

Organizational Culture, Psychological Empowerment, and Job Satisfaction in the Implementation of the Independent Curriculum

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Abstract. The implementation of an independent curriculum is identified as an educational strategy that can improve the quality of learning and student independence. His approach gives students the freedom to organize and direct their education. A strong organizational culture and psychological empowerment are essential in achieving optimal job satisfaction and successfully implementing the Merdeka Curriculum. This paper reviews the concept of school culture and how it can affect organizational performance. Psychological empowerment is crucial in creating a conducive work climate and encouraging students' active participation in the Merdeka Curriculum. The relationship between job satisfaction and implementing the Merdeka Curriculum is explored, emphasizing how job satisfaction can affect student engagement in independent learning. The method used is a literature study that combines findings from various relevant sources. In addition to interviews and direct observations at several schools implementing the Independent Curriculum. The results showed that an organizational culture that supports and strengthens psychological empowerment contributes to higher job satisfaction among educators and students. In addition, increasing job satisfaction also positively impacts the effective implementation of the Independent Curriculum because students who are satisfied with their learning experience will be more motivated and actively involved in the learning process. This paper presents the importance of building an organizational culture that supports psychological empowerment and job satisfaction so that the Independent Curriculum is successful.

Keywords : Organizational Culture; Psychological Empowerment; Job Satisfaction; Implementation of the Independent Curriculum

INTRODUCTION

Education is one of the most important sectors in developing a country (Abubakar et al., 2022). Curriculum Merdeka is an educational initiative that aims to provide freedom and flexibility to schools and teachers in developing and implementing curricula that are for local needs (Nurvrita, 2020). With an independent curriculum, it is hoped that educators can be more involved and play an active role in the learning process to improve the overall quality of education (Pertiwi et al., 2022). Literacy, numeracy, and the character of accelerating digitalization are the main targets of the independent curriculum. Sumarmi et al. (2022) stated that environmental and student attitudes are important in shaping future national leaders to support sustainable development goals.

However, implementing the independent curriculum faced various challenges (Tuasikal et al., 2021). One important aspect that can affect the success of the implementation of the independent curriculum is internal factors in educational organizations, such as elements of organizational culture, psychological empowerment, job satisfaction, and integrity.

Based on data from the IKM

(Implementation of the Independent Curriculum) dashboard, Temanggung Regency in 2023, as of June, there will be 818 PAUD schools up to SMA/SMK implementing the Merdeka Curriculum. The number of 7993 teachers who logged in to the new PMM was 6535. The teacher who watched the video 6181. Teachers who passed the posttest 5917 people and passed the topic 4258 people. Some teachers still upload real actions, and some have not passed the posttest. Data is taken from 4 topics from 35 topics that have been prevented in PMM by the Ministry of Education and Culture and Technology. From the number of schools, it turns out that various achievements in PMM (Platform Merdeka Mengajar) access. More than 70% of schools do without 100% of teachers' access to PMM. This shows that teachers' awareness to learn independently or from school encouragement still does not reach 70%. Many factors cause the problem mentioned above. Success alone depends on Organizational Culture, Psychological Empowerment, and Job Satisfaction in the Education unit.

Elements of organizational culture include values, norms, and beliefs that prevail in an organization (Faisal Somantri et al., 2020; Mash et al., n.d.; Muhammad Zaky, 2012; Roscoe et al.,

2019; Word, 2023). A strong organizational culture that supports the implementation of a self-paced curriculum can create an environment conducive to collaboration, innovation, and more flexible educational development.

Psychological empowerment is an effort to provide support, autonomy, and trust (Jia et al., 2017; Zhou & Wu, 2018) to educators in making decisions and developing their professional abilities. Adequate psychological empowerment can increase motivation, job satisfaction, and educator involvement in implementing an independent curriculum. Employees should be provided with an equitable and empowering environment to obtain positive outcomes in terms of organizational citizenship behavior (Jia et al., 2017; Singh & Singh, 2019; Zhou & Wu, 2018)

Job satisfaction is an important indicator of the quality of work experience (Gelfand et al., 2007; Mahmud et al., 2022; Mash et al., n.d.; Muhammad Zaky, 2012; Ryan & Decision, 2020; Zhou & Wu, 2018), especially for educators. High job satisfaction can increase motivation, performance, and retention (Chrisvianty et al., 2020; Faisal Somantri et al., 2020; Gelfand et al., 2007; Mahmud et al., 2022; Mash et al., n.d.; Muhammad Zaky, 2012; Russamsi et al., 2020; Ryan & Decision, 2020; Word, 2023; Sopandi, 2019; Tedjawati, 2011; Zhou & Wu, 2018), for educators, thus contributing to the successful implementation of the Merdeka Curriculum.

Integrity, as a moral and ethical aspect (Indra & Kustati, 2019; Mahmud et al., 2022; Grace, 2019; Sabda, 2023), also has an important role (Baharuddin, 2021; Faisal Somantri et al., 2020; Mash et al., n.d.; Munif et al., 2021; Russamsi et al., 2020; Tedjawati, 2011) in the implementation of the independent curriculum. High integrity among educators can encourage adherence to the principles of an independent curriculum and maintain transparency and accountability in developing and implementing an independent curriculum.

Seeing the importance of these factors in implementing the independent curriculum, this paper aims to examine the relationship between elements of organizational culture, psychological empowerment, integrity, and job satisfaction. With a better understanding of these factors, it is expected to provide recommendations and inputs for education policymakers to improve the effectiveness of independent curriculum implementation and the overall quality of education.

METHOD

This paper's research methods are literature review, interviews, and direct observation. The author searches and analyzes various relevant sources, including scientific journals, books, articles, and publications related to organizational culture, psychological empowerment, job satisfaction, and Evaluation of the implementation of the Independent Curriculum. Interviews were conducted with teachers, principals, and direct observation of several teachers while teaching.

The literature study method is chosen, allowing authors to gather extensive insights and information from various sources verified and recognized for their existence in the academic literature. Thus, this method allows the author to present a comprehensive and informed analysis of the relationship between organizational culture, psychological empowerment, job satisfaction, and Evaluation of the implementation of the Merdeka Curriculum. Another method to complete the data is to strengthen the findings.

RESULTS AND DISCUSSION

A strong and supportive organizational culture is important in successfully implementing the Merdeka Curriculum. An organizational culture that promotes active participation, innovation, and appreciation of critical thinking (Faisal Somantri et al., 2020; Gelfand et al., 2007; Mahmud et al., 2022; Mcadam & Mcsorley, 2016; Roscoe et al., 2019; Sabda, 2023), encourages students to engage in independent learning and optimize their potential.

Psychological empowerment of students is an important element (Zhou & Wu, 2018) in Curriculum Merdeka. Psychological empowerment involves granting autonomy (Jia et al., 2017; Zhou & Wu, 2018) to students, building a sense of competence, providing constructive feedback, and creating a climate that supports decision-making. In the context of the Merdeka Curriculum, psychological empowerment allows students to play an active role in their learning, feel responsible for the learning process, and develop independent skills needed to face the challenges of the modern era.

Teacher and student job satisfaction impacts the successful implementation (of the Merdeka Curriculum. Teachers who are satisfied with their work tend to be more motivated, innovative and committed (Faisal Somantri et al., 2020; Mash et

al., n.d.) to provide relevant and effective learning. Meanwhile, student satisfaction with their learning experience contributes to higher engagement, greater motivation, and better learning outcomes.

Evaluation of the implementation of the Independent Curriculum is very important in measuring its success (Baharuddin, 2021). Comprehensive and continuous Evaluation insight into implementation effectiveness, identify weaknesses and strengths, and provide a basis for further improvement and development. Implementation evaluation can involve collecting quantitative and qualitative data, such as learning outcomes tests, classroom observations, interviews, and student and teacher satisfaction surveys.

Overall, the results of the literature analysis show the importance of supportive organizational culture, psychological empowerment of students, and job satisfaction (Gelfand et al., 2007; Mash et al., n.d.; Roscoe et al., 2019; Ryan & Deci, 2020) about teachers and students, as well as Evaluation of implementation in achieving successful implementation of the Independent Curriculum. Strong links between these factors can create a conducive learning environment, encourage active student participation, improve the quality of learning, and stimulate the development of skills relevant to the modern era.

In maximizing the implementation of the Independent Curriculum, paying attention to several factors is important. First, building an inclusive and collaborative organizational culture is key to creating an environment that supports the psychological empowerment of students and teachers. Collaboration between education stakeholders, including teachers, principals, and school communities, is needed to strengthen the organizational culture that supports the Merdeka Curriculum. Second, psychological empowerment must be the main focus in implementing the Independent Curriculum. Giving students autonomy in learning decision-making, building a sense of competence, and encouraging student independence can help them develop skills necessary in today's age of knowledge.

In addition, teacher and student job satisfaction must be taken seriously. Increasing teacher job satisfaction through adequate support and rewards, relevant training, and participation in decision-making can improve the quality of learning. In addition, student satisfaction with their learning experience can provide greater

motivation and involvement in the learning process.

Finally, evaluating the implementation of the Independent Curriculum is an important step in measuring its effectiveness and success. A comprehensive and ongoing evaluation can help identify weaknesses and strengths in implementation and provide a basis for further improvement and development.

It is important to pay attention to the relationship between organizational culture, psychological empowerment, job satisfaction, and implementation evaluation to achieve the desired educational goals through the Merdeka Curriculum. By creating an environment that supports, empowers students and teachers and involves them in the decision-making process, implementing the Merdeka Curriculum can successfully achieve more effective and relevant learning for students in the modern era.

CONCLUSION

A supportive organizational culture is key to successfully implementing the Merdeka Curriculum. An organizational culture that encourages active participation, innovation, and appreciation for critical thinking creates an environment conducive to students' independent learning.

Psychological empowerment of students is an important element in the Merdeka Curriculum. Providing autonomy to students, building a sense of competence, and providing constructive feedback can encourage student engagement in their learning and develop relevant independent skills.

Teacher and student job satisfaction impacts the successful implementation of the Independent Curriculum. Teachers who feel satisfied with their work tend to be more motivated and innovative, while student satisfaction with their learning experience contributes to higher engagement and better learning outcomes.

Implementation evaluation is an important step in measuring the success and effectiveness of the Independent Curriculum. A comprehensive and continuous evaluation helps identify implementation weaknesses and strengths and provides a basis for further improvement and development.

It is important to pay attention to the complex relationship between organizational culture, psychological empowerment, job satisfaction, and implementation evaluation to

achieve the desired educational goals through the Merdeka Curriculum. Creating a supportive organizational culture, strengthening students' psychological empowerment, increasing teacher and student job satisfaction, and conducting comprehensive evaluations are important steps in achieving more effective and relevant learning for students in the modern era. Effective educational organizations are prepared to face various global challenges and competitions.

Discussion opportunities related to organizational culture, psychological empowerment, job satisfaction, and Evaluation of the implementation of the Independent Curriculum are still extensive. Some opportunities can be explored: 1) The influence of organizational culture on implementing the Independent Curriculum. Research can be conducted to investigate how a strong and supportive organizational culture affects the implementation of the Merdeka Curriculum. Factors such as leadership, communication, collaboration, and organizational values can be explored to understand their influence on the successful implementation of the Merdeka Curriculum. 2). Psychological empowerment in the context of the Independent Curriculum. Research can focus on students' psychological empowerment in facing the Independent Curriculum. Aspects of psychological empowerment, such as autonomy, sense of competence, social relationships, and self-purpose, can be investigated to see their effect on student participation and learning outcomes. 3). Teacher job satisfaction in the implementation of the Independent Curriculum. Studies can be conducted to understand the factors that affect teacher job satisfaction in implementing the Independent Curriculum. Aspects such as leadership support, work environment, participation in decision-making, and professional development opportunities can be explored to determine their impact on teacher job satisfaction. 4). Evaluation of the implementation of the Independent Curriculum. Research can be associated with developing effective evaluation methods and tools to measure the implementation of the Merdeka Curriculum. Research focus may include the development of evaluation indicators, appropriate data collection techniques, and relevant analysis to measure implementation success and its impact on student participation, learning outcomes, and skills development. 5). The impact of the Merdeka Curriculum on academic achievement and student career

readiness. Research can be conducted to evaluate the impact of the Merdeka Curriculum on students' academic achievement and readiness to enter the world of work. Such studies may involve comparing the Merdeka Curriculum with the traditional curriculum and identifying factors that contribute to student success in achieving educational and career goals.

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