



Analysis of the implementation of the independent curriculum at SDN Inpres 7/83 Pakadoodan

Regina Pujiastuti Sabanari¹, Joulanda A M Rawis², Mersty E Rindengan², Roos M S Tuerah²

¹ Master's Study Program in Elementary Teacher Education, Faculty of Education and Psychology, Manado State University, Indonesia

² Elementary School Teacher Education Masters Study Program, Faculty of Education and Psychology, Manado State University, Indonesia

Abstract

This research aims to analyze the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan, Bitung City by looking at how planning, implementation and evaluation are carried out at this school. This research uses a qualitative approach and collects data through in-depth interviews with school principals, teachers, school supervisors, students and parents, as well as through observation. The results of the research show that the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan has experienced significant changes in implementation planning and learning evaluation. This change is reflected in a more contextual learning approach, active involvement of students in the learning process, and more holistic assessment. However, there are several challenges faced, such as lack of resources, availability of teaching materials that are in accordance with the curriculum, and increasing teacher competence in implementing the Independent Curriculum approach. This research provides valuable insight into the implementation of the Independent Curriculum at the elementary school level. The results of this research can be a reference for other schools who want to adopt a similar approach. Apart from that, these findings can also provide input to related parties to continue to improve and develop the Independent Curriculum so that it has a greater positive impact on the world of education in Indonesia.

Keywords: Implementation, independent curriculum, elementary school

Introduction

The Independent Curriculum is one of the national education policies launched by the Ministry of Education and Culture of the Republic of Indonesia to improve the quality of education in Indonesia by giving schools the freedom to develop a curriculum that is tailored to the needs and characteristics of local students. The independent curriculum was developed as a prototype curriculum and is part of efforts to restore learning after the Corona Virus Disease (COVID-19) Pandemic as regulated in Minister of Education and Culture Decree No. 56 of 2022.

The independent curriculum is an implementation of Law Number 20 of 2003 concerning the National Education System which demands changes in the implementation of education in Indonesia. This policy is regulated in Minister of Education and Culture Regulation Number 262 of 2022 concerning the Independent and Empowerment Curriculum (2022 Curriculum) which establishes the basic framework and curriculum structure for educational units in Indonesia. Several education experts gave their opinions regarding the independent curriculum. One of them, Affandi (2021) [3], stated that the implementation of the independent curriculum provides opportunities for students to develop their potential holistically. The independent curriculum allows students to choose their own interests in learning, thereby increasing student motivation and involvement.

In implementation actions, the Independent Curriculum requires significant changes in the learning approach used. One relevant theoretical framework is constructivism. This theory emphasizes that students are active subjects who build their own knowledge through meaningful learning experiences. Therefore, the Independent Curriculum, which emphasizes student-centered learning, is in line with the principles of constructivism. By implementing the

Independent Curriculum, it is hoped that teachers will be more creative in planning and implementing learning.

Learning in the Independent Curriculum no longer follows competency standards as in the 2013 curriculum but provides flexibility for schools and teachers to be able to develop their own learning in accordance with the Learning Outcomes analysis. Thus, both intracurricular activities and strengthening the Pancasila Student Profile must prioritize students' interests and characteristics so that students can be more active in participating in each activity. Through the implementation of the Independent Curriculum, it is hoped that students can take part in determining how learning activities are carried out. Parental involvement is also very important in implementing this curriculum. Not only to find out how children are progressing in learning, but it is hoped that parents can also become children's learning partners. So that parents are responsible for increasing their children's competencies, interests and talents.

However, it is also acknowledged that the implementation of the Independent Curriculum is still faced by various obstacles, such as a lack of understanding of the basic concepts of this policy and a lack of support from all parties. Therefore, there needs to be an active role from all related parties to increase the effectiveness and efficiency of implementing the Independent Curriculum.

In reality, in schools there are still many teachers who do not really understand what and how to implement the Independent Curriculum. Teachers even experience difficulties in preparing learning tools because they are still tied to the 2013 Curriculum. The Independent Curriculum requires teachers to be more creative and innovative in developing teaching tools, starting from analyzing Competency Achievements to creating teaching modules that suit the characteristics of students and the school. This

is what causes teachers to prefer downloading teaching materials from the internet or from the freedom to teach platform, which ultimately does not suit the needs and conditions of students at school.

Apart from that, the implementation of the Independent Curriculum is also faced with challenges in evaluating student learning outcomes. In the Independent Curriculum, teachers are expected to provide learning experiences that are more contextual and problem-based, making it difficult to measure using evaluation methods that only focus on cognitive knowledge and skills.

Seeing these problems, this research will focus on SDN Inpres 7/83 Pakadoodan Bitung City which has implemented the Independent Curriculum. This school is located in Maesa District, Bitung City, North Sulawesi and has students from various social and economic backgrounds. Like schools in general, teachers at this school also have different levels of competence and creativity. As a school that implements the Independent Curriculum, SDN Inpres 7/83 Pakadoodan Bitung City is expected to provide an overview of how the implementation of this policy is carried out at the elementary school level.

Thus, it is hoped that this research can provide a clearer picture of how the implementation of the Independent Curriculum is carried out at the elementary school level, identify supporting and inhibiting factors, and contribute to improving the quality of education in Indonesia. This research can also be a basis for developing more effective solutions in understanding and implementing the Independent Curriculum in various schools in Indonesia.

In writing this thesis, a qualitative approach will be used with the case study method to obtain accurate and relevant data regarding the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan Bitung City, Bitung City. Data will be collected through observation, interviews and document analysis.

It is hoped that this research can contribute to the development of the Independent Curriculum in Indonesia, especially at the elementary school level. The results of this research can be used as evaluation material for the government and stakeholders to continue to improve the implementation of the Independent Curriculum in schools.

In addition, this research can provide a clearer picture of the challenges and problems faced in implementing the Independent Curriculum at the elementary school level, so that it can become the basis for developing more effective and efficient solutions in improving the quality of education in Indonesia.

The reason this research was conducted was to provide an overview of how the implementation of the Independent Curriculum was carried out at SDN Inpres 7/83 Pakadoodan Bitung City and to evaluate whether this implementation had a positive impact on the quality of education at the school. This research also aims to find out what factors support or hinder the implementation of the Independent Curriculum at the elementary school level.

Method

The type of research used in this research is qualitative descriptive research. This research aims to describe and analyze the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan Bitung City, so that it can provide an overview of the advantages and disadvantages of the curriculum, the extent of the positive impact of the

implementation of the Independent Curriculum on the quality of education in the school, and how the Independent Curriculum is implemented at SDN Inpres 7/83 Pakadoodan Bitung City was carried out.

The data used in this research came from SDN Inpres 7/83 Pakadoodan Bitung City, Bitung City, North Sulawesi. Primary data was collected from direct observation by researchers, interviews with school principals, teachers, students, parents of students/school committee and school supervisors. Secondary data was collected from school documentation and archives, such as teaching modules, lesson schedules, and learning assessment results. The resource persons in this research consisted of school principals, teachers, students, parents of students/school committee and school supervisors at SDN Inpres 7/83 Pakadoodan Bitung City.

Data collection techniques through observation are carried out by directly observing learning activities in classes that have implemented the independent curriculum. Observations were carried out by the author and assisted by colleagues who have experience in the field of education. The results of these observations were recorded in the form of field notes. Interview techniques were used to obtain more in-depth information regarding the implementation of the independent curriculum at SDN Inpres 7/83 Pakadoodan Bitung City. Interviews were conducted with school principals, teachers, students and parents of students. Interviews were conducted face to face and recorded with the resource person's permission. Data collection techniques through documentation are carried out by collecting documents or archives related to the implementation of the independent curriculum at SDN Inpres 7/83 Pakadoodan Bitung City, such as teaching modules, lesson schedules and learning assessment results.

To ensure the validity of the data, there are several techniques that can be used, including: data triangulation, participant observation, and internal and external validity. The data collection instruments used in this research were interviews and participant observation. The data analysis techniques in this research are qualitative descriptive to explain in detail the implementation of the independent curriculum at SDN Inpres 7/83 Pakadoodan Bitung City, qualitative analysis to analyze the results of interviews and documentation that have been carried out, and comparative analysis to compare the independent curriculum policy with implementation that has been carried out at SDN Inpres 7/83 Pakadoodan Bitung City.

Results and Discussion

A. Independent Curriculum Planning at SDN Inpres 7/83 Pakadoodan Bitung City

Expert in the field of research planning, David R. Krathwohl, states that "effective planning in research is the key to success in understanding the research problem, formulating clear research questions, and designing an appropriate research methodology. Krathwohl emphasizes the importance of systematically understanding the steps in research planning." (Krathwohl, D. R. (2009)^[13]). Therefore, researchers have attempted to formulate clear research questions, as well as design appropriate research methodologies to obtain relevant data in this research.

Data regarding planning for the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan Bitung City, researchers obtained from interviews with

stakeholders at the school and observing and documenting the activities that had been carried out. The planning stage for implementing the Independent Curriculum at SDN Inpres 7/83 Pakadoodan, Bitung City presents a positive picture of how this school is preparing to implement an educational approach that is more inclusive and oriented towards creativity and exploration. In this discussion, we will explore findings from interviews with various parties involved in this planning process, namely school principals, teachers, students, school supervisors, and parents as well as the results of researchers' observations.

The research results show that the planning process for implementing the Independent Curriculum has gone well. Concrete steps have been taken to ensure active participation of all stakeholders, including students, teachers and parents. This creates a strong foundation for implementing a curriculum that suits the characteristics and needs of students.

This shows that all parties have a similar vision in supporting the implementation of the Independent Curriculum. Involvement of related parties from outside the school can strengthen commitment and support the smooth implementation of this curriculum. The school has involved all stakeholders in preparing the curriculum and learning tools. So starting from analyzing Learning Achievements, determining Learning Goals, preparing the Learning Goal Flow, developing Criteria for Completion of Learning Goals, preparing teaching modules to implementing learning is carried out in a structured and systematic manner and continues to be monitored regularly. The Project for Strengthening the Pancasila Student Profile has also been included in the school curriculum, so that all teachers have guidelines for its implementation.

In planning the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan and Bitung City, the school principal and other stakeholders have found supporting factors that will support success. One of them is the commitment and dedication of teachers in responding and adapting to more creative and project-based learning approaches. Facilities and infrastructure as well as teachers' ability to use technological media also support the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan Bitung City. However, there are also inhibiting factors that need to be overcome, especially related to the need for additional training to implement new learning methods that are in accordance with this curriculum.

Students are a key element in the process of implementing the Independent Curriculum. This curriculum gives them space to explore their own interests and talents, which creates a more engaging and relevant learning experience. For this reason, in its planning, the school also involves students, especially in determining the direction of learning that will be carried out in class and the activities of the Pancasila Student Profile Strengthening Project. In determining the direction of learning, the teacher first carries out an initial learning assessment. And from this assessment, teachers can map students and create study groups according to students' abilities, interests and talents. Meanwhile, for the Strengthening Pancasila Student Profile Project, schools determine the activities to be carried out by considering local culture and student interests.

B. Implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan Bitung City

In the Merdeka Mengajar platform, the main characteristics of the Merdeka curriculum that support learning recovery are outlined:

- Focus on essential material so that learning is deeper,
- More time for competency and character development through group learning in real contexts (Pancasila Student Profile Strengthening Project)
- Learning outcomes per phase and flexible lesson hours encourage learning that is fun and relevant to student needs and the conditions of the educational unit.
- Providing flexibility for educators and support for teaching tools and training materials to develop educational unit curricula and implement quality learning.
- Prioritize mutual cooperation with all parties to support the implementation of the Independent Curriculum. (centralinformation.guru.kemdikbud.go.id)

Referring to the characteristics described above, researchers conducted interviews and observations and looked further at how this curriculum was implemented at SDN Inpres 7/83 Pakadoodan and Bitung City.

The implementation stage of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan, Bitung City has provided an overview of how this educational approach is realized in practice in accordance with what has been planned. In learning, the Independent Curriculum focuses more on developing students' creativity and critical thinking. Teachers design learning tools that suit this curriculum and set learning goals that are more related to students' interests and talents. The result was a significant change in learning methods, with a more project-oriented and exploratory approach.

The Independent Curriculum has brought positive changes in students' interest and motivation towards learning. They felt that this curriculum provided more space for exploration of their personal interests and talents. Learners also feel more engaged in their learning, which creates a more meaningful learning experience.

The implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan Bitung City also has a positive impact on teachers. Teachers feel a change in their role as facilitators of more creative learning. They feel more involved in the students' learning process. School supervisors observed a significant positive impact of the Independent Curriculum on the school as a whole. This includes changes in learning methods, increased student participation, and improvements in the general quality of education.

Teachers are also required to be able to think creatively in solving problems encountered. For example, when teachers are constrained by a lack of textbooks, they can use the freedom to teach platform to search for suitable learning materials. Because the learning material is developed by the teacher themselves, they can also use other textbooks or internet media whose learning materials are in accordance with the material currently being taught to students.

Overall, the implementation phase of the Independent Curriculum shows that this curriculum has brought positive changes to the learning environment at SDN Inpres 7/83 Pakadoodan Bitung City. In this stage, the implementation of the Independent Curriculum concept has had a positive impact on teachers, students and the school as a whole, creating a more creative, inclusive and relevant learning experience.

C. Evaluation of the Implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan Bitung City

To find out how compatible the planning and implementation of the Independent Curriculum are at SDN Inpres 7/83 Pakadoodan Bitung City, an evaluation needs to be carried out. By carrying out an evaluation, it can be seen to what extent this curriculum has been implemented in the school.

The evaluation stage of the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan Bitung City is an important stage in understanding the impact and success of implementing this educational concept in the school context. In evaluating the implementation of the Independent Curriculum as a whole in schools, it was found that this evaluation focused on measuring the impact of the Independent Curriculum on students, teachers and the school as a whole. Also see how each stage in planning is implemented.

Teachers at SDN Inpres 7/83 Pakadoodan have carried out routine learning evaluations. They set learning goals that are more related to students' interests and talents, and then measure the achievement of these goals through summative assessments. Meanwhile, the results of the formative assessment are used as a basis for further improvements in the learning process. Thus, learning evaluation is not only a tool for measuring student knowledge, but also a tool for improving the quality of education.

Teachers are experiencing positive changes in the way they teach and interact with students. They see increased student participation and active engagement in the learning process. Students feel a change in their learning experience that is more interesting and relevant to their interests. This reflects the significant positive impact of the Independent Curriculum on the learning process at SDN Inpres 7/83 Pakadoodan.

This evaluation stage also brings up steps for improvement and development. Teachers routinely improve their learning tools based on evaluation results. Schools also strive to overcome challenges that may arise in implementing the Independent Curriculum. This reflects a commitment to continuously improve the quality of education.

Evaluation of the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan shows that this educational concept has had a positive impact on teachers, students and the school as a whole. Regular evaluation and continuous improvement are an integral part of this process, creating a learning culture that is dynamic and responsive to student needs. Thus, this evaluation stage is a key step in ensuring the success and continuity of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan.

Conclusion

1. Planning for the implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan has been progressing well. The principal has led a collaborative effort with teachers in designing the school curriculum in accordance with the Independent Curriculum concept. The planning process involves various parties, including students and parents. In its planning, the school has attempted to prepare teachers, parents and students to face changes in the learning system.
2. The implementation of the Independent Curriculum at SDN Inpres 7/83 Pakadoodan has shown efforts to

integrate a more inclusive and creativity-based approach to learning. The positive response and efforts of teachers to increase their understanding of the independent curriculum have an impact on students' active participation in learning. Parental support and involvement of related parties are also supporting factors in implementing the Independent Curriculum at SDN Inpres 7/83 Pakadoodan and Bitung City. So even though there are several obstacles encountered, the Independent Curriculum can be implemented well in this school.

3. SDN Inpres 7/83 Pakadoodan implements continuous evaluation of the Independent Curriculum. The evaluation results are used to improve learning tools and learning processes. This reflects the school's commitment to continuously improving the quality of education. Each planning stage is evaluated for its implementation, so that things can be identified that need to be corrected or improved.

Reference

1. Abdullah MA. Kurikulum Merdeka: Model Kurikulum yang Berbasis pada Kemandirian Siswa. *Jurnal Pendidikan dan Kebudayaan*, 2021, 27(2).
2. Affandi I. Implementasi Kurikulum Merdeka: Tantangan dan Strategi. *Prosiding Seminar Nasional Pendidikan Sains dan Matematika*, 2021:1(1):12-19.
3. Affandi M. Implementasi Kurikulum Merdeka: Tantangan dan Peluang." *Jurnal Pendidikan Indonesia*, 2021:7(2):97-116.
4. Ahmad T. Peran Kurikulum Merdeka dalam Meningkatkan Kreativitas Belajar Siswa. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 2021:6(4):611-620.
5. Arief Suryana. Kurikulum Merdeka dan Kesenjangan Pendidikan. *Majalah Kependidikan*, 2021:49(1):25-30.
6. Djiwandono S. Meningkatkan Kualitas Pendidikan dengan Kurikulum Merdeka. *Jurnal Pendidikan Karakter*, 2020:10(2):129-138.
7. Fahmi I. Kurikulum Merdeka: Solusi Pendidikan yang Mengakomodasi Kebutuhan Siswa. *Jurnal Pendidikan Karakter*, 2021:11(2):111-120.
8. Jonassen DH, Land SM. *Theoretical foundations of learning environments* (2nd ed.). Routledge, 2012.
9. Kadarohman A. Implementasi Kurikulum Merdeka dalam Pembelajaran di Sekolah. *Jurnal Pendidikan dan Pengajaran*, 2021:54(1):62-74.
10. Kasim. Kurikulum Merdeka: Sebuah Upaya untuk Peningkatan Kualitas Pendidikan. *Jurnal Ilmu Pendidikan*, 2021:25(1):19-28. Kementerian Pendidikan dan Kebudayaan. 2020. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 tentang Standar Proses Pendidikan Dasar dan Menengah. Halaman 10.
11. Kepmendikbudristek No. 56 Tahun 2022 tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran
12. Kerton S. Pendekatan Kurikulum Merdeka dalam Mewujudkan Pendidikan Bermutu. *Jurnal Pendidikan dan Kebudayaan*, 2021:27(1):1-8.
13. Krathwohl DR. *Methods of Educational and Social Science Research: The Logic of Methods* (3rd ed.). Waveland Press, 2009.

14. Nasution AM. Implementasi Kurikulum Merdeka dalam Pembelajaran di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*,2021:6(1):32-45.
15. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81A Tahun 2013 tentang Implementasi Kurikulum
16. Permendikbudristek Nomor 262 Tahun 2022 tentang Perubahan Kepermenristek No. 56 Tahun 2022 tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran
17. Pusat Bahasa Kemendikbud. 2019. Kamus Besar Bahasa Indonesia Pusat Bahasa Edisi Keempat. Halaman 635.
18. Rahmawati Y, Suhandi A. Penerapan Kurikulum Merdeka sebagai Alternatif Pendidikan di Era Revolusi Industri 4.0. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*,2020:4(2):184-196.
19. Rustad S. Implementasi Kurikulum Merdeka di Era Digital. *Jurnal Pendidikan Indonesia*,2021:10(1):25-36.
20. Soegiyanto. Implementasi Kurikulum Merdeka di Sekolah Dasar: Tantangan dan Peluang. *Jurnal Pendidikan dan Kebudayaan*,2020:22(3):310-319.
21. Sudjana. Pengantar Statistik Pendidikan. Bandung: PT. Remaja Rosdakarya. Halaman, 2018, 23.
22. Suparman. Strategi Pembelajaran. Jakarta: Rajawali Pers. Halaman, 2020, 34.
23. Suyanto. Kurikulum dan Pembelajaran: Pengertian, Pengembangan, dan Pelaksanaan Kurikulum. Penerbit Gava Media, 2015.
24. Suyatno. Kurikulum Merdeka dan Implementasinya di Sekolah. *Jurnal Ilmiah Pendidikan*,2021:5(1):1-10.
25. Usman T. Implementasi Kurikulum Merdeka sebagai Upaya Meningkatkan Kualitas Pembelajaran di Sekolah. *Jurnal Pendidikan Indonesia*,2021:10(2):123-136.
26. Yani AR, Suarman. Implementasi Kurikulum Merdeka pada Pembelajaran Matematika di Sekolah Menengah Pertama. *Jurnal Pendidikan Matematika*,2020:3(2):64-74.