Evaluation of the Implementation of Merdeka Curriculum as an Effort in Overcoming Bullying at SMPN 1 Sungai Selan

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ARTICLE INFO	ABSTRACT
Keywords: Independent, Curriculum, Bullying, CIPP model *Article history:* Received 2023-08-16 Revised 2024-05-12 Accepted 2024-06-14	The independent curriculum is a curriculum concept that aims to provide more optimal learning for students. In this curriculum, intracurricular learning is carried out with a variety of methods so that students can have strong concepts and strengthen their competencies. This study aims to evaluate the implementation of the independent curriculum in overcoming bullying at SMPN 1 Sungaiselan. This type of research is descriptive qualitative using the CIPP model (Context, Input, Process and Product). The results of this study are: Context Evaluation, The principal and teachers of SMPN 1 Sungaiselan have received sufficient briefings related to the independent curriculum. Input Evaluation, There are obstacles in the classroom learning process such as the uneven distribution of infocus media, projectors that support the learning process. And there has been no special training on the independent teaching platform which focuses on differentiated learning. Process Evaluation, Based on the Decree of the Minister of Education and Culture number 262 / M / 2022 the junior high school curriculum structure is divided into two main learning activities, namely Intracurricular learning and Project learning to strengthen the Pncasila Student Profile (P5). Learner-centered intraculiker learning at SMPN 1 Sungaiselan refers to teaching modules and Atp as a learning reference. Product Evaluation, The results of the implementation of the independent curriculum in overcoming bullying at SMPN 1 Sungaiselan can be seen from the percentage of students' understanding of physical, verbal, and cyberbullying. In this case, 77.9% of SMPN 1 Sungaiselan students really know or understand physical bullying. And 73.7% of SMPN 1 Sungaiselan students have never committed acts of physical violence or physical bullying. And 88.4% of SMPN 1 Sungaiselan students understand and know the forms of verbal bullying. And 64.2% of SMPN 1 Sungaiselan students have never committed acts of verbal bullying, finally the understanding of cyberbullying in SMPN 1 Sungaiselan students has increased by 90.5% and 84.2% of students have never committed acts of cyberbullying at school. The percentage results show that the understanding of physical bullying, verbal bullying, and cyberbullying and student actions are directly proportional.

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INTRODUCTION

Education is a process that facilitates learning and the acquisition of knowledge, skills, values, morals, beliefs, and habits.(Syarnubi Syarnubi, 2019b) Through education, a person can gain understanding that makes him a critical human being in thinking and acting.(Anggreini et al., 2023)

Good education is a process of learning activities that create personal servants of Allah SWT who are devoted to Him and can achieve a happy life in this world and the hereafter (Frimayanti, 2017). In Surah Al- Alaq verse 1 emphasizes the importance of education, which means "Read by (mentioning) the name of your Lord who created, He has created man from a clot of blood." This verse emphasizes the importance of reading and seeking knowledge, because with knowledge a person can develop his potential and understand his creation. Education in Islam is prioritized and this verse is an important foundation in emphasizing the value of education. (Alimron et al., 2023)

The success of education is seen from the involvement and participation of teachers as educators, students as learners, learning materials, teaching methods, and the infrastructure provided. (Ali & Syarnubi Syarnubi, 2020) Education involves a planned effort to create a learning environment and learning process so that students can actively develop their potential. (Ballanie et al., 2023) Learner-oriented education emphasizes the importance of paying attention to students' personalities, experiences, and backgrounds. (Fauzi et al., 2023) The new approach to education should encourage interaction between teachers and students, allowing students to construct their knowledge through things that are considered important by using creative practices in the classroom.(Arisca et al., 2020) In addition, this education also aims to help students build their self-confidence and individuality, and involves the growth of the learner's individual qualities, such as a strong sense of responsibility for oneself and others. (Fitriyani et al., 2020) This approach emphasizes the importance of paying attention to the unique needs and characteristics of each student, so that the learning process can be more effective and relevant to their development.(Anggreini et al., 2023)

Law No. 20 of 2003 on the National Education System defines the curriculum as a set of plans and arrangements that include goals, content, learning materials, and learning methods (Kemdikbud, 2003). There are two dimensions in the curriculum, namely plans and arrangements regarding objectives, content, and learning materials, as well as methods used for learning activities.(Harto & Syarnubi, 2018) The curriculum acts as a guide for teachers in planning, implementing, and evaluating learning in order to achieve optimal learning processes and results (Arifin, 2023). Therefore, it can be seen that the purpose of education is to encourage students towards a generation that has good character, is innovative, creative and has the values of the Indonesian Nation.(Martina et al., 2019) Teachers have a very important role both in curriculum development and in its implementation (Andang et al., 2022)

Quoted from the official website of the Ministry of Education and Culture curriculum, the independent curriculum provides flexibility for educators to create quality learning for students according to their needs and learning environment. (Febriyanti et al., 2022) The independent curriculum is a new generation in education that can respond to current challenges and provide freedom for institutions and students in carrying out the learning process. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023) The Minister of Education and Culture Nadiem Anwar Makarim formulated several new policies, including the independent curriculum emphasizing the importance of paying attention to the unique needs and characteristics of each student, so that the learning process can be more effective and relevant to their development, flexibility for educational institutions to be freer in carrying out the learning process (Marlina, 2022)

Curriculum as an effort to realize the objectives of education or can be likened to the foundation of education. (Malta et al., 2022) A curriculum that is rigid and too focused on standardized tests can be an obstacle in liberating learners. Students may feel constrained by a curriculum that does not allow them to explore their interests.(Hawi & Syarnubi, 2018) To overcome this, it is important to adopt a more inclusive and flexible curriculum approach, which allows students to choose subjects and projects relevant to their interests. (Hartati et al., 2022) In addition, evaluation systems that only focus on tests and numbers can limit students' creativity and initiative. Therefore, the curriculum must always be structured and adapted to the development of students (Nuraini & Muhtarima, 2016) and needs to adopt a more holistic evaluation approach, which considers various aspects of learners' abilities such as social skills, creativity, and problem solving, such as bullying problems.

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One of the phenomena that has drawn attention in the world of education, which can be seen in the mass media and real life, is the problem of Bullying at school, in the school environment there are several types of student behavior, namely positive and negative behavior. An example of negative behavior is bullying (violence) which often occurs in the school environment.(Nurahman et al., 2021) Most acts of bullying have occurred in the school environment and focus on bullying behavior among children and adolescents.(Misyuraidah et al., 2017) asically, in bullying cases, it involves three roles, namely the perpetrator, victim and witness or bystander (Nuraeni et al., 2023). This bullying action can cause negative things such as lack or low learning achievement, lack of motivation to learn and can cause disruption to the learning process. Cases of bullying against children continue to increase. In 2020, the Indonesian Child Protection Commission (KPAI) recorded 119 cases of bullying against children. This number continues to increase compared to previous years which ranged from 30-60 cases per year (Prawitasari et al., 2023)

He causes of bullying are the influence of a bad community environment, family environment, school, peer groups, social media, and students' lack of knowledge about bullying. (Sari et al., 2020) A poor community environment can be a cause of bullying, such as poor economic conditions, bad character, and lack of community education. The family environment can also be a cause of bullying, such as difficulties in communication, lack of education, and lack of support. (Sukirman, Baiti, et al., 2023) Schools can also be the cause of bullying, such as difficulties in focusing, learning, and participating in the academic environment. Peer groups can also cause bullying, such as lack of education, lack of support, and lack of communication.(Sukirman, Masnun, et al., 2023) Social media can also be a cause of bullying, such as untrue information vessels, bad information vessels, and unhelpful information vessels (Rizma & Rusi, 2023). In dealing with the problem of bullying, effective measures need to be taken, such as increasing community education, improving the family environment, improving the school environment, improving communication, increasing support, and increasing students' knowledge about bullying.

Bullying behavior that occurs in the school environment in Sungaiselan kecematan is a concern for schools, educators, parents and the community. Bullying is an action or treatment aimed at physical, verbal and cyber bullying (Fariz et al., 2023). Physical bullying is a form of harassment that involves direct physical contact between the perpetrator and the victim. Previous studies show that physical bullying involves the use of violence against the victim's body, such as slapping, kicking, hitting, pushing, and damaging the victim's belongings (Ester, 2023). Verbal bullying, is an action carried out by mocking, insulting, berating aimed at the victim so as to have a negative impact such as the growth of fear and loss of self-confidence in the victim Cyberbullying is bullying carried out through social media, such as giving rude comments or threatening words. This includes forms of behavior that harm, humiliate, intimidate, spread ugliness, and hatred in cyber media and can have a negative impact on victims in cyberspace (Diannita et al., 2023).

Referring to data from the Indonesian Child Protection Commission 2023. There were 1,478 cases of violence against children. Of these, the most cases were children who were victims of sexual crimes (615 cases), and children who were victims of physical and psychological violence in 303 cases. 126 cases of child disputes in the justice system, 55 cases of children being victims of economic and sexual exploitation. Based on data from the Federation of Indonesian Teachers' Unions (FSGI) compiled from Republika, it has released data on cases of bullying or bullying in schools in 2023. From January to September, there were 23 cases of bullying. Of these 23 cases, 50% occurred at the junior high school level, 23% at the elementary school level, 13.5% at the high school level, and 13.5% at the vocational high school level. Most cases occurred at the junior high school level and were committed by fellow students and educators. From data collected by the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI), bullying cases are still a terror for children in the school environment. The data shows that there were 226 cases of bullying in 2022. Then in 2021 there were 53 cases, and in 2020 there were 119 cases. From the data above, it can be concluded that the act of bullying has increased from year to year. This is a major concern for educational institutions and becomes a joint evaluation.

In the development of a system or program, the evaluation model is very important to determine the quality and success of the system or program.(Syarnubi, 2023) The evaluation model can be used to evaluate various aspects of a system or program, such as effectiveness, efficiency, reliability, and security (Ritonga et al., 2019) Evaluation is a unit of activity that has the aim of collecting information / data about the realization of policy implementation, which is sustainable in an organization that involves several groups of individuals in making decisions or to improve the quality of this program by conducting continuous evaluation from time to time (Purba & Maulana, 2023). So it is necessary to immediately take preventive measures that require the important role of schools. In order not to have a broad impact on the development of students. In addition, seeing the importance of overcoming bullying can create a comfortable and safe school environment for students. In accordance with the values contained in the independent curriculum. Based on the problems described above, the purpose of this study is to study in depth the evaluation of the implementation of the Merdeka curriculum in an effort to overcome bullying at SMPN 1 Sungaiselan, how to overcome bullying then whether the programs run at school can overcome bullying, especially how schools overcome bullying whether there are regulations that are implemented. In addition, it can also find out how ready teachers and schools are to implement the Merdeka curriculum in reducing bullying that occurs in students so that schools become a safe, comfortable place and avoid bullying.(Nurfitriyani et al., 2023)

Analysis of Bullying Physical Abuse in the Independent Learning Curriculum for Grade V Students at SDN Siasem 02. Research conducted by Nurfitriyani, Diah Sunarsih, Didik Tri Setiyoko (2023). With the aim of research to find out the factors of bullying physical abuse, the impact, and how to overcome it. The method used is qualitative with a case study approach and the data obtained using interview, observation, and documentation techniques and involving teacher informants and perpetrators. The results of this study indicate that there are factors of bullying phsycal abuse, namely internal factors and external factors, the impact of bullying physical abuse on empathy and mental health disorders, and how to overcome bullying physical abuse with several strategies, namely strategies that emphasize real evidence, strategies that involve reduction and agreement to new norms, and strategies that emphasize people to change.

(Yaldi & Wirdati, 2023) Analysis of Pai Teachers' Perceptions of the Theme Build the Soul and Body in the Stop Bullying Project in the Implementation of P5. Research written by Raihan Hilmi Yaldi and Widarti (2023). With the aim of the study to find out the perceptions of pai teachers about the theme of waking up the soul and body on the stop bullying project in the implementation of P5. This type of research is qualitative with data collection techniques using interviews, observation and documentation. The results of this study indicate that with the p5 project the pai teacher feels helped. In addition, it can provide knowledge and direction about the prohibition of bullying actions which have a negative impact on victims as well as perpetrators.

(Wihardiyanto, 2023) Anti-bullying education among students of SMA Negeri 12 Bungo. Which was researched by Subhan Wihardiyanto. With the research objective of increasing students' awareness and understanding of bullying and preventing bullying. The research method uses counseling, discussion and data samples of 70 students led by the Bungo district social service. The results of the activities carried out are the increase, understanding, and ability of students to overcome bullying.

(Fauzan & Arifin, 2022) Problematics of Implementing the Merdeka Curriculum at MA AL-Amin Tabanan in the 2023/2024 Academic Year. Research written by Haris Nursyah Arifin. The purpose of the study was to determine the problematic implementation of the Independent Curriculum at MA AL-Amin Tabanan for the 2023/2024 academic year. The type of research used is descriptive qualitative, with data collection methods using interviews, observation and documentation. Which involved the head of the madrasa, the head of the curriculum, the project coordinator, the subject teacher, and the project facilitator team as informants in the study. The results of the research conducted show that the implementation of the independent curriculum at Ma Al-Amin Tabanun is quite good and the need for adaptation from teachers to design learning

tools, teachers' understanding of diagnostic assessment needs to be improved, the lack of accompanying training on the independent curriculum.

(Amirudin, Prasetia et al., 2022) Analysis of the Implementation of the Independent Learning Curriculum in Developing Pancasila Character at SMPN 5 One Roof Pardomuan Kingdom. This research was written by Amiruddin, Indra Prasetia at all. With the research objective to determine the implementation of an independent curriculum in developing the character of Pancasila at SMPN 5. The type of research is qualitative. The results show that the implementation of the independent curriculum at SMPN 5 in developing the character value of Pancasila has not gone well or has not been fully realized in all students. As for the teacher's assessment, it takes time to achieve it and in the implementation of the independent curriculum there are still many obstacles such as the implementation that is less efficient and effective and the teacher's potential is lacking in the teaching and learning process.

(Suryani et al., 2023) Implementation of Merdeka Belajar Curriculum at the Driving School. Which was researched by Novritasi Suryani, Mohamad Musfawi, Aprillitzavivayarti. This study aims to analyze the implementation of the independent learning curriculum at the driving school and its obstacles. This research is qualitative with data collection techniques using observation, interviews and documentation techniques. The results showed that in implementing an independent curriculum at a driving school, it can be started from planning which consists of compiling an operational curriculum for the Education unit, making teaching modules, and the implementation stage of intracurricular learning. There are obstacles to the implementation of the independent curriculum in driving schools, namely the lack of reference books that are prepared, the lack of experience of teaching staff and there are still teachers who do not change in accepting technology-related updates.

Based on previous studies that discuss the independent curriculum and bullying, many have been done. However, there are still opportunities for research to be carried out. In addition, in previous studies there were differences in research objectives, research methods, research locations, and research results. So the author is interested in researching related to evaluating the independent curriculum in an effort to overcome bullying at SMPN 1 Sungaiselan using descriptive qualitative methods with the CIPP (Context, Input, Process, Product) model.

RESEARCH METHODS

This research uses descriptive qualitative research. Qualitative research with descriptive methods, namely qualitative research as research that intends to understand the phenomenon of what is experienced by research subjects including behavior, perception, motivation. Action, holistically and in a descriptive way. (Moleong, 2021). This method is carried out with several alternative techniques as follows:

1. Interview Method. is a question and answer with someone who is needed to be asked for information or an opinion on a matter under study, in the form of asking a question orally and later being answered orally as well.
2. Questionnaire method, in this case the researcher uses the direct questionnaire method as a research instrument. The questionnaire method is a data collection technique that involves submitting questions or statements to respondents to get their responses or opinions Questionnaires are usually in the form of a written list of questions that can be filled in by respondents.
3. Observation Method. Namely direct observation in the field is used to ensure the accuracy of the data in accordance with reality (Nurgiansah, 2022)
4. This research evaluates the implementation of the independent curriculum at SMPN 1 Sungaiselan using the CIPP (contexs, input, process, pruduc) model in overcoming bullying problems. The CIPP model was formulated and developed by Stufflebeam. He stated that in the implementation of an evaluator, an evaluator can carry out a type or combination of two or more types of evaluation (Muh & Endah, 2016)

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CIPP Model This context evaluation is carried out to assess all conditions, identify weaknesses, inventory strengths that can be used to cover weaknesses, diagnose problems faced by the organization, and find solutions. Context evaluation also aims to assess whether the goals and priorities that have been set meet the needs of the parties targeted by the organization (Mahmudi, 2011)

Input evaluation is an evaluation stage that focuses on assessing all aspects that support the implementation of a program. Its main purpose is to assist in planning decisions, finding available resources, finding alternative ways, planning strategies to achieve goals, and designing work procedures to achieve them (Turmuzi et al., 2022). In other words, input evaluation involves assessing the resources available and the strategies that will be used to achieve the objectives.(Sutarmizi & Syarnubi, 2022)

Process evaluation provides a comprehensive picture of how the program is implemented and the extent to which the procedures and strategies that have been selected are in line with the objectives and characteristics of the program's targets. This evaluation aims to evaluate the process of program implementation, find constraints and potential available resources, and assist in determining the program to make the necessary changes (Bhakti, 2017).

Product evaluation is used to provide information needed for program-related decision-making, such as the extent to which results have been achieved, what will be done after the program runs, and to determine whether strategies related to the procedures and methods applied should be stopped, modified, or continued (Mufid, 2020). In the context of education, product evaluation also includes assessing the general and specific impacts of a program, measuring anticipated impacts, identifying unanticipated impacts, and estimating the overall goodness and effectiveness of the program .(Syarnubi et al., 2022)

RESULTS AND DISCUSSION
Contex Evulation

Context evaluation aims to describe the background and understanding of teachers in implementing the independent curriculum. In addition, the objectives of context evaluation research detail the suitability of the objectives of the education program with the needs of students. The background of the implementation of the independent curriculum at SMPN 1 Sungaiselan is based on demands from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). And the readiness of SMPN 1 Sungaiselan to implement the Merdeka curriculum. This can be seen from the results of the evaluation that the school conducted at the beginning before the implementation of the Merdeka curriculum was carried out, namely by evaluating various things including the readiness of the school community in this case, especially teachers, education personnel, and other school managers for readiness to implement the Merdeka curriculum**.**

One indicator of readiness to implement the independent curriculum is that the principal and teachers have understood the independent curriculum. The principal and teachers of SMPN 1 Sungaiselan have received a briefing on the independent curriculum through socialization organized by the school and related agencies. Through this socialization activity, teachers are given an in-depth understanding of the concepts, objectives, and implementation of the Independent Curriculum. (Yanti et al., 2021) An effective teacher needs to have a deep understanding of the components, structure, and content of the curriculum. (Syarnubi et al., 2023) With a strong understanding of this, teachers can plan learning that is relevant and meaningful to students. In addition, teachers also need to understand how to effectively implement the curriculum in the classroom (Sales et al., 2022).

Teacher involvement in the curriculum development process is not only important, but also invaluable. Teachers can make a significant contribution by working collaboratively and effectively with curriculum development teams and specialists.(Syarnubi Syarnubi, 2019a) Through this collaboration, teachers can help organize and structure materials, book texts and learning content to suit students' needs. (Syarnubi, 2016) Thus, teachers are not only the implementers of the curriculum, but also an integral part in designing a curriculum that is relevant and meaningful to students'

development in the classroom (Alsubaie, 2016). Collaboration between teachers, curriculum development teams, and specialists will ensure that curriculum content can be tailored to the needs and characteristics of students so that the learning process can run optimally .(Syarnubi, 2020)

The purpose of implementing the independent curriculum at Smpn 1 Sungaiselan is To create enjoyable teaching and learning activities for students, it is important to pay attention that students do not feel burdened to attend school. This can be achieved by creating a positive and pleasant learning environment, where students feel comfortable and motivated to learn. In accordance with Ki Hajar Dewantara's philosophy "to create a pleasant school environment without any burden for students at school. According to him, the school should be an educational forum that provides educational facilities and creates an atmosphere and environment that supports teaching and learning activities". A clean, safe and comfortable school environment is very influential on the smooth running of the education process. An environment that is clean from bullying makes students feel safe, there is no fear when going to school (Yaldi & Wirdati, 2023)

Input Evalution

In the input evaluation, research was carried out related to the school's readiness to implement the independent curriculum. SMPN 1 Sungaiselan has shown quite good readiness in implementing the Merdeka Curriculum. This can be seen from the school's efforts to equip teachers with workshops and some teachers who always seek new knowledge about the Merdeka Curriculum through the Merdeka Mengajar platform.(Syarnubi Syarnubi, 2022) In the workshop, teachers were given a deeper understanding of the Merdeka Curriculum, including the objectives, strategies, and learning methods used. In addition, teachers are also given the opportunity to discuss and share experiences with teachers from other schools who have successfully implemented the Merdeka Curriculum..(Wulandari et al., 2021) In addition to workshops, teachers at SMPN 1 Sungaiselan also actively seek new knowledge about the Merdeka Curriculum through the merdeka Mengajar platform. This platform provides various learning resources and discussion forums that can help teachers deepen their understanding of the Merdeka Curriculum. Thus, teachers at SMPN 1 Sungaiselan can continue to develop themselves and improve the quality of their teaching.

However, there are several obstacles in implementing the independent curriculum in the teaching and learning process at SMPN 1 Sungaiselan. Such as limited learning facilities and infrastructure such as infocus, projectors, and other technological devices can be an obstacle in providing effective and quality learning. Infocus and projectors are very important in projecting learning materials so that they can be seen by all students in the class. In addition, limited learning facilities and infrastructure can also affect the quality of learning. For example, if the infocus or projector is not working properly, then the teacher may have to spend longer time preparing learning materials or explaining certain concepts verbally. This can affect the effectiveness of learning and student involvement in the teaching and learning process. This is relevant to research conducted by (Rahmawati, 2020). To achieve success in the learning process, it is important that effective and adequate infrastructure is available. Good infrastructure facilities will be the main support in the teaching and learning process, ensuring optimal conditions for effective interaction and learning between teachers and students. Thus, investment in adequate educational infrastructure facilities will make a positive contribution to the success of the learning process.

Process Evaluation

Process evaluation aims to describe the implementation of the independent curriculum at SMPN 1 Sungaiselan. In the process of implementing the Independent Curriculum at SMPN 1 Sungaiselan, the implementation of learning is in accordance with the decision of the Minister of Education and Culture Number 262 / M / 2022. Based on the Decree of the Minister of Education and Culture number 262 / M / 2022, the junior high school curriculum structure is divided into two main learning activities, namely Intracurricular learning and learning Project Strengthening the Pncasila Student Profile (P5). Learner-centered intraculiker learning at SMPN 1 Sungaiselan can be fully analyzed. This refers to the results of the study which state that the teaching module and Atp have been prepared as a learning reference, so that the learning objectives can be analyzed for their suitability for phase D learning outcomes and the implementation of the assessment process carried

out during the learning process (Fomative assessment) and the assessment process carried out at the end of the learning (Summative assessment).

The second curriculum structure is the Pancasila Student Profile Strengthening Project learning (P5) in this case the implementation of P5 activities is taken based on the theme Bangunlah jiwa dan raganya in accordance with school needs. Real efforts made in P5 by linking the issue of bullying. The efforts made by schools in overcoming bullying in accordance with the Pncasila Student Profile Strengthening Project are as follows;

First, educating students about bullying and how to overcome it. to educate students, schools invite and involve and collaborate with the academic community from psychologists and psychology lecturers who are then involved as resource persons. One example is that the school invited a lecturer from one of the campuses in Belitung to educate students about bullying.

Second, involving students to conduct a campaign about bullying, an invitation to the seriousness of the school to create a clean, safe and conducive school from bullying. Students are directed to carry out a campaign by utilizing several media, namely written media such as making poems and rhymes and making short videos and posters containing information related to bullying as well as an invitation for students not to commit acts of bullying.
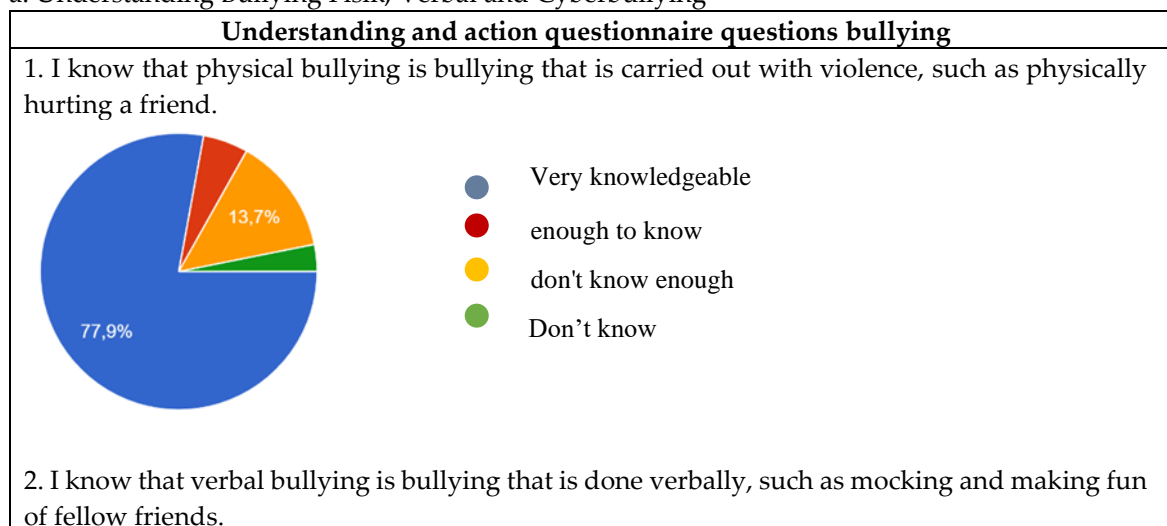
Third, in an effort to overcome the problem of bullying, schools have a special subject, namely Guidance Counseling. Programs in this subject involve counseling teachers, homeroom teachers, and teachers to identify cases of bullying, involve perpetrators, provide support to victims, and actively monitor student behavior to prevent similar incidents. Apart from that, the school also enforces consequences and regulations for perpetrators of bullying as a preventive measure in the school environment.

By providing socialization or education regarding bullying from activities carried out by schools through counseling guidance subjects and supervision from homeroom teachers and teachers, students can create awareness regarding bullying that is much better than in previous times (Indriani & Saputri, 2023). From the discussion above, it can be concluded that there is a very good influence from the implementation of the independent curriculum program at SMPN 1 Sungaiselan school. Which seems significant over time, students are more aware that bullying should not be carried out in the school environment or the surrounding environment, students also understand more about what bullying is, and its types. So it can be seen that at least student awareness is much better than in previous times.
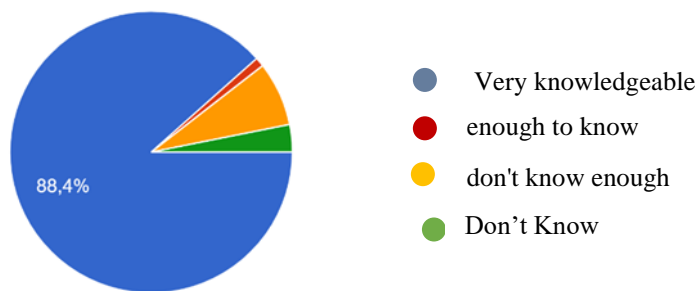
Evaluasi Product

Product evaluation was carried out to see the level of increase or decrease in bullying actions and students' understanding of bullying at Smpn 1 Sungaiselan. Below the author presents the results of questionnaire data to determine the increase and decrease as well as students' understanding of bullying at Smpn 1 Sungaiselan.

a. Understanding Bullying Fisik, Verbal and Cyberbullying

Understanding and action questionnaire questions bullying
1. I know that physical bullying is bullying that is carried out with violence, such as physically hurting a friend.
2. I know that verbal bullying is bullying that is done verbally, such as mocking and making fun of fellow friends.

- Very knowledgeable
- enough to know
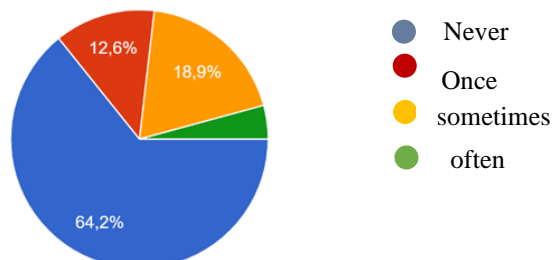- don't know enough
- Don't Know

3. I know that cyberbullying is bullying carried out in cyberspace using digital social media technology. such as threatening friends via social media WhatsApp, Instagram and Facebook.
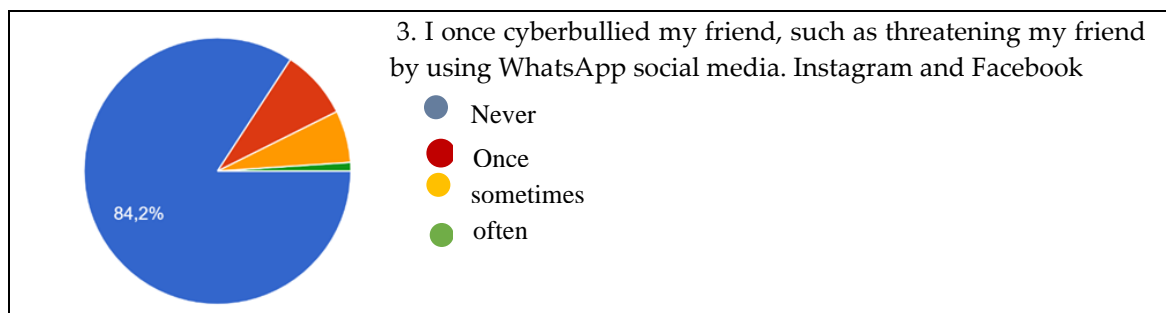

- very knowledgeable
- enough to know
- don't know enough
- Don't know
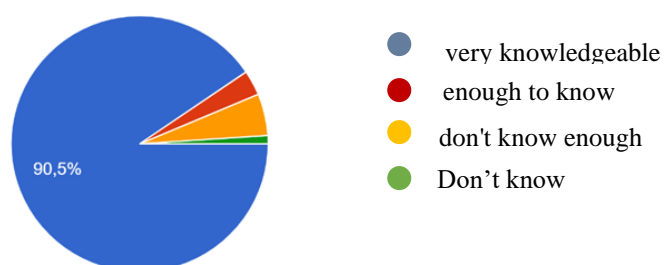
1. I once committed acts of physical violence against my friends, such as hitting, pushing and elbowing friends I didn't like.

- Never
- Once
- sometimes
- often
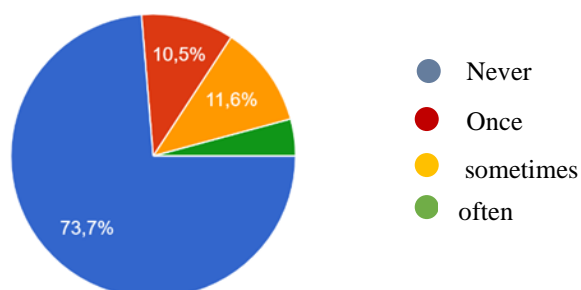
2. I once did verbal bullying to my friend, such as mocking my friend using harsh words.

- Never
- Once
- sometimes
- often

3. I once cyberbullied my friend, such as threatening my friend by using WhatsApp social media. Instagram and Facebook
- Never
- Once
- sometimes
- often

1. Based on the diagram above, the data shows that 77.9% of students at SMPN 1 Sungaiselan really know or understand physical bullying. And 73.7% of SMPN 1 Sungaiselan students have never committed acts of physical violence or physical bullying. So from the data above it can be concluded that the level of students' understanding of physical bullying at SMPN 1 Sungaiselan has increased, as well as the level of physical bullying has decreased. This is directly proportional to the understanding of physical bullying and the actions of students at SMPN 1 Sungaiselan.
2. 88.4% of SMPN 1 Sungaiselan students understand and know the forms of verbal bullying. And 64.2% of SMPN 1 Sungaiselan students have never carried out verbal bullying, 34.8% of students have carried out verbal bullying. So from this data it can be concluded that there has been an increase in students' understanding of verbal bullying as well as a decrease in verbal bullying at SMPN 1 Sungaiselan.
3. Understanding of cyberbullying among SMPN 1 Sungaiselan students has increased by 90.5% and 84.2% of students have never committed cyberbullying at school. This result is also directly proportional to the level of understanding and the students' actions taken.

CONCLUSION

Context Evaluation: The principal and teachers of SMPN 1 Sungaiselan have received adequate training related to the independent curriculum. Apart from that, it can be seen from the readiness of the school and the teachers are ready to implement the independent curriculum at SMPN 1 Sungaiselan. Input Evaluation: There are obstacles in the learning process in class, such as the uneven distribution of focus media and projectors that support the learning process. And there is no special training regarding independent teaching platforms that focus on differentiated learning. Process Evaluation: Based on the Decree of the Minister of Education and Culture number 262/M/2022, the SMP curriculum structure is divided into two main learning activities, namely Intracurricular learning and Project Strengthening Pncasila Student Profile (P5) learning. Student-centered intracurricular learning at SMPN 1 Sungaiselan refers to teaching modules and ATP as learning references. Then the study of the Project for Strengthening the Profile of Pancasila Students took the theme "Build your body and soul" through three efforts, including; educate students about bullying, carry out campaigns about bullying, and the school has a special subject, namely Guidance Counselling.

Product Evaluation: The results of implementing the independent curriculum in overcoming bullying at SMPN 1 Sungaiselan can be seen from the results of the percentage of students' understanding regarding physical, verbal and cyberbullying. In this case, 77.9% of SMPN 1 Sungaiselan students really know or understand physical bullying. And 73.7% of SMPN 1 Sungaiselan students have never committed acts of physical violence or physical bullying. And 88.4% of SMPN 1 Sungaiselan students understand and know the forms of verbal bullying. And 64.2% of SMPN 1 Sungaiselan students have never carried out verbal bullying, most recently the understanding of cyberbullying among SMPN 1 Sungaiselan students has increased by 90.5% and 84.2% of students have never carried out cyberbullying at school. The percentage results show that understanding of physical bullying, understanding of physical, verbal and cyberbullying and student actions are directly proportional.

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