranged into units to make it easier for researchers to determine definitions and categorization, (4) The data units that have been categorized are then given codes to make it easier to control the data and use the data that has been collect and analyze descriptively.

All data collected above was then analyzed descriptively qualitatively by taking the main ideas conveyed by the research subjects. The research procedure for the rationality of independent learning and school adaptation policies is guided by the thinking of Strauss and Corbin (1998), namely the open coding, axial coding, selective coding and field finding analysis stages.

### 4. RESULTS AND DISCUSSION

The results of the research show that SMA Negeri I Kupang has implemented an independent learning program in accordance with the mandate of the Ministry of Education, Culture, Research and

Technology, Ministry of Education and Culture, Indonesia. This is done because the independent learning program is a curriculum that prioritizes Indonesian values and local wisdom values that emphasize learning values. This learning concept is centered on students as students where students as learning subjects are given space to develop their knowledge and skills, and students are also given space to develop their personal potential and creativity, so that a generation that is more independent, creative and innovative is obtained.

An overview of further research on the adaptation of the free learning policy at SMAN 1 Kupang shows that the school's rationality in adapting the free learning policy at SMAN 1 Kupang is based on the spirit of the school leadership in responding to the challenges of the free learning program policy launched by the Indonesian Ministry of Education and Culture. As well as the enthusiasm of school leaders in responding to the different needs of students and the independence of teachers as a driving force in implementing the concept of independent learning as widely as possible within the SMAN 1 Kupang environment. Adapting to the implementation of the independent learning policy really helps schools to be more responsive to the different needs of SMAN 1 Kupang students. The independent curriculum program is considered to provide more space for students to develop potential knowledge and skills, where the independent learning program provides space for self-respect for students to develop the students' self-quality by making the teacher a motivator in the learning environment.

The rationalization of the adaptation of independent learning at SMAN I needs to be well prepared with more mature learning tools, because the general view of the adaptation of the independent learning policy implemented at SMAN I Kupang provides a sociological picture that there needs to be synergy between educators, students and school leaders in running this independent learning program because it has the value of differentiation between knowledge and skills and space for appreciation for students and educators so that this potential can have an impact on student outcomes after completing their education at SMAN 1 Kupang.

There is a unique Rationalization of Adaptation of the independent learning policy implemented at SMA Negeri 1 Kupang, that the school and educators are given space to interpret the independent learning program according to the knowledge of each educator after following the training or guidance process carried out by the Ministry of Education and Technology which is carried out at the provincial level, and national level. The results of this interpretation are then carried out through tiered meetings at the school level, after which educators are given the opportunity to implement the program in accordance with the unique abilities and skills of the students, who are of course very different from one another, with their being very different.

Seeing the various unique values of the school, educators and students regarding the rationality of adapting the independent learning program at SMAN 1, the school carried out a mapping in responding to the needs of the school, the needs of educators and the needs of students in the learning process of the independent learning curriculum which is carried out in stages starting from the beginning of entry school when sitting in class 1 then move up to class II and further development to Class III which is then prepared for further impacts after completing education by strengthening the Tracer Study on Outcomes in the world market of further education and the World of Work Market to find out the results of adapting the independent learning program in the environment of SMAN 1 Kupang.

The description of the research above became visible after being given an explanation by Eva, one of the Teachers of SMAN 1 Kupang regarding School Rationality in Adapting the Independent Learning Policy at SMA Negeri I Kupang, who stated through an interview that: "The independent learning curriculum gives respect to the qualities of each child, their characteristics. The child's interests and talents must be taken into account by schools and teachers as one of the conditions for how we carry out differentiated learning, therefore it is very important to map student profiles at the beginning of the learning year and every time we want to enter one of the learning modules, so mapping regarding children's differentiation is very important to meet students' learning needs, to find out their learning styles, what kind of learning habits, their learning environment, what their interests are, this is determined at the beginning of the year, before learning is carried out... then later in second grade, there will be mapping interests and talents for selecting subjects, this is usually carried out by the student team in collaboration with Guidance Counseling (BK) teachers for interest mapping, there are also psychological tests, which will later be combined with the results to direct children to specialization subjects that match their interests and talents children...while the mapping of children's initial basic



abilities for these subjects is carried out by each subject teacher at the beginning of each learning module."

From the description of the interview above, it is one of the basic benchmarks that the adaptation of the independent learning curriculum program at SMAN 1 has been understood by schools, educators and students. Schools and educators have carried out mapping by providing space for each student according to the characteristics of the students' interests and talents, while educators and schools always monitor student progress and teacher competence in responding to school policies regarding the independent learning adaptation program.

### 5. CONCLUSIONS

Referring to the description of research results, theories and research findings, which are then strengthened by the proposition regarding the Rationality of Adaptation to the Merdeka Belajar Policy, based on a study of rational choice theory developed by James S. Coleman to see the subjective role of actors in human resources in implementing the adaptation of Merdeka Belajar Policy, then can be concluded below:

- a. Rationality of Adaptation of the Merdeka Belajar Policy implemented by the school subjectively as a rational choice covering four aspects, namely Diversity, Relevance to Future Goals, Responsiveness to Student Needs and Increasing the Independence of Students, Educators and Learners in responding to government needs to strengthen the Merdeka Belajar curriculum Kemdikbudristekdikti.
- b. Implementation of the adaptation of the Independent Learning Policy at SMA Negeri I Kupang can be carried out if all school components, students and educators are involved institutionally to actively carry out the Independent Learning program in accordance with the school's vision and mission to pursue targets to achieve outputs and outcomes that are used in the world of the job market.

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**Citation:** *Ishomuddin, et.al., " Rationality of Policy Adaptation Freedom to Study in Kupang City, Indonesia" International Journal of Humanities Social Sciences and Education (IJHSSE), vol 11, no. 6, 2024, pp. 26-36. DOI: <https://doi.org/10.20431/2349-0381.1106003>.*

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