



## Analyzing Curriculum Management in Facing the Implementation of the Independent Learning Curriculum

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#### Abstract

The Ministry of Education, Culture, Research, and Technology has a policy called Analyzing Curriculum Management in Facing the Implementation of the Independent Learning Curriculum that intends to maximize the management of the currently employed curriculum. The purpose of this study is to examine curriculum management in light of the adoption of the Independent Learning Curriculum. Teachers and school principals implement the Independent Learning curriculum through the use of a case study approach in the research methodology. The data for this study was gathered through observation, documentation, and interviews and followed by analysis through the gathering, processing, presenting, and drawing of data. The results are rather empirical. According to this study, teachers are perfectly prepared to apply the curriculum for autonomous learning. The lack of knowledge of the independent learning curriculum between instructors and parents is a barrier that teachers face while implementing curriculum management in order to face the implementation of the curriculum. Additionally, the infrastructure and amenities are insufficient.

## INTRODUCTION

The Ministry of Education, Culture, Research and Technology created the Independent Learning Curriculum policy with the intention of advancing the current curriculum. The Ministry states that an optimally designed internal learning curriculum with multiple forms of independent learning gives students enough time to become familiar with concepts and bolster their competencies. According to (Nugraha, 2022) Explain that this curriculum can maximize learning by giving students sufficient time to explore concepts and consolidate their knowledge. This curriculum gathers data on educational units that are prepared to apply the independent learning curriculum and outlines the possibilities for each unit of study.

According to (Febrianningsih & Ramadan, 2023). Independent learning is where students can form individual characters who are brave, independent, friendly, civilized, polite, capable, not just relying on a ranking system. According to (RISMA, 2022), The curriculum for autonomous learning includes a lot of intracurricular learning, with information that is further enhanced. This allows students enough time to comprehend learning concepts and build their competencies (Saleh, 2020) emphasized that independent learning is a program that fosters a happy learning atmosphere and a pleasant atmosphere. Meanwhile, according to (Ansumanti, 2022), that independent learning curriculum is a policy that prioritizes freedom of thought. This freedom of thought is very important, especially for teachers. Of course, if the teacher is not aware of it, it will not be applied to students.

The independent learning curriculum is implemented based on the Letter Decision, according to the Ministry of Education and Culture letter number 4 of 2022. The principal of the Ministry of Education, Culture, Research, and Technology's education curriculum standards and assessment organization declared that the autonomous learning curriculum is still proceeding as scheduled. "Starting from the 2022/2023 academic year, the independent learning curriculum will be one of the options chosen by educational units." Furthermore, the Ministry of Education, Culture, Research, and Technology's decision number 56 of 2022 regarding the implementation guidelines for the curriculum within the framework of learning recovery serves as another basis for it. It encompasses the framework of the autonomous learning curriculum, provisions for learning and assessment, and teacher workload, in addition to three curriculum options that educational units can utilize for recovery learning, according to (Daga, 2021), where four national education strategies for autonomous learning were released by the Ministry of Education and Culture. These policies include, among other things, the elimination of national-based school exams and replaced with school-based assessments, the transition of national exams to minimum competencies and character surveys, and simplification of plans. Implementation Learning and implementation of the zoning system for accepting new students implemented flexibly (Saleh, 2020) revealing the policy of independent learning and teachers is revealed into three important stages: Creating a technology-based education ecosystem, Collaboration (cooperation) with various parties, The importance of data According to the Pancasila student profile, project-based learning is the primary feature of the independent curriculum for developing soft skills and character (Nisfa et al., 2022).

According to (Ihsan, 2022), Teachers are currently perplexed by how the Independent Curriculum is being implemented at all educational levels. At the same time, teaching is one of the professional categories that is recognized as requiring specialized knowledge and abilities. In order to prepare the next generation of educators for the new difficulties of the twenty-first century, a professional teacher's primary responsibility is to lead, instruct, train, inspire, facilitate, assess, and evaluate their pupils. According to (Mardika, 2019) The primary and most crucial tool in the field of education is the teacher because the quality of students is determined and also influences the quality of teachers. Meanwhile, according to (Karso, 2019) Teachers who are not well-qualified produce students who are not qualified either (Ananda, 2018); (Ananda & Abdillah, 2018) emphasizes that strategic teachers have five roles and responsibilities in the learning process: educators, teachers, community members, leaders, administrators, and learning managers. Meanwhile, according to (Nisak & Yulastuti, 2022) educators are crucial to the process of teaching and learning. In order to effectively accomplish the intended educational goals, the teaching and learning process should be seen as a sequence of interactions between teachers and students or as the foundation for relationships that arise in educational circumstances. On the contrary, according to (Sanjani, 2020), Teachers have three duties and responsibilities: In the classroom, teachers have duties as teachers, teachers as leaders, and teachers as system administrators. Instructors are aware that more than having some familiarity with educational technology is required for teaching and learning. In order to update their professional knowledge and abilities as educators and to acquire new experiences, this is a means of preparing and enhancing teachers' professional capabilities.

When implementing the independent learning curriculum, educational institutions must establish good collaboration with teachers to implement innovative learning (D. Rahmawati & Sugito, 2022) Teacher readiness is crucial for curriculum implementation, particularly in the teaching and learning process. The attitudes of both teachers and students have a significant impact on the success of learning. The curriculum for independent learning still needs to be prepared for use. This curriculum is flawed, and the management of the teaching and educational systems is inadequate. In addition, Resources, Humans and systems need to be improved. However, a situation like this does not limit the government from immediately implementing and introducing the Independent Curriculum without delay. After the implementation of this decision, educational institutions need to prepare and respond with various aspects of resources, including human resources (Manalu et al., 2022) explains that the goal of the curriculum for independent learning is to address educational issues in the context of the fourth industrial revolution. Moreover, according to (Manalu et al., 2022) independent learning aims to produce students who are critical, creative, collaborative and competent. Meanwhile, (Widyastuti, 2022) highlights that the goal of this curriculum is to make the environment pleasant and cozy for parents, teachers, and kids. Correspondingly, according to (Nasution, 2022), the educational process requires creating a happy and enjoyable environment for everyone involved in the education.

Nonetheless, the researcher learned from speaking with the school administrator that the elementary school has been using the autonomous learning curriculum since the 2022–2023 academic year to apply it. Every academic year, the installation is done simultaneously

or in phases. Now, it is implemented only in grades 1 and 4. However, from its implementation, according to the principal, there are still several problems that occur in the field related to teacher readiness in implementing the free learning curriculum, including not all teachers understand the free learning curriculum, weak mastery of information technology, minimal seminar discussing the Independent Learning Curriculum, especially at the elementary school level and there are still teachers who use learning strategies or methods that do not vary for learning activities.

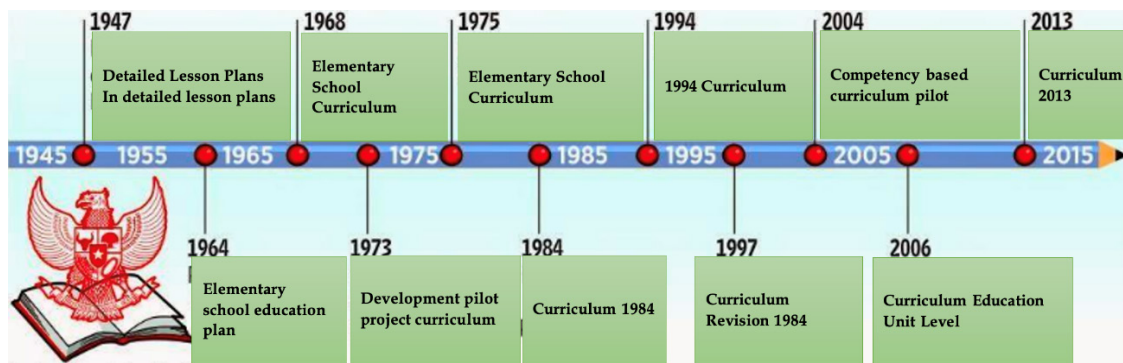
The problems found by the author are in line with those stated by (Putra et al., 2022). That is, when educators employ the curriculum for individual study, comparable issues arise. Given that teachers are classified as professionals with specialized *skills*, many of them are perplexed about how to apply the Independent Curriculum at all educational levels. The same thing from research (Sinomi, 2022). It was determined that issues with teachers' preparedness to implement the independent learning curriculum included their lack of experience with the curriculum, their accustomed to outdated methods of instruction, their lack of access to resources and learning opportunities, and their inadequate facilities and infrastructure. Further research (Pujiono, 2014) regarding teacher readiness in implementing the 2013 curriculum concluded that the problems found were that teachers had not been able to understand the Graduate Competency Standards to be lowered to student needs, teachers were still using old learning strategies, minimal training or socialization about the curriculum, minimal textbooks and material sections. Discrepancies must be addressed immediately.

## THEORITICAL REVIEW

### Concept Independent Learning Curriculum

The word curriculum comes from the Greek word courier, which means runner, and curare, which means to place gallop (Jannah & Rasyid, 2023) Phrase refers to a number eye that is necessary to learn in order to obtain a certificate or title (Hermawan et al., 2020). The National Education System No. 20 of 2003's "understanding curriculum" refers to a set plan arrangement about the goal, subject matter, and resources of each class. The techniques employed are also prepared and overseen by the educational institution. To accomplish the goal of education (A. N. Rahmawati, 2018). Curriculum plays a significant role in component learning and implementation. Planning, implementation, and evaluation are directly correlated with the information, *skills*, and technologies that are needed, as well as the competencies that society as a whole requires (Isnaniah & Kurniawan, n.d.). The curriculum is life humans are formed by education To prepare required *skills* mastered (Ulfa & Yulianto, 2019). Curriculum referred to as all available school resources (ENE, 2017) Among them is a facility for action study and teaching, which has the purpose of achieving national educational goals. With curriculum in place as a resource With the infrastructure that has been supplied, this is anticipated to fulfill popular hope in school (Tsaku, 2016). Everything that affects growth and formation is covered in the curriculum, combining objective instruction with participant-appropriate personal instruction (Hermawan et al., 2020).

The state of education in Indonesia at the time: I am not sure about the term curriculum yet, but I'm only sure that it will deepen my understanding of the field curriculum (Hikmah, 2020). Indonesian curricula are still undergoing a lot of changes. Every change that occurs requires competence, which will have an impact on sustainability education as we advance (Nugraha, 2022). Modify the model, orientation, and other elements with the primary goal in mind. To raise the standard of education at the national level and bring it into line with international standards (Insani, 2019). Following the change curriculum from time to time after the independence:



**Figures 1:** Development Curriculum in Indonesia

Source: Ministry of Education and Culture

The curriculum changes that occurred after independence are depicted in the above picture: 1947 (Leer Plan/Lesson Plan), 1952 (Decomposed Lesson Plan), 1964 (Education Plan), 1968 (1968 Curriculum), 1975 (1975 Curriculum), 1984 (1984 Curriculum), 1994 (1994 Curriculum), and curriculum supplements for 1999, 2004 (Curriculum Based Computers), 2006 (Education Unit Level Curriculum), and the 2013 curriculum (Yuliyanti et al., 2022) that is 2013 revised curriculum, and curriculum independent.

Changing education through independent study of policy is one step toward realizing Source Power Man. Indonesia boasts excellent Pancasila students, with Freedom to Learn being addressed at the elementary and intermediate levels of education (Vhalery et al., 2022). Curriculum This was done to help students live up to the spirit and values of Pancasila based on their development profiles (Hamzah et al., 2022).

Curriculum independence will be tested in 2020 and put into practice with draft independence starting in 2022 (Aisyah et al., 2022) Draft learning independence is a form of development of government strategy To restore the education system independent nation (Arvi-ansyah & Shagena, 2022). so that in accordance with the needs public from the start of the learning process until evaluation (Masturoh & Mahmudi, 2023). Planning curriculum independently has studied based on harmony between policy curriculum at level more national abstract with development curriculum in the unit education until with correct curriculum \_ learned by participants educate (Fitriyah & Wardani, 2022).

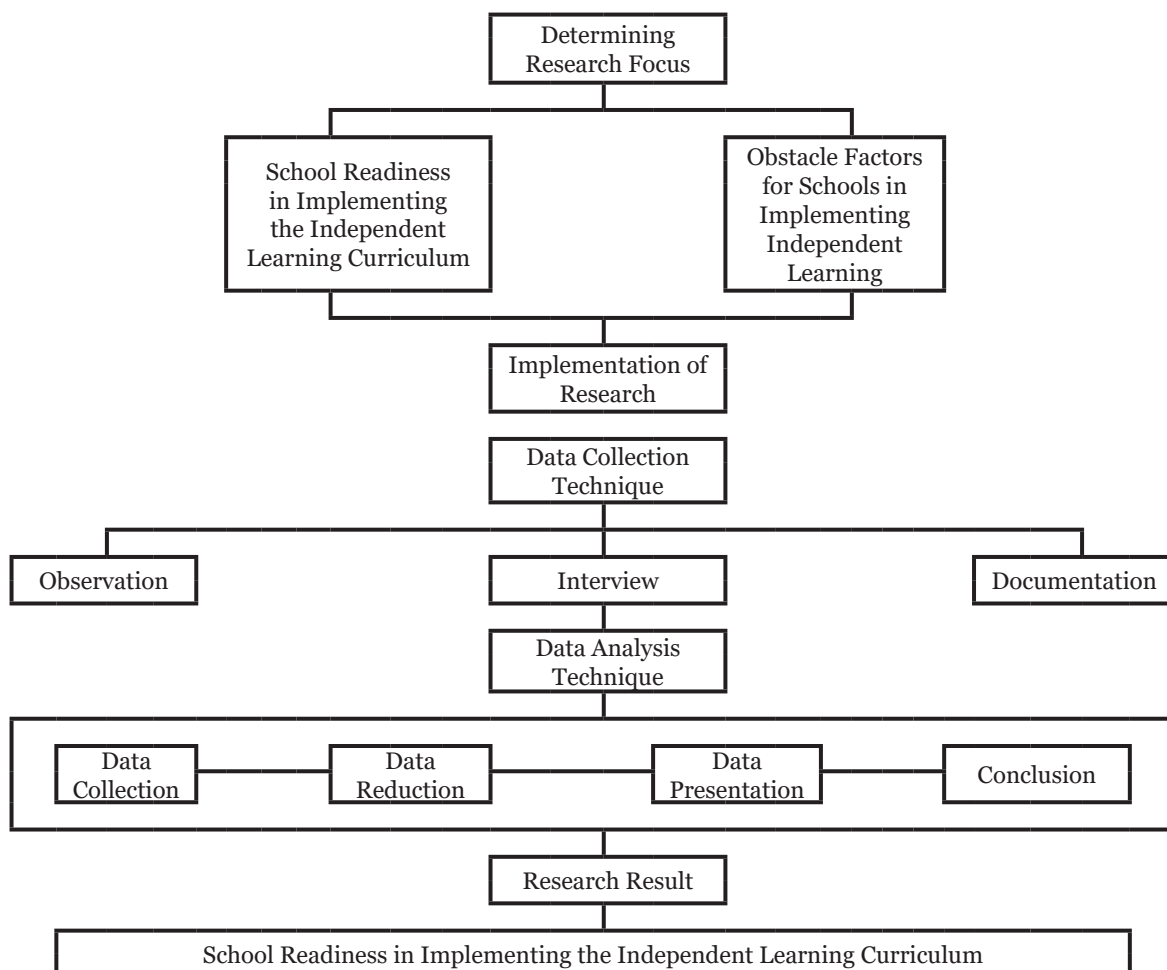
Essence independent Study is free to get experience study and knowledge with sit down man as its nature (Jufriadi et al., 2022) In line with Ki Hajar Dewantara's ideals, they are focused on learning draft-free so that participants can Study in a way that is independent and creative. With existence, freedom is made as an encouragement for participants to educate And explore their knowledge so that he creates independent character (Vhalery et al.,

2022). In other words, curriculum independence is curriculum-based implementing competencies learning based on project-based learning for *support* character participant appropriate education with profile Pancasila students (Hamzah et al., 2022).

**Independent Education Study** This part from the effort government to increase the quality of education in Indonesia; the government Not only declared the curriculum new but enclosed efforts for other convenience in implementing it, for example, the existence of an independent platform for teaching, training or seminars for teachers, and so on. With hope agencies education in Indonesia is ready and capable of applying curriculum independent Study This in all aspect activity Study Teach or in all eye lesson..

## METHODOLOGY

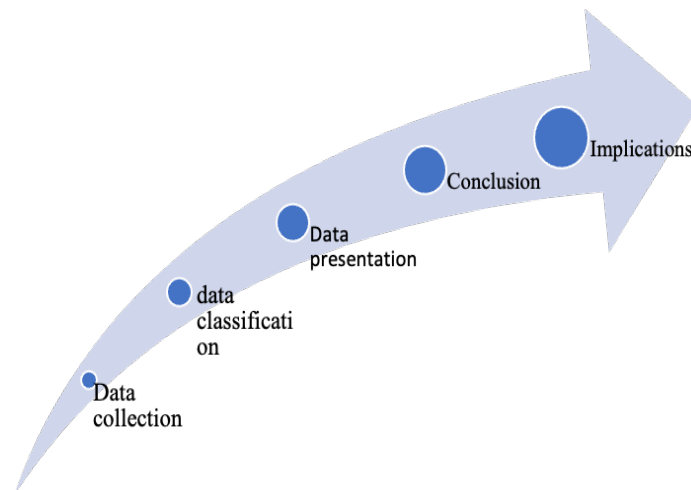
The method used is the case study method. According to (Samsu, 2021) This approach was selected because it makes it possible to comprehend the issues that people or groups in the cases under study were facing on a deeper level. In this instance, the topic of conversation is teachers' preparedness to use the curriculum designed for independent primary schools. Getting a complete picture of teachers' preparedness to implement the independent curriculum in elementary schools is the goal of the case study approach. The Gresik Regency's elementary school served as the site of this study. The study was conducted between January and April of 2023.



**Figures 2:** Procedure Study

Observation sheets, interviews, and document review tools are the tools used in this research's data collection process. Technical triangulation, source triangulation, and time triangulation were used to assess the accuracy of the data in this study. To dispel skepticism about the content, the source triangulation technique involves analyzing data gathered from multiple sources. Time triangulation techniques are a way to obtain information over time. Data analysis techniques use techniques (Miles & Huberman, 1994) namely Collection, reduction, presentation and conclusion of data

The stages carried out by researchers are in addition to collecting data in the form of Plan Implementation Learning, teaching materials, assessments, questions taken in exams, also do interviews conducted with several teachers with deputy principal for curriculum and several students. Following that, data classification is done using these findings or by classifying the data into multiple categories, with the independent internal learning curriculum serving as the reference. Arabic language instruction can be found in a variety of publications, particularly those published by the Ministry of Agriculture, Education, and Culture. After that, conclusions are made based on the data in order to gather more precise information. The following image illustrates data analysis techniques:



**Figure 3:** Data Analysis Technique

## DISCUSSION

### Comprehension Structure Curriculum

Projects for enhancing understanding and learning within the classroom Pancasila serves as the independent curriculum's framework. When engaging in intracurricular learning, students need to be able to put learning-related *skills* into practice. The Pancasila Student Profile, however, is utilized as a guide for teachers in developing curricula rather than being taught separately due to its eighteen distinct or varied time divisions. The elementary school independent learning curriculum's structure, which includes building one's body and soul, entrepreneurship, engineering and technology, local wisdom, and sustainability, is an attempt to strengthen the Pancasila students' profile based on the findings of observations. Flag ceremonies, reading, numeracy, hygiene, imtaq, and gymnastics make up intracurricular learning activities. Additionally, two domains encompass extracurricular learning: the

state sector and the sports sector. Thus, based on the findings of the researchers' observations, the activities take place Monday through Sunday. On Saturday.

The curriculum structure is something that elementary school teachers of classes I and IV understand, if not fully, according to the author's interviews with sources. Instructors are aware of the components of the Independent Curriculum, which include extracurricular and intracurricular learning, as well as a project aimed at enhancing the Pancasila student profile. The student's interests and talents are taken into consideration when implementing this project. Instructors claim that there are no instances of independent learning in elementary schools and that they are still learning through workshops and other independent learning-related training because they still need to have a clear idea of how to implement this curriculum. Curriculum from the Education Department to improve teachers' comprehension of the stand-alone curriculum.

### **Readiness Plan Learning**

Creating this curriculum requires teachers and students to understand the independent curriculum. The foundation of educational institutions is planning, which provides a practical response to the new curriculum that must be tailored to the specific needs of the educational institution. According to (Muniroh, 2022). The goal of each of these tasks is to produce a learning plan that is both successful and efficient. Schools are both directed by and free to select criteria that align with the independent curriculum structure. Class I and class IV teachers in elementary schools have good learning plan readiness, in accordance with the structure of the independent curriculum, according to the findings of the author's interviews with sources regarding the readiness of learning plans. The educator has created plans based on the established standards.

### **Learning Process Readiness**

Instructors need to modify their lesson plans to fit the new curriculum. Procedure Guidelines as per Ministry of Education and Culture Circular No. 137 of 2014 (Aghnaita, 2017) comprises organizing, carrying out, directing, and keeping track of learning. There are opening, core, and closing activities that take place during the learning process. Giving students the flexibility to select the learning they want is the goal of the independent learning curriculum. For learning to be more effective, teachers need to be able to modify activities based on the child's current circumstances (Novitasari & Fauziddin, 2022).

Observations show that teachers are adept at organizing the learning process, particularly according to the independent curriculum's structure. Additionally, based on the findings of the author's interviews with individuals who know the state of the educational process—specifically, teachers of classes I and IV in schools, when it comes to carrying out learning activities in line with the independent curriculum's structure, the fundamentals work well. There are opening, core, and closing activities in the learning process. When learning is implemented, students are free to select what they want to learn based on their interests and talents. Additionally, the concept of learning is based on playing while learning in a

meaningful way. When a student asks a teacher a question, learning starts. In order to facilitate learning activities, teachers are crucial. Students relate to and engage with one another as peers. In addition, it is intended that this curriculum for independent learning will use interactive media to pique students' interest in learning. Learning media serve as a helpful component of the educational process. According to (Oktavia & Qudsiyah, 2023), For learning materials in the autonomous curriculum to be interactive, students' attention must be captured. The independent curriculum-based learning process in elementary schools is implemented gradually and simply at first, particularly in grades 1 and 4. This will facilitate curriculum adaptation for both educators and learners.

### **Teaching Module Readiness**

The flow of learning objectives derived from learning outcomes is described in teaching modules. According to (Maulida, 2022), teaching modules are crucial for assisting teachers in creating learning designs. Teaching modules are instructional resources that are intended to *support* students' learning. With the following goals in mind, this module aims to assist students in developing the Pancasila student profile: a) Faith and devotion to God Almighty; b) Global Diversity; c) Collaborating; d) Creative; e) Critical Reasoning; f) Independence.

The author interviewed grade I and IV teachers in schools to gather information about the preparedness of teaching modules. The interviews yielded the following findings. Basics are prepared for teaching modules quite well. When class I and IV teachers are carrying out learning activities, the first thing to do is design a teaching module. The first thing to do is develop learning objectives by analyzing learning outcomes first, then competencies based on learning outcomes. The second step creates a flow of learning objectives by analyzing learning outcomes and competencies based on learning outcomes. The third step is to formulate learning outcomes by updating core and essential competencies into learning outcomes used during the lesson. According to (Magdalena et al., 2020), To motivate students to learn, the teaching modules are organized by the learning material by modifying learning needs assessments and making the modules as engaging as possible.

Additionally, a documentation review revealed some distinctions between stand-alone curricula and textbooks. For instance, the independent curriculum has learning objectives called Aim Learning and Learning, while modules have indicators and learning objectives. The Merdeka curriculum learning outcomes are updates to core competencies and essential competencies designed to increase the focus of learning towards competency development. Besides, what the hell, C? Independent curriculum learning is presented in paragraph form, making it difficult for teachers. After T aim Learning, the next step is to create a Goal Flow Learning or Learning Objectives. It is difficult for teachers to develop goal-flow Learning due to the difficulty of identifying learning tools suitable for *supporting* services at school.

### **Readiness of Facilities and Infrastructure**

When implementing this curriculum, learning is more project-based, and projects require facilities and infrastructure that can *support* their success. Facilities and infrastructure play

an important role and are *supporting* factors in implementing the independent curriculum (Sutaris, 2022) Because the environment around the school and buildings is infrastructure, the land area and number of classrooms will be adjusted to the number of students so that learning is appropriate and optimal.

The infrastructure and facilities are adequate to carry out instructional activities, according to the findings of the author's observations and interviews with sources about the preparedness of the infrastructure and facilities, class I and IV teachers in elementary schools. This can be seen from the number of rooms, equipment in each room, books in the library, and learning media. Moreover, the capacity of each class is around 15-30 students per class, so this situation is ideal. Infrastructure is the building and environment around the school. The land and room area are adjusted to the number of students so that learning is relevant and optimal. However, the school still needs improvements, such as the learning media, which must be completed in the planned Activity Semester to achieve this independent learning curriculum.

### Readiness Evaluation Learning

A tool for determining whether learning is successful or not and showing student performance results is called learning assessment. Authentic assessment, for example, can be used to calculate student development in cognitive, affective and psychomotor dimensions. According to (Sugiri & Priatmoko, 2020), One of the evaluations used in primary education is authentic evaluation, with reasonably detailed information regarding student learning outcomes, but too many tools are needed. Based on the results of the author's interviews with sources regarding readiness for learning assessment, class I and IV teachers in elementary schools are pretty good at carrying out checks. The instructor explained that the review was done by identifying, assessing, and applying the flow of learning objectives that needed to be met through administering pre-and post-tests, as well as written and oral exams. As a result, educators must receive training in assessment for the autonomous curriculum. Furthermore, there are discrepancies between the 2013 curriculum assessment and the curriculum for independent learning, according to the documentation review. While the independent curriculum is a part of the project to raise the profile of Pancasila students, the 2013 curriculum emphasizes the use of authentic assessments in every subject. Additionally, the 2013 curriculum splits checks into three categories: knowledge, *skills*, and attitudes. Separation is not implemented by the independent curriculum in the interim. The only thing the teacher can do is base their assessments on the learning goals that need to be met. Teachers may need help to define evaluation in the context of project-based learning due to the variety of assessment formats available, including oral and written presentations, projects, products, and more.

The lack of awareness among teachers and parents regarding the independent learning curriculum is the barrier preventing elementary school teachers from being prepared to implement this curriculum, which is why it has yet to be fully implemented. It's crucial to comprehend the idea behind this independent learning curriculum with parental assistance. According to (Bahri & Nurdin, 2019), parental *support* is presence, sadness, attention, and

those who can be trusted, who appreciate and love us (Sari & Maulani, 2019). So, with parental *support*, the process of implementing independent learning can run well. Another obstacle is that some students need more media to implement this independent learning. Learning media is anything that can be used to arouse students' thoughts, feelings, attention, *skills* and abilities so as to improve understanding (Ekayani, 2017). Therefore, teachers still have a lot to learn about this curriculum by participating in training and webinars from the education office. The school is working to *support* the attainment of learning objectives by conducting detailed outreach to committees and parents of students about the implementation of the independent curriculum. Additionally, more infrastructure is still needed to facilitate effective learning. The plan incorporates the policies of the principal at this point. Activities 2023 Semester.

## CONCLUSION

The results of the observations and interviews, as well as the six indicators, indicate how prepared teachers are to implement the independent learning curriculum. There is still a lack of understanding regarding the structure of the curriculum, that teachers need training in order to prepare teaching modules and learning assessments, and that infrastructure and facilities must be ready in order to *support* the successful implementation—of an autonomous curriculum. Instructors' understanding of how this curriculum is being implemented still needs to be determined. In order for schools to react quickly to teacher concerns, the quality of preparation provided is essential. In order for this curriculum's implementation to be ideal, successful, and efficient and to meet its goals, it is also necessary to comprehend the concept in relation to every aspect of educational institutions. In order to achieve understanding toward Pancasila, schools must continue to make every effort to the fullest extent possible and demonstrate a strong commitment to implementing the Independent Curriculum in accordance with the Ministry of Education and Culture's expectations.

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