




Merdeka Curriculum in Developing Soft-Skill Capabilities of Childhood Children at Homeschooling Kak Seto Surabaya

Wiwin Yulianingsih^{1*}, I Ketut Atmaja², Soedjarwo³, Mita Lutviatiani⁴, Ahmad Abdullah Zawawi⁵ 

^{1,2,3,4} Pendidikan Luar Sekolah, Universitas Negeri Surabaya, Surabaya, Indonesia

⁵ Master of Education, The University of Sydney, Sydney, Australia

ARTICLE INFO

Article history:

Received June 11, 2023

Accepted September 28, 2023

Available online October 25, 2023

Kata Kunci:

Masa Kecil, Homeschooling, Kurikulum Merdeka, Softskill

Keywords:

Childhood, Homeschooling, Kurikulum Merdeka, Softskill



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ABSTRAK

Perubahan kurikulum pendidikan dari Kurikulum 2013 (K-13) menjadi Kurikulum Merdeka merupakan wujud evaluasi serta sebagai upaya untuk meningkatkan mutu pendidikan di Indonesia. Tujuan penelitian ini yaitu untuk menganalisis implementasi kurikulum merdeka belajar dalam mengembangkan kemampuan soft skill anak usia childhood pada homeschooling di PKBM Kak Seto Surabaya. Jenis penelitian ini yaitu penelitian kualitatif. Metode yang diterapkan adalah metode kualitatif dengan pendekatan field research. Teknik pengumpulan data yang digunakan adalah observasi partisipatif dan wawancara semi terstruktur kepada pengelola dan orang tua peserta didik. Teknik analisis data menggunakan analisis deskriptif kualitatif. Model analisis data yang diterapkan adalah model Miles dan Huberman, yakni melalui tahapan pengumpulan data, reduksi, penyajian dan penarikan kesimpulan. Hasil yang diperoleh dalam penelitian ini adalah selama penerapan kurikulum merdeka sangat berdampak dalam pengembangan softskill anak usia childhood, dilakukan dengan penyelenggaraan program program Pendidikan seperti Friday class, English club, kegiatan olahraga yang dapat meningkatkan soft skill berbahasa (language skill), kemampuan mengelola emosi (emotional skill), serta kemampuan sosial (social skill).

ABSTRACT

The change in the education curriculum from the 2013 Curriculum (K-13) to the Independent Curriculum is a form of evaluation and an effort to improve the quality of education in Indonesia. This research aims to analyze the implementation of the independent learning curriculum in developing the soft skills of childhood-aged children in homeschooling at PKBM Kak Seto Surabaya. This type of research is qualitative research. The method applied is a qualitative method with a field research approach. The data collection techniques used were participatory observation and semi-structured interviews with administrators and parents of students. The data analysis technique uses qualitative descriptive analysis. The data analysis model applied is the Miles and Huberman model, namely through the stages of data collection, reduction, presentation, and conclusion. The results obtained in this research show that the implementation of the independent curriculum had a big impact on the development of soft skills for children in childhood, carried out by organizing educational programs such as Friday classes, English clubs, and sports activities that can improve soft language skills, the ability to manage emotions (emotional skills), as well as social skills.

1. INTRODUCTION

The Covid-19 pandemic at the end of 2019 spread throughout the world, including Indonesia, which has had a massive impact on all sectors of human life. This phenomenon led to the birth of new policies by the government to reduce the impact caused by the Covid-19 virus (Hamzah et al., 2021; Jones et al., 2022; Pramana et al., 2021; Wan Hassan et al., 2020). Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions (PSBB) has disrupted people's lives, especially in implementing educational activities (Lutviatiani & Yulianingsih, 2022; Putri & Eliza, 2022). The learning process usually carried out face-to-face is forced to be quickly transferred online so that learning activities can continue (Jamaluddin et al., 2020; Saryoko et al., 2020; Wiryanto, 2020).

Changes in conditions also require changes in the learning process, which impact learning outcomes during a pandemic (Fendi et al., 2020; Hasby et al., 2021; Kurniasari et al., 2020). So far, the implementation of the curriculum by educational institutions in Indonesia is implementing the K-13 curriculum, which in the curriculum has assessment standards in the aspects of knowledge, skills, attitudes, and behaviour, which are packaged through solid material in Indonesian, Social Sciences, Pancasila and Civic Education, Mathematics, and Natural Science standardised with PISA and TIMSS International standards (Dwi & Nur Kumala, 2020; Kurniawan & Noviana, 2016; Monica & Yaswinda, 2021). The government does this to balance Indonesian and foreign education, which is expected to form students as active, creative, innovative individuals, especially in dealing with problems, while fostering student competence and personality.

However, in its implementation, the K-13 curriculum, especially during the Covid-19 pandemic, experienced problems caused by an imbalance between orientation and learning outcomes (Devianti et al., 2020). Besides that, the amount of material that must be completed each semester causes the delivery of learning to be not optimal (Friantary & Martina, 2018; Lestari et al., 2019). It creates quality human beings with good *soft skills* qualified to face life. Therefore, the existence of a national curriculum evaluation led to the birth of a Merdeka curriculum which was initiated to focus on essential material content to maximise students learning time in understanding learning concepts as well as being able to strengthen competence (and *skill*) that it has (Anas et al., 2023; Avriani et al., 2022; Yunaini et al., 2022). This competence is not only the ability to understand the material to get high marks to meet graduation requirements in subjects; more than that, the goal here is to strengthen the ability to implement science in the lives of students as a solution effort in answering the problem of the education crisis in Indonesia (Jannati et al., 2023; Marisa, 2021).

The advantages of the Merdeka curriculum compared to the curriculum previously implemented by education in Indonesia, namely the 2006 KTSP curriculum and Curriculum 13, citing the results of the curriculum question and answer held by the Ministry of Education and Culture are (1) the lesson content is simpler and more in-depth, (2) learning that is carried out is more independent, where the teacher can provide teaching in accordance with the stages of achievement and learning of the students, so that learning becomes more in-depth in context not just textual, and (3) is more relevant and interactive (Maulida, 2022; Priantini et al., 2022). This is because in the Merdeka curriculum, learning much is done through project activities that provide opportunities for students to explore the surrounding environment which is integrated into the learning competencies carried out (Arviansyah & Shagena, 2022; Kubitskyi et al., 2023).

Age *childhood* becomes a crucial stage of development and requires a special touch for children to maximise their developmental stages (Avriani et al., 2022; Danylchenko et al., 2023). The phases of human development according to the stages of development, including the prenatal phase, the infancy phase, the babyhood phase, the *childhood*, as well as the adolescent phase. Where in phase *childhood* being a golden phase for a child to develop *skills* owned, both through the family environment, school and the community (Juwati & Pardimin, 2022; Putri et al., 2021). Age in phase *childhood* even this becomes the initial milestone of the individual in development during his life to be able to survive with *soft-skill* owned, so it is felt necessary to support the development *soft-skill* through the environment; the educational environment is no exception, which can be realised through the curriculum as the main driver in implementing education to achieve the goals of education (Elok et al., 2021; Mustafa & Eyadat, 2023).

One type of educational institution outside the formal education system is homeschooling. Homeschooling was born based on the reality of formal education, which has not been able to provide a comfortable and developing atmosphere *skill* students (Febiyanti et al., 2021; Purwaningsih & Fauziah, 2019). Which is because each student has a different style and model of interest in learning, besides that there is also potential *skill* those who do not get much attention because the dominance focuses on their academic abilities with a more flexible learning model (Annisa et al., 2023; Purnamasari et al., 2017). The teaching method used also tends to be conventional behind the diverse heterogeneity of students. Therefore, the birth of homeschooling is a breakthrough for students and parents to bridge problems, especially in child development. homeschooling is also an alternative to avoiding negative environmental influences that children will face (Indarwati & Amriana, 2020; Musfah & Nurfitriani, 2017). Hence, with homeschooling, children still get a positive environment to support development in the developmental phase of childhood.

One of the many homeschooling choices in the Surabaya area is homeschooling at PKBM Kak Seto, which is on Sidosermo Airdas Street Numb. 7 Surabaya. PKBM Kak Seto is an alternative school that places students as subjects with an "at home" approach to make learning activities flexible. Similar to homeschooling in general, Homeschooling at PKBM Kak Seto is carried out based on the philosophy of "Learn anywhere, anytime, and with anyone" with the motto "Smarter, Creative and Cheerful Learning" and combines the concept of creativity, *life skill*, as well as the character of students. Homeschooling Kak Seto

Surabaya has implemented a Merdeka curriculum since 2021, referring to regulation number 5 of 2022 concerning competency standards for graduation from PAUD-Secondary Education. In his learning activities, Homeschooling Kak Seto Surabaya is compiled and delivered using Kak Seto's own Homeschooling teaching method to become a differentiator from formal schools.

This differentiator's existence is expected to maximise their students' potential and skill. Skill or subtle skills are commonly referred to as affective abilities by someone in this context, are students, especially in the childhood phase, to understand the psychological, social and communication conditions that are crucially needed by oneself (Nurfaidah, 2020; Vibriyanthy & Fauziah, 2014). *Skill* is also a specific ability needed to do something or get along and adapt to everyday life; where *soft skill* consists of 3 main factors, according to (Prafitri, 2018)(Muchtar et al., 2021) (Kim, 2023), namely psychological, social and communication abilities that can be developed through habituation given or carried out by children in their daily lives.

Along with curriculum changes, the implementation of non-formal education in homeschooling and demands to maximize the potential of soft skills possessed by childhood children, it is necessary to know the process of implementing a Merdeka curriculum in homeschooling at PKBM Kak Seto Surabaya which has implemented a Merdeka curriculum in its learning activities, this is the urgency of this research was conducted, namely to see the impact of implementing the independent curriculum in improving the soft skills of childhood children. The novelty obtained by conducting this research can be seen from the lack of similar research discussing the implementation of the independent curriculum in non-formal education institutions, especially in the process of improving the soft skills of students. This is like the research which was conducted in formal education institutions with research subjects of adolescent students (Baharuddin, 2021; Musfah & Nurfitriani, 2017; Saputro et al., 2020; Sukard & Rozi, 2019). So, the purpose of this study was analyzing the process of implementing the independent learning curriculum and analyzing the development of soft skills of early age students at homeschooling PKBM Kak Seto Surabaya.

2. METHOD

The type of research applied is field research with a qualitative approach where this research is a research method used to examine a natural situation based on the postpositivism philosophy, namely examining the condition of a natural object in depth (Sugiyono, 2018). The research setting was carried out at the Homeschooling Center for Community Learning Activities (PKBM) Kak Seto Jl. Sidosermo Airdas Kav a No. 7 Surabaya in February to April. The types of data used in this study are (1) primary data obtained through observation and interviews, and (2) secondary data obtained through literature studies through accredited scientific journal reviews that are relevant to the topic being studied in the research.

The data collection technique was carried out by conducting participatory observations by researchers and conducting semi-structured interviews with informants who were determined by the purposes sampling technique, namely managers and parents of students in the distance learning program package A Homeschooling Kak Seto Surabaya by the interview guidelines which were validated together during the audit research design. The data analysis applied is the Miles and Huberman model, namely through four stages, namely data collection, data reduction, data presentation, and concluding (Emzir, 2016). To get research results that can be trusted, researchers test the credibility of the data by applying source triangulation, namely by comparing the data obtained to increase the degree of trust in the information obtained (Sugiyono, 2018). Furthermore, to be able to demonstrate the feasibility of the research results, a dependability & confirmability test was carried out by conducting a data audit by a team of researchers and research reviewers in the faculty of education.

3. RESULT AND DISCUSSION

Result

The process of implementing the Merdeka Learning curriculum at the Homeschooling PKBM Kak Seto Surabaya is carried out in stages, namely, not simultaneously making a transition from the 2013 Curriculum to the Merdeka Learning curriculum at every level of the educational program being implemented. As stated by the homeschooling program manager (DL) during the interview, namely as follows: *"Learning activities at Homeschooling Kak Seto run according to the 2013 curriculum for equality for middle and final grades, namely grades 2, 3, 5, and 6. It has also been running according to the independent curriculum for early grades, namely grades 1 and 4."*

Then in its implementation, before it is implemented in the learning process of students, socialization of the educational program is carried out with the application of the Independent Curriculum to parents through parents meeting activities where to equate perceptions of the implementation of

educational programs, especially those related to the development of student's skills, namely between institutions and parents. This statement is shown by the results of interviews with parents (BF) and (SM) as follows: "... at the beginning of the semester when the parents meeting was also socialized and offered activity programs to support children's skills." From the results of these interviews, there is synergy between educational program managers and parents in implementing the Merdeka curriculum at Kak Seto's Homeschooling, especially in developing their students' soft skills. This statement is very much in line with the principles of non formal education, where identifying the learning needs of learning citizens is crucial before implementing an institution's learning activities.

Furthermore, the process of implementing the Merdeka Learning curriculum in the learning program at Homeschooling Kak Seto is carried out through academic and non-academic learning. The concept of the Merdeka Curriculum manifests the existence of nonformal education, which strives for education anytime, anywhere. It is directly integrated into everyday life and can be utilized practically by maximizing essential material in each subject being taught. The implementation of the Merdeka Curriculum in Homeschooling greatly strengthens empowerment activities for each student to develop their skills.

The program that was held as a manifestation of the implementation of the Merdeka Curriculum at Homeschooling Kak Seto was a form of continuation of the program before the implementation of the Merdeka Curriculum. This program is like the form of the non formal education learning concept, which maximizes the learning experience directly through learning programs. The implementation process is carried out through various activities, namely from an academic and non-academic perspective, which aims to develop students' potential by empowering them. Then, the process of developing the program that is run at Homeschooling Kak Seto is carried out systematically to support the success of the program that is designed and developed, namely through teaching and curriculum training for tutors and all managers. So that from several explanations related to the implementation and development of the program while implementing the Merdeka Curriculum at Homeschooling Kak Seto, it is carried out systematically and gradually, where this aims to achieve program success while at the same time being able to develop the potential of its students.

The implementation of the learning program at PKBM Kak Seto Surabaya by implementing the Merdeka Curriculum is inseparable from the role of managers and learning tutors as well as parents of students in it. In addition, PKBM Kak Seto Surabaya is also active in partnerships with community agencies and universities to support the implementation of the Merdeka Curriculum program at PKBM Kak Seto Surabaya. The coordination that is carried out between administrators, tutors and parents is by compiling various programs as well as being supported by the learning outcomes that will be carried out, TP and ATP to the teaching modules that will be taught. The coordination is done jointly to see and identify the learning needs of their students. With this in mind, the learning process will emphasise the potential possessed by students in addition to the subject matter being taught so that it will be more effective between material and student skill development achievements.

In accordance with the concept of the Merdeka curriculum, which means that in the learning process, more emphasis is placed on the material aspects that are essential for the students, the learning outcomes of the students at Homeschooling Kak Seto become more independent, and the quantity of interaction with each other, both tutors and parents, increases with the learning activities carried out. In line with the previous opinion, SM explained that during the implementation of the Merdeka Curriculum, his son, as a Kak Seto schooling program student, became more independent in his studies, supported by the facilities provided by his parents while studying was carried out at home. Besides that, the implementation of the Merdeka Curriculum through the provision of educational programs has succeeded in building close relationships with parents, tutors and peers.

Apart from building close relationships with learning resources, the results of the implementation of the Merdeka curriculum at Kak Seto's Homeschooling have also boosted the value of their students. This statement is evidenced by SM's statement as follows: "*After implementing the merdeka curriculum, students tend to rarely take remedial courses; the average score is above the KKM.*". From the statements above, it can be concluded that the implementation of the Merdeka curriculum at Kak Seto's Homeschooling can improve learning outcomes from all angles, such as building close relationships with people around them and also increasing the value of their students through the implementation of learning programs.

As an effort to develop students' soft skills, strengthening synergy between elements is the main foundation for making it happen. A strong role is needed through policy steps in determining the educational program to be carried out to achieve the main goal of developing soft skills. The synergy can also be seen in Kak Seto's Homeschooling Surabaya; in setting learning objectives, a meeting is held between the management and parents to determine the learning program. From the statement, it can be seen that to develop students' soft skills, learning programs are arranged together; this is done to identify learning needs and take into account the benefits of the program that will be implemented for students. The types of

learning programs organized to develop the soft skills of students at Homeschooling Kak Seto develop language, communication, organization, and art skills where these skills need to be developed, especially for children of childhood age, so that later they can be implemented in their lives.

One type of program held in the implementation of the Merdeka curriculum at Kak Seto's Homeschooling is the English Club program which all students at every level can participate in. In this program, besides learning foreign languages, which can improve language soft skills, students also hone communication and collaboration skills, which can improve cooperation skills and meet the skill needs needed in the Society 5.0 era. The application of the independent curriculum in the context of non-formal education through learning programs is directly integrated into life activities. The comfort of the learning model that is carried out can also influence learning outcomes. Implementing a Merdeka curriculum realized through the implementation of essential learning and programs can foster interest in learning for students.

This statement was directly conveyed by SM as the parents of students in the distance online learning program. This statement was supported by SM, parents of students who stated that the application of this curriculum, besides encouraging cognitive abilities, also strongly supports the formation of independent behaviour, communication skills, intelligence and social skills through the implemented programs. *"Independence, communication skills, ethics when socializing, social intelligence both in the real world and in cyberspace. We develop creativity, teamwork, in almost all the characteristics of the Pancasila student profile through academic and non-academic programs."* So that by implementing the Merdeka curriculum has a great impact on improving social skills, fostering a spirit of competition as well as tolerance where these skills are very useful in carrying out life.

Discussion

In this section, we will explain the results of the analysis of the research conducted related to the implementation of the independent curriculum at Kak Seto Surabaya's homeschooling in improving early childhood soft skills. In contrast to other research, related to the application of the homeschooling model in forming children's independence, where the results obtained are that children can be independent and develop according to the potential in each model that is applied (Ilyas, 2016; Indarwati & Amriana, 2020). In addition, the results of this study can be used as a reference in development programs for educational institutions that implement an independent curriculum while at the same time contributing to developing the scientific field of non-formal education. The limitations of this research were only carried out at Kak Seto's homeschooling with the subject of research on childhood distance learning programs, therefore it is hoped that future researchers can conduct research related to the implementation of the independent curriculum for educational institutions, especially to increase the competence of students.

The process of implementing the Merdeka curriculum in Indonesia is still being carried out in stages, not directly by all formal and non-formal educational institutions in Indonesia (Anas et al., 2023; Lestarinigrum, 2022; Yunaini et al., 2022). This is due to the condition and readiness of each institution to transform from the 2013 curriculum to a Merdeka curriculum. The existence of a school system that has so far emphasized the development of the cognitive abilities of students who will be able to complete education through exams with satisfactory quantitative score results, even though besides that, it is necessary for every educational institution to think about how to form character and develop *skill* students for their provision of life (Vibriyanthy & Fauziah, 2014). Therefore, the birth of an independent learning curriculum that focuses on developing all aspects of the development of its students through essential material is carried out by educational institutions, both formal and non-formal institutions. One of the non-formal education institutions implementing the Merdeka curriculum in Surabaya is homeschooling PKBM Kak Seto. In the process, this implementation is carried out through several stages by education providers. As for the results of the explanations conveyed by the manager and the parents of the students, in homeschooling at the beginning of each semester, the socialization of educational programs is carried out with the implementation of the Merdeka Curriculum through activities and parents meeting. In this activity, it can be seen that unifying the learning objectives that will be carried out can increase synergy to equate perceptions of the implementation of educational programs, especially those related to the development of student's skills.

The concept of implementation applied by homeschooling kak Seto is also in accordance with the theory of the father of Indonesian Education, according to Ki Hajar Dewantara, who revealed that in the education process, the role of the tri centre of education (educational institutions, families and communities) is very necessary to be able to achieve learning objectives that are arranged and adapted with learning needs. Planning is the most crucial stage in the implementation of a program because this will become a reference in the follow-up process of the objectives of the learning program to be implemented (Ainia et al., 2021; Kurnia et al., 2020; Suyadi, 2017). The stages related to implementing the homeschooling

curriculum are carried out through several steps, the steps that can be taken in implementing a curriculum concept and making it happen in an educational institution are (1) Identify the competencies that students must master; (2) Develop existing competencies, and (3) Determine the learning method to be applied (Annisa et al., 2023; Purnamasari et al., 2017).

The stages of curriculum implementation planning are by knowing and understanding the students completely, especially at the stages of development and their characteristics. Next is to identify the appropriate type of program, develop materials, and develop a plan for implementing activities. As for Homeschooling Kak Seto, through parents meeting in this case, between parents (always educators and facilitators of children's learning when at home), tutors, and institutional managers together develop learning objectives to program activities that are tailored to the results of identifying the learning needs of their students. By applying this concept, children can master knowledge and skills according to their style, so learning objectives will be achieved to the fullest (Vibriyanthy & Fauziah, 2014).

In its implementation, the Independent Curriculum in Homeschooling is embodied in learning programs jointly prepared by Institution managers, parents, and tutors through parent meetings (Fitriana et al., 2016; Ilyas, 2016). The programs compiled focus on efforts to grow and develop students' skills by strengthening the concept of empowerment for each student. This program is carried out at home with parents through project activities and with tutors learning the three Friday classes. To achieve the expected learning outcomes, the tutor as a teacher also seeks the potential of the surrounding environment and the potential of students by observing the behavioural and psychological scale of students (Herfinaly & Aryani, 2013; Masfufah et al., 2023). The implementation of the learning program, which was held as a manifestation of the implementation of the Merdeka Curriculum at Homeschooling Kak Seto, was a form of continuation of the program before the implementation of the Merdeka Curriculum oriented to the learning concept of nonformal Education which maximizes the learning experience directly through learning programs. In Kak Seto's homeschooling, learning activities are carried out thoroughly from an academic and non-academic perspective, aiming to develop students' potential by empowering them. Then in the process of developing the program that is run at Homeschooling Kak Seto, it is carried out systematically to support the success of the program that is designed and developed, namely through teaching and curriculum training for tutors and all managers.

The success of each educational institution in implementing a concept within the scope of learning is inseparable from the contribution of each element which coordinates with each other starting from the planning process, implementation to the evaluation process carried out (Nengsih et al., 2018; Vibriyanthy & Fauziah, 2014). In the process, the manager of homeschooling Kak Seto, as the program holder, makes policies by regulating the roles of administrators, tutors and parents according to their duties and functions. In this case, teaching, accompanying, guiding, and directing during the learning process is carried out. Planning is done by compiling learning programs with the parents of students. In this planning process, each learning program that will be implemented is prepared along with the learning outcomes to be achieved, as well as socializing TP, ATP and teaching modules that will be used in the learning process. This planning process is carried out explicitly regarding what will be achieved directly together. In the implementation process, managers play a role in arranging the scheduling of academic learning activities and non-academic programs and arranging the model of activities to be carried out. In this implementation role, managers also provide facilities to tutors in the form of mentoring and training to form adaptive tutors who can facilitate students learning to produce an effective learning process. This statement is in line with the opinion that the tutor's role also influences the realization of the effectiveness of the learning process in managing learning properly in utilizing the potential of the learning environment and the potential of the student's skills to the fullest to achieve the learning objectives to the maximum (Masfufah et al., 2023).

The evaluation process, which is the final stage of the manager's role, is to assess all learning activities that have been carried out. Monitoring goes hand in hand with parents, especially for program students' *distance learning* to provide information about learning progress during the activity process carried out. Evaluation is a crucial stage where discussing the obstacles that become problems both personally and in a team so that later they can produce the right solutions to solve problems according to their individual needs so; that it is hoped that later they can improve and develop models for implementing activities and learning programs in the future day (Vibriyanthy & Fauziah, 2014).

Soft skills are important in every individual's career development (Mitsea et al., 2021; Setiani & Rasto, 2019). Therefore, every educational institution needs to think about it to create and develop programs that can develop their students' soft skills. Soft skills here include the skills to know themselves (*personal skill*), the ability to think rationally (*thinking skill*), and social skills (*social skill*). The results obtained from the implementation of the Independent Curriculum at PKBM Kak Seto Surabaya to maximize learning by emphasizing essential material and adapting it to the learning needs of each student based on the result of meeting *parents*. This learning is carried out in full by maximizing the role of parents through

assignment projects by each accompanying tutor. This condition is based on the existence of the concept of independent learning for every child in improving skills so that children can act and behave properly without forgetting nature and potential, and *skill* it has. This learning program can significantly improve the relationship between children and parents (Indarwati & Amriana, 2020). The process of implementing the Merdeka Curriculum through Learning Programs showed in Figure 1.

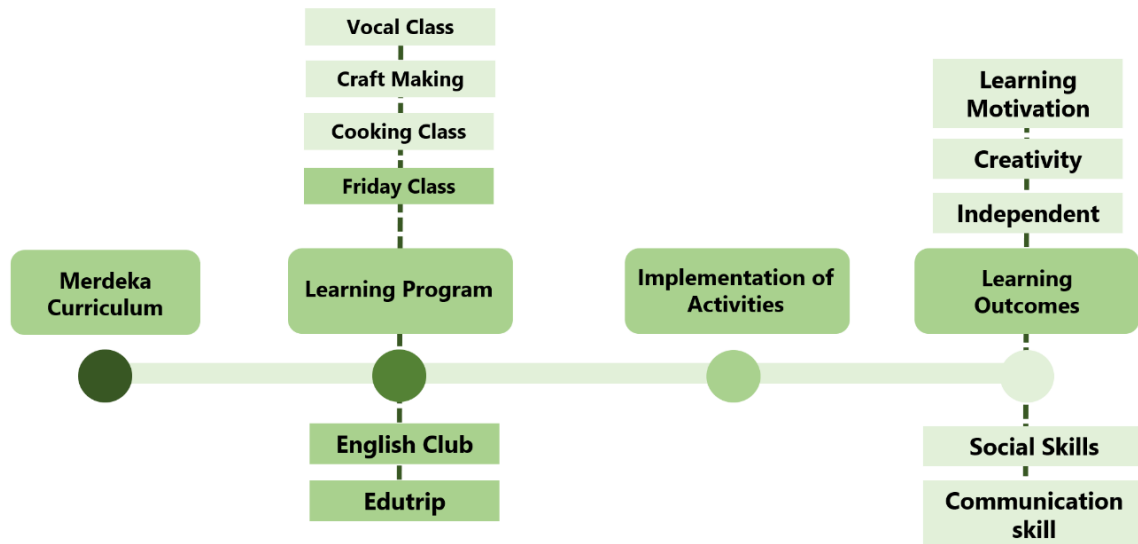


Figure 1. The Process of Implementing the Merdeka Curriculum through Learning Programs

Apart from academic learning activities, the Merdeka Curriculum is also manifested in several programs outside of academic learning, including *Friday Class* which includes several activities such as cooking classes, crafts, inspiration classes, and experiments. In addition, there is a learning visit program (*edu-trip*) which is usually done to the museum, home industry, factories, and even government agencies that aim to increase knowledge and understanding of the world of work for their students (Ratnawati, 2016). Through the implementation of this independent curriculum, the learning outcomes obtained increase in terms of activeness, creativity, and the skill abilities of the students. Following are the differences in the application of the curriculum based on material, learning and assessment aspects at Homeschooling Kak Seto Surabaya. Differences in Application of Curriculum in Homeschooling Kak Seto Surabaya showed in Table 1.

Table 1. Differences in Application of Curriculum in Homeschooling Kak Seto Surabaya

Aspect	Curriculum 2013	Freedom Curriculum
Material	Material centered	Focus on essential material
Learning	Fulfillment of academic development	Fulfillment of learning needs
Assessment	Module assignment	Assignment of modules, program projects, and portfolios
Learning outcomes	Increased academic value	Increased academic value, maximally honed soft skills, students are able to understand their potential and can direct themselves

Homeschooling is an educational model based on family education that allows it to develop according to the potential of its students (Febiyanti et al., 2021; Indarwati & Amriana, 2020; Purwaningsih & Fauziah, 2019). The flexibility of applying the homeschooling concept can make it easy for parents to organize the learning process for their children so that their potential can develop properly in all fields, such as knowledge, *attitude*, *personality* and the development of an independent attitude (Febiyanti et al., 2021; Purwaningsih & Fauziah, 2019). Multiple intelligences theory from Dr Howard mentioned several types of intelligence and is likely to continue to develop in accordance with the development of human abilities in an increasingly complex era, namely kinesthetics intelligence, logical-mathematical intelligence, spatial

intelligence, interpersonal intelligence, and intrapersonal intelligence. Of the various types of intelligence, each individual must have it, and the right time to develop the potential for this intelligence is in the childhood phase.

Soft skills are a person's skills in dealing with other people (interpersonal) and skills in self-regulation (intrapersonal) through non-academic learning programs implemented at Kak Seto's Homeschooling, such as Friday classes and visiting programs (edu-trip). In the Friday class cooking activity program, students and parents jointly complete the project, namely cooking according to the theme and ingredients that have been prepared. Through this program, the results of the interviews and documentation conducted were able to foster student initiative, especially for those who participate actively in activities. In addition, students are also trained in communicating, being creative, cooperative, and flexible. Likewise, with the activities of making handicrafts, through this activity students who previously did not understand the value of the function of a used item become more creative in utilizing objects by making handicraft items. From the cases of these activities supported by explanations from the facilitator, it was conveyed that students became more critical, had increased initiative, were independent, and fostered an entrepreneurial spirit.

4. CONCLUSION

From the results of research conducted related to the implementation of the Merdeka Curriculum in developing young children's soft skills childhood in Kak Seto Homeschooling Surabaya, it was found that in the process of implementing the Merdeka curriculum at Kak Seto's Homeschooling, it was carried out through several stages before the learning activities were carried out, namely starting from socialization to parents of students and identifying learning needs in improving students' soft skills through *parents meeting*. In the process of its implementation, Merdeka Curriculum is realized through programs outside of academic learning aimed at growing and improving the soft skills of childhood students. In this case, Kak Seto's homeschooling program *Friday Class* contains various activities that students can follow, such as *cooking class*, making crafts, graphic design, and coding. In addition, to support and maximize learning activities by providing non-formal essential material, learning is also carried out by conducting study tours to historical places, such as museums or visits to other historical sites, visits to home industries, and government agencies so that students can improve their soft skills through the activities carried out.

5. ACKNOWLEDGE

The research team would like to thank the Faculty of Education Universitas Negeri Surabaya who manages it and the parents of the distance learning Homeschooling program, Kak Seto Surabaya, who have agreed to share their experiences in implementing the Merdeka Curriculum and provided motivation in writing this article.

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