

# Analysis of the Implementation of the Independent Curriculum Program at the Middle School Level Through Mathematics Teaching Modules

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Abstract: Implementation of independent curriculum problems occur at each component structure and education unit. These circumstances become the focus of the problems that are necessary to find the solution. One of them is the implementation of an independent curriculum through the teacher as means of strengthening the profile of Pancasila students. This study aims to analyze the concept, the advantages of an independent curriculum, and the implementation of the independent curriculum through the teaching module as the meaning of strengthening the profile of Pancasila students. This study uses a qualitative approach. The informants of this study are chosen by using a *purposive sampling* technique. The data collection process is carried out with deep interviews, documentation studies, and field notes. The data analysis is carried out by referring to the Miles and Huberman model. To ensure the validity of the researcher's data, the researcher uses the triangulation technique and upgrades the researcher's persistence in analyzing the document found. The results of the research show that the concept and the advantages of an independent curriculum are that the material is simpler and deeper, more independent for students, educators, and education units, and more relevant and interactive in strengthening the profile of Pancasila students. The implementation of the teacher's teaching module in learning is to pay more attention to individual diversity so that the students' talents and interests are noticed.

## 1 INTRODUCTION

Independent curriculum according to the National Education Standards Board is a learning curriculum that refers to the talents and interests' approach. Independent curriculum was issued by Indonesian government through long episodes rolled out by the Ministry of Education. In the first episode, the independent curriculum discusses about the replacement of National exams, the termination of national-ranged school exams (USBN), the simplification of lesson plan and the acceptance of new student based on zoning. In the 5th episode, the government issued and riving teacher (Nailyl Maghfiroh, 2022);((Kemdikbud, 2022).

Many models and variations were implemented by each school that was begun with survey electronically done by the education authorities where the options of the implementation of the independent curriculum are independent sharing, self-changing, and

independent learning. Those third choices submitted to school previously through opinion polls or survey needs related with what to be the potentials as well as the readiness of every school in implementing the curriculum. At the highest level, the implementation of the independent curriculum is in the third option, which is the independent sharing. Every school that chooses independent sharing program will apply independent curriculum by developing the teaching device where this activity started a driving teacher in the school. Independent changing in independent curriculum means that where teacher in the school will develop or take existing teaching device developed and adapted with the school's needs. Meanwhile, the simplest choice for independent curriculum that is with the choice of independent sharing where some parts from independent curriculum principle can be applied permanently by using 2013 curriculum without replacing it completely. The various applications done by every school with the same educational level naturally will

raises difference later to the learning results that will be obtained by each student with the same educational level (Fajri, 2019).

In the implementation of independent curriculum, the central government delivers fully the implementation of management and assistance to the local government by pointing as well as facilitating with people who already designated at the center to become the main companion toward changes, which involved driving teacher. Driving teacher are teachers who have follow training for 9 months with activities arranged systematically so that later there will be capable teachers that can be a motivator as well as a catalyst to the change that want to be achieved in independent Curriculum. Survey shows that in West Sumatra, the numbers of driving teachers are not many. Every school of course applies the implementation of independent curriculum but on the option of independent sharing only a number of new schools that have a driving teacher so that the school can operate independent sharing as well. This finding raises the gap in between educator, student, and school. Based on that, it will impact to the student's study results later nationally (Safrizal, 2022).

The implementation of independent curriculum carried out in West Sumatra will give good impact if it is applied well. This thing can occur if every teacher follows training implementation and apply in learning pretty well. The problem aside also happens in schools that do not have a driving teacher. The spread and the equity of driving teacher training must become government's attention so that all teachers and schools are capable to implement independent curriculum pretty well, so students will obtain the appropriate education results with the expected independent curriculum. Based on that thing, the aim of this writing is for analyzing the implementation of independent curriculum through teacher's teaching module for strengthening the profile of Pancasila students.

## 2 METHOD

The method used in this study is qualitative approach with the type of the research is in the form of content analysis. This study is conducted by building and describing the concept studied naturally and facts found in the field, so that credible and accessible data can be accounted scientifically. The informants chosen in this study were chosen by using purposive sampling with criteria in accordance with data requirements. The technique used to choose the informants is the informants that are capable to serve

description related to the implementation of the independent curriculum through driving teachers and non-driving teachers for strengthening the profile of Pancasila students. The data collection was carried out based on interview that related to what the driving teacher and non-driving teacher as well as how every teacher develops module in accordance with the students' talent desired in the independent curriculum. Besides deep interview, the document that related to the implementation of independent curriculum was further analyzed and done by referring to the Miles and Huberman model so that it can ensure the data validation is carried out within deep understanding and accuracy related to the program document of the implementation of independent curriculum through driving teachers proclaimed by the Ministry of Education and Culture (Creswell, 2013); (Miles, 1994); (Sugiyono, 2018).

## 3 RESULTS AND DISCUSSION

The research findings obtained from various sources and information obtained from the informants, and it will be explained the analysis of the results related to the implementation program of independent curriculum, that is the concept and the advantages of independent curriculum, the implementation of independent curriculum through teacher's teaching module in learning.

### 3.1 Independent Curriculum Concepts and Advantages

The draft about the implementation of independent curriculum as the data analyzing results has been collected through key information nor key content scattered in various sources and obtained from internet through numbers of concepts about the implementation of independent curriculum.

According to the definition of independent curriculum based on National Education Standards Board, independent curriculum is a learning curriculum that the implementation refers to students' talents and interests' approach. Independent curriculum is the continuation of the direction of previous curriculum development such as 2006 curriculum, 2013 curriculum, emergency curriculum, prototype curriculum, and other previous curriculums. The red thread of this curriculum development are: the first were the holistic orientation where the curriculum designed for developing holistically take in intelligence and academic skill, non-academic spiritual, and social emotional

cognitive competence. The second one are the bases on development of the independent curriculum but the competence is not the content to refer the designed curriculum based on desired competence that want to be developed and not based on content or certain theories. The third is that the independent curriculum is more contextually and personalization in which the curriculum designed in accordance with the local culture context, the school's vision and mission, the local environment and the students' needs.

There are three superiorities of independent curriculum: the first is that the independent curriculum is simple and deeper where the focus is on the essential material and the competence development of the student at each phase and expected to be deeper, meaningful, no rush and fun. The second superiority of the independent curriculum is more independent. Independent here means that students can choose the subject in accordance with their interests and talents. Meanwhile, the teachers can teach in accordance with the achievement and development level of the students whatever the teachers designed. In learning, the teachers are independent by considering important how the students in learning can study well. Furthermore, the education unit can also be independent that means the education unit has authority for developing and managing curriculum as well as learning in accordance with characteristics of the education unit and the students. The third superiority of the independent curriculum is relevant and interactive where the independent curriculum gives opportunity for school to develop its superior program that will be conducted through project activities where through this project activities give more opportunities to students for exploring actively about the actual issues for example environment issues, health issues, culture issues and others where each issue is developed through the project can develop the character and the competence of the profile of Pancasila students.

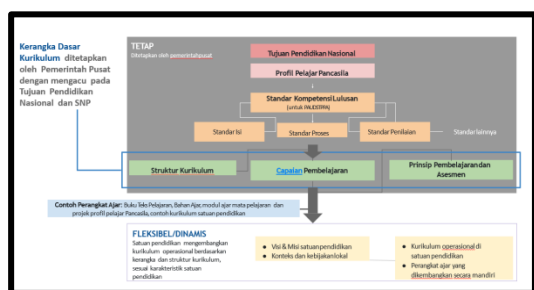


Figure 1: Basic Framework for the Independent Curriculum.

Viewed from the framework of the independent curriculum in figure 1 is known to be the national goals level and profile of Pancasila students were set by the government centrally. Meanwhile, the content standards, process standards and evaluation standards and other standards uniformly also determined by the government centrally. Then each education unit can design how the curriculum structure can be achieved in accordance with the learning achievements formulated in school's vision, mission principles learning as well as the assessment. The learning achievements are developed by each teacher with refers to vision and mission of the education unit. The context and local policy is also the main thing that must be noticed in developing the learning achievements.

The structure of the independent curriculum has peculiarity from curriculums that existed before. On the independent curriculum, the most prominent characteristics to surface especially at the junior high school level which is in the independent curriculum is conducted by the adjustment to the development of digital technology. Informatics subjects becomes the subject required where previously in the 2013 curriculum informatics subject was deleted and merged to other subjects with no time allocation specially for the informatics subject. Then, in the independent curriculum, there is project-based learning for strengthening the profile of Pancasila students that is conducted at least three times in a year or three times every school year.

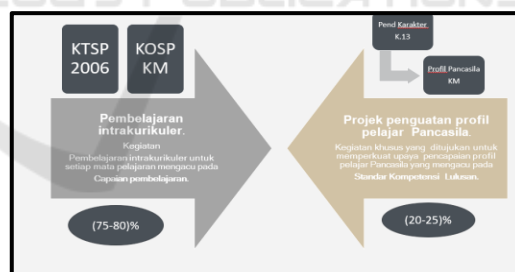


Figure 2: Analysis Results of Structure of Independent Curriculum.

The curriculum structure in the independent curriculum were at least having two big components to be main part of the independent curriculum. Based on Figure 1. it is known that in independent curriculum there are intracurricular learning and projects to strengthen the profile of Pancasila students. On the first point, there is intracurricular learning where every subject refers to learning achievements with the learning time weight is 75% to 80% of time or the total time provided for every learning subject. The material of the subjects of the

title of the learning at the junior high school level are not too many namely religion, Pancasila, Indonesian literature, Mathematics, Science, Social Studies, Physical education sports and health, Informatics, Art and English. In independent curriculum, intracurricular learning is arranged in operational curriculum of the education unit. The operational curriculum of education unit in the independent curriculum has similarity with the previous existing curriculum which is the level of the curriculum from education units that was issued and used in 2006 for the operating curriculum of education unit in independent curriculum developed by operationalizing the vision, the mission of education unit and the local culture context. On the education unit level curriculum that existed in 2006, the teaching tools were developed by each teacher in accordance with the education unit characteristics (Ansyar, 2015). Now the independent curriculum is also designed by each teacher in accordance with the talents and interests of each student in strengthening the profile of Pancasila students (Sayyidi, 2020).

The second component in the independent curriculum structure is the strengthening project of the profile of Pancasila students, it is a particular activity designated specifically for strengthening the effort to achieve the profile in learning Pancasila that the results finally later will refer to the competence standard of the graduates. In the independent curriculum there is local content that become the typical characteristic of the curriculum where the education unit can add the local content set by the local government in accordance with the local characteristics. The education unit can add the additional content in accordance with the characteristics of the education unit history flexible through three choices; first, the education unit can integrate to the subject. For example, in learning mathematics, we integrate the local content with the local cultures for example with traditional house, local craft named songket or Minangkabau carvings that is known with mathematics term that refers to ethno math. These conduct the integration to the theme of strengthening project for the Pancasila profile as an example for the program like "Baliak ka Surau". The third, the education unit can develop subject which stands alone, for example in Bukittinggi there is Minangkabau natural culture learning that becomes the school subject.

In the independent curriculum, we know with term learning achievements. Learning achievements is a target that must be filled by the students when learning intracurricular subject. Learning achievement is learning competence that must be achieved by the student at every phase started from

foundation on Early Childhood Education for basic and intermediate education. The learning achievements arranged for every learning. This thing refers to decision of Minister of Indonesia number 56/M/2022 concerning the curriculum application guidelines in order to recovery learning. The government only set the final goals and the phase time whereas the education unit have discretion to determine the strategies and methods or plot for reaching it in order to determine the required appropriate strategy.

There are 5 components of the learning achievements; the first is the subject rational, the second is the goals of lesson, and the third is the subject characteristics, the fourth is the subject achievements in every phase overall, and the fifth is the achievement of every phase according to the element.

Education unit operational Curriculum developed to show suitability with the characteristics and the needs of the students in the local and education unit. In the development and the management of operating curriculum, The Education Unit includes whole stakeholders' interest that consist of students, committee school and community. Principle development operations curriculum in the Education Unit with at least the first 5 points must be centered to participating in education that is learning the must Fulfill diversity potency needs development and stages study as well as interest participant educate. The profile of Pancasila students always becomes referred to each step in drafting operational school curriculum. Both must be contextual which means that it shows peculiarity and characteristics unit of the social context and work and industrial environment that shows characteristics from study participants in the area. Third principle is developing curriculum to load essential information or the main thing that is needed and used for Education unit. Language must be used straightforward to concise acknowledgement. which leads us to the fourth principle that develop independent curriculum that is accountable and mean that it could be held accountable by data-based and actual occurrence. While the fifth involves various stakeholders' interests.

### **3.2 Implementation of Independent Curriculum Through Teacher Teaching Modules in Learning**

Teaching tools are various materials used by educators or inner teacher effort reach profile Pancasila students and achievements learning. Teaching modules include book text lessons, teaching modules, reinforcement projects profile Pancasila



students, examples curriculum operational Education units, learning videos as well as forms other.

According to Nana Sujana, module is a completed tool measurement where the learning module have roles and tasks in the independent manner because it could use for units and all other units .(Wijaya, 1988).Leaning module could interpreted as study planned through the planned activity at a time arranged in a systematic manner. Whereas teaching modules in the curriculum independent is number of Tools or facilities, media, methods, instructions and guidelines designed in a manner systematic and interesting. The teaching module is implementation from plot destination developed learning from achievements learning with profile learn Pancasila as the target.

The teaching module is a document that contains objectives, steps and learning media as well as the required assessment in one unit or topics based on plot destination learning. Destination development teaching module is to help educator in doing learning. Educators have independence for choose or modify teaching materials that already provided by the government through the independent platform.

There are some eligible criterion owned by the existing teaching modules :1. Essential, it means understanding draft from every eye lesson through study experience and cross discipline, 2. Interesting, meaningful and challenging where the results of the teaching modules must grow interest for learn and engage education participants with the active manner on learning process, 3. Relevant and contextual, it means to develop teaching modules that related with knowledge and experience possessed before with the time context and place at the fourth serial that must owned by learning for continuity which means plot activity in accordance with study participant education.



Figure 3: Components of the Independent Curriculum Teaching Module.

Kindly, general teaching module has three components: 1. Information, 2. Components and 3. Attachments. General information contains writer’s

identity from the module, profile of Pancasila students, targets and infrastructure, target for education participants and learning models used for reaching destination of the expected learning process. The core component of study consists of destination learning, assessment, experience meaning, question lighter, activity reflection participant study and reflected educator. Component from attachment teaching module includes from sheet work material, enrichment educators, students, glossary and bibliography. Broadly speaking, third component arranged in a manner systematic and owned by students and developed by the participants themselves to educate participants characteristics that they taught.

Teaching modules are arranged in accordance with phase or the steps of students’ development that considers what is learned with destination learning and based development period long. Independent educator can adapt teaching module from students’ characteristics or by arranging an appropriate standalone teaching module with students’ characteristics. existing LKPD in teaching module can created educator so that they will be capable to accommodate various student needs.

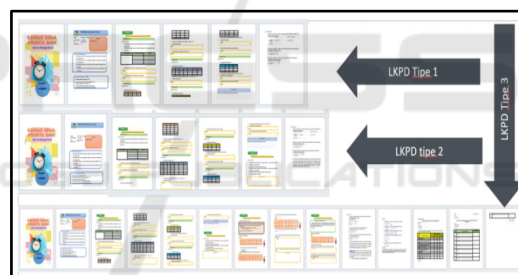


Figure 4: LKPD according to student needs.

Based on figure 4 above we can conclude that in developed teaching modules, the driving teachers were arranged by 3 kinds of LKPD used in learning. LKPD type 1 is given to students with ability that contains main question in the LKPD. LKPD type 2 is given to current capable students so that it will help with the task hook while LKPD type 3 is given to student with low capability. For students in this case, LKPD is compiled in a manner systematic so that the main tasks is described more detail and to become more sub item complex so that students with low capability can complete tasks on LKPD with a decent amount of level with students that has a good capability(Nari, 2017); (Putri Indah Sari, 2021).

## 4 DISCUSSION

Findings on the study result shows that implementation of independent curriculum to be something mandatory that conducted for resolving various weaknesses in the curriculum previously so that every student fulfilled rights and freedom in education, however directed with well by the teacher with appropriate utilization of the teaching module by students' characteristics. Various components and structures available in independent curriculum were capable to develop students competency through intracurricular learning and reinforcement profile of Pancasila students through the possibility of integrated activity project with eye lesson or stand up alone so that generated strong student in a manner academic and own character in accordance aspects expected by the profile Pancasila (Sayyidi, 2020)students ; (Ihsan, 2022).

In the previous text, it already outlined that independent curriculum draft already gave superiority because it is more simple and deep by the amount of the theory learning that seems more simple because physics, biology, history and geography on curriculum were previously merged into science learning in the independent curriculum, however payload theory had taught deeper and contextual so that it will capable to generate a project for strengthen profile of Pancasila students from students. In implementation of the independent curriculum, students must choose one certain major but given the freedom in accordance to their talents and interests. So is the teacher, in terms of their chose material to their teaching methods and process, each teacher is given freedom to design it alone the teaching module in accordance characteristics material and characteristics participant the students he teaches with especially formerly identify participant educate through question designed lighter at the beginning learning. Question lighter could form diagnostic test so with results test the teacher is able group student in accordance ability, method learning, talent as well as each other's interests. From the results the diagnostic test the teacher can design appropriate LKPD needs participant educate(Hattarina, 2022); (Putri Indah Sari, 2021); (Hadi, 2015).

In learning mathematics there is some steps you can conduct to students in solving problem, for one according with the polya description to understand problem, make plans, implement plan and check return correctness answer (Fariha Mpar August, 2021); (Netriwati, 2016); (Astutiania, 2019). For students with decent capability, LKPD is designed for direct main tasks with an example like what is the volume of the block with its known elements. For

students with low capability will be given additional question for more simple acknowledgment on student with the help of solving problem steps according to polya. Based on student characteristics difference just now, more independent teachers that designs worksheets on appropriate teaching modules for students. The next superiority in the independent curriculum are the developed materials and projects that are more relevant with students nor learning environment, and more interactive. From the clear exposure that independent curriculum implementation has is something that is mandatory held with priority main which were the students and driving teachers.

If implementation of the independent curriculum could be implemented pretty good, it might become a decent change towards students nor educator. Students could learned pretty well through capable driving teachers as they becomes good locomotor for capable move towards the student for study through designed teaching modules in accordance with needs and in the end will formed understanding meaning for students, shaping characters, strengthening the profile of Pancasila students and will give a good end cognitive results for students(Kahfi, 2022).

The limited research by understanding related implementation of independent curriculum in middle school; through teacher means as a solution for develop and prepare students quality and reinforcement of the profile of Pancasila students in face progress of time, so correlated with the resulting driving government through special training for capable and appropriate learning designs with Indonesia's education target and strengthening the profile of Pancasila student. The research weakness to this is that it's pretty much limited to execution conducted interviews through perceived online suboptimal, however with studies of the document that is done, it becomes a gap for held more study. Study about implementation of the independent curriculum through reinforcement programs for the profile of Pancasila students and its influence were to be formatting the character profile on Pancasila students which leads to the topics of study interest for described in the research so that it could enrich outlook knowledge and depth knowledge related with implementation of independence curriculum to begin with held in the beginning year of its implementation.

## 5 CONCLUSIONS

The implementation of Independent Curriculum as proclaimed by the Minister of Education and Culture

becomes means of improvement and development sustainable education unit especially the students and educators. This can be seen from the concept and the advantages of independent curriculum, the implementation of independent curriculum through teacher's teaching module as well implementation in learning.

Related to the implementation of the independent curriculum, the sustainable monitoring and coaching by the central and local government can be done in accordance concept that has been developed so that there is education equity, achievement of the goals of national education and reinforcement of the profile of Pancasila student.

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