Implementation of the Independent Curriculum in Elementary Schools

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Abstract: The independent curriculum is a curriculum that provides sufficient time for students to explore concepts and strengthen competence. The government provides opportunities for educators and educational units according to their respective readiness. This study aims to describe the implementation of the independent elementary school curriculum in Padang City. The research method used is descriptive qualitative with a case study design. The research technique used is observation and interviews. The research was conducted in one of the elementary schools in the city of Padang with the target being teachers and principals. The results of the study illustrate that the implementation of the independent curriculum in research primary schools is still in the early stages of the 4 stages that have been categorized by the government, namely the initial stage, the developing stage, the ready stage and the proficient stage.still needed from various parties, especially educators, so that they want to learn more optimally to want to design teaching devices in accordance with the conditions specified in the development guidelines from the government for the sake of the realization of the profile of Pancasila students.

1 INTRODUCTION

Education is the right of every nation which is the main key in preparing competitive resources in every era (Winata et al. 2021) In Law no. 20 of 2003 it is clear that the purpose of education is to develop the potential that exists in students, so as to form a dignified nation. The curriculum is one of the instruments to realize these educational goals. According to Rahayu et al, curriculum is the heart of education, which is a set of lesson plans that are used as guidelines in implementing learning activities (Rahayu et al. 2022). In line with the opinion above, Martin et al also stated that the curriculum is a guide or guideline that contains objectives, content, materials and methods used for learning activities which become a benchmark for achieving educational goals (Martin and Simanjorang 2022).

The curriculum in Indonesia has undergone several changes and improvements, starting from the 1994 curriculum, the competency-based curriculum (2004), the education unit level curriculum (2006), the 2013 curriculum (2013) and now there is a learning recovery policy curriculum in order to

pursue *learning loss* (learning lag), namely the independent curriculum. The independent curriculum is a curriculum that provides enough time for students to explore concepts and strengthen competence. Learning in this curriculum is adjusted to the needs and interests of students which is the basis for educators in determining teaching tools (Kemendikbudristek 2022b). The three characteristics of the independent curriculum are project to strengthen the profile of Pancasila students, learning on essential materials and flexibility of curriculum structure (Jojor and Sihotang 2022).

Implementation of the independent curriculum, the government provides opportunities for educators and educational units according to their respective readiness. Because it takes time to study the independent curriculum in the hope that you will gradually become more proficient in using it. There are four stages in implementing the independent curriculum in education units, namely the initial stage, the developing stage, the ready stage and the proficient stage (Satria et al. 2022). In connection with the description above, the researcher is

motivated to identify and describe information related to the implementation of the independent curriculum in one of the elementary schools in the city of Padang.

2 METHODS

Qualitative descriptive was chosen as the method in conducting this research. According to Sugiyono the qualitative method is a research method related to data collected in the field and then interpreted by the researcher. Data collection in this method is carried out naturally with the aim of interpreting and analyzing phenomena without using other statistical or quantitative methods. Furthermore, the descriptive method according to Sugiyono is a method that is not used to draw broad conclusions, but analysis is carried out to explain findings in the field(Sugiyono 2012). So, qualitative descriptive method is a method that describes, describes, and analyzes objects from a particular situation. The research technique used is observation and interviews. The research was conducted in an elementary school in the city of Padang with the aim of being the principal andeducators as the main source of information.

3 RESULTS AND DISCUSSION

The implementation of the independent curriculum in educational units has several stages according to the readiness of each educational unit. In the process of planning the first aspect is designing the Education Unit Operational Curriculum (KOSP). The operational curriculum is developed by educational units based on the characteristics and needs of students, educational units and regions. In addition, in its development, it is better to involve the school committee and the community. The principles for developing an operational curriculum for educational units are: (1) student-centered, meaning that it is able to fulfill a variety of potentials, developments, learning stages, and the interests of students (2) contextual, that is, unique and in accordance with the social culture and environment of the educational unit (3) essential, meaning that there are important elements, using language that is straightforward, concise and easy to understand (4) accountable, meaning that it can be accounted for, because the design process is based on actual data and (5) involves various stakeholders such as parents, organizations, education unit committees and other stakeholders (Kemendikbudristek 2022a).

The process of preparing an operational curriculum that is fixed and flexible must go through the preparation steps as shown in the following chart:
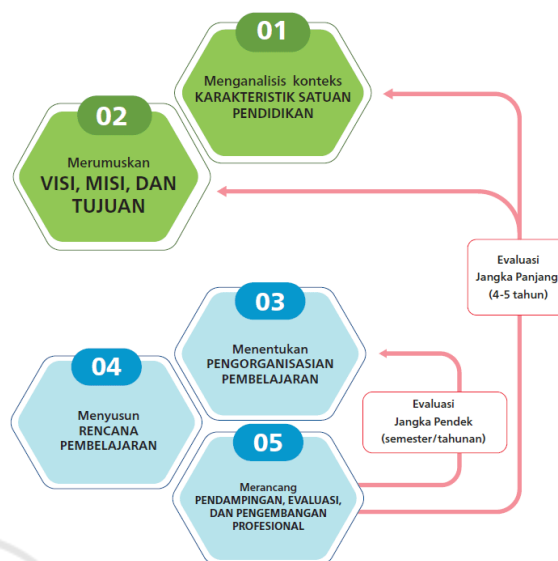
Figure 1: Steps for Preparing KOSP.

The results of research at one of the elementary schools in the city of Padang by conducting interviews and observations related to KOSP. This school has made small adjustments to KOSP provided by the government. The design is carried out by the Principal himself without involving educators, students, parents and others. The process of developing a KOSP like this based on its stages is at an early stage.

The second aspect is the design of the flow of learning objectives. The government has set Learning Outcomes (CP) as competency targets that will be mastered by students and used as the main reference in developing learning designs, especially for intra-curricular activities. However, in order for CP to be more concrete and operational, it needs to be translated into learning objectives. In compiling learning objectives, it must consider the uniqueness and characteristics of the Education Unit and according to the stages and needs of students. The stage of formulating learning objectives begins with understanding CP so that educators get ideas about what students need to learn in one phase. CP in one phase needs to be developed into several learning objectives by including competency components and scope of material in one learning objective. In research primary schools, there are 2 ways for educators to develop learning objectives, first to develop them on their own and second to develop them together in the Teacher Working Group (KKG)

forum. In preparing teacher lesson objectives, they adapt to the textbooks used by educators and students at school.

Furthermore, from the learning objectives that have been developed, the flow of learning objectives is designed. The flow of learning objectives is a new name for the syllabus in the previous curriculum, which was used for a period of one year which outlines the planning and arrangement of learning and assessment. The government also gives educators the choice of (1) designing their own, (2) developing and modifying based on examples provided and (3) using examples from the government. The flow of learning objectives that focus on CP must be logically structured, starting from the simple to the more complex, and influenced by the characteristics of the subjects and learning approaches. In the research school, educators wait for the flow of learning objectives from other schools and then change the name of the education unit according to the educator's educational unit. The following is the flow of learning objectives used by schools:

Figure 2: The Flow of Civics Learning Objectives (*Source: Educators of Class IV SD Research).*

The third aspect is planning lessons and assessments. Lesson plans are designed to guide teachers in carrying out daily learning to achieve a learning goal. Thus, the lesson plan is prepared based on the flow of learning objectives used by educators so that the form is more detailed than the flow of learning objectives. Planning learning is influenced by student factors, the environment, facilities and infrastructure and others. Lesson plans are needed by educators to provide direction in the learning process so as to achieve CP. There are two learning plans, namely lesson plans and teaching modules. The government also provides examples of lesson plans and teaching modules, educators can use or adapt them to their respective students. If educators want to design their own learning modules, they must at least contain learning objectives, steps, media,

assessments, information and references. Teaching modules that help educators to be more flexible and contextual are designed with one learning objective for one module according to the flow of learning objectives that have been prepared. The teaching modules for educators in research schools also use modules from other schools and adapt them to the material in the textbooks used by educators and students. However, the modules used by educators do not meet the minimum components that must be in one module, namely the assessment component. The following modules are used by research schools.

Figure 3: Fine Arts Teaching Module (*Source: Class IV Educator of Research Elementary School).*

In addition to planning lessons, assessments also need to be planned. Assessment is an integral part of the learning process, used to find evidence or become a consideration regarding the achievement of learning objectives. The recommended assessments in the independent curriculum are formative assessments and summative assessments. The designed assessment is equipped with assessment instruments and techniques. Examples of assessment instruments are rubrics, checklists, anecdotal notes and progress charts. Examples of assessment techniques that can be used include observation, performance, projects, written tests, oral tests, assignments and portfolios. Educators in research schools used self-made formative assessments in the form of quizzes for students and summative assessments in the middle and at the end of the semester using written test techniques. Educators have not used other assessment instruments and techniques in conducting assessments. In compiling a summative assessment

the author begins with a grid, learning limits and adjusting to learning objectives.

The fourth aspect is the use and development of teaching tools. In an effort to achieve CP and the profile of Pancasila students, teaching resources and materials are needed. Among the teaching tools are textbooks, teaching modules, learning videos, and other forms. Apart from print media, teaching devices can also be accessed online through the independent teaching platform. The Merdeka Mengajar platform has three main features, namely learning, teaching and educator careers. In the Teaching feature there are teaching device products and student assessments. Various teaching tools in this feature can be used by teachers as references to develop teaching practices in accordance with the Independent Curriculum. In research primary schools, educators and educational units do not use textbooks provided on the independent platform but prefer books from other publishers, with the reason that they are the same as student handbooks.

The last aspect studied in this research is project to strengthen the profile of Pancasila students. This co-curricular activity is designed to achieve a Pancasila student profile, namely, 1. Faith, piety to God Almighty, and noble character. 2. Global diversity. 3. Collaborate. 4. Independent. 5. Critical reasoning. 6. Creative (Satria et al. 2022). These six dimensions are the answers to the question "What kind of students are targeted for education in Indonesia?". Through this dimension it is also hoped that Indonesian students will be able to compete in the 21st century, become superior, productive and resilient human beings. Project Interdisciplinary is a project to strengthen the profile of Pancasila students. The stages in designing project are (1) Forming a team of project facilitators, (2) Identifying the stages of education unit readiness, (3) Determining the dimensions and themes of the project, (4) Designing the time allocation for the profile project, (5) Arranging the profile project module, (6)) Determine learning objectives, (7) Develop topics, activity flows, and profile project assessments. The 4 principles of project design must also be used as a basis for designers, including holistic, contextual, student-centered and exploratory.

In education units, especially in class IV, the project is carried out 1 day in 1 week, namely Thursday, the design of this project is discussed with a team consisting of PAI educators, PJOK educators and homeroom teachers for class IV. Within 1 year there are 4 projects that will be carried out by students with the dimensions of the Pancasila profile, namely Faith, piety to God Almighty, and have noble

character, work together and be creative. For semester 1, the theme chosen is local wisdom and a sustainable lifestyle. This school also does not use project in carrying out its projects, projects are carried out based on the teacher's handbook. An example project that has been implemented in class IV is an ecobrick project, processing used plastic bottles. Educators chose project because it fits the theme of a sustainable lifestyle and feels interesting for students. The following is a picture of the project that has been done.

Figure 4: Ecobric Project (*Source: Class IV Research Elementary Educator).*

Based on the 5 aspects of planning to implement the independent curriculum that have been implemented in this research elementary school, in general this school is still in the early stages of the 4 stages categorized by the government, where schools have not adapted teaching tools starting from TP, ATP, Modules, etc. to the conditions educational units and also the characteristics of students.

4 CONCLUSIONS

The independent curriculum helps realize the ideals of Indonesian education which wants to give birth to Pancasila students by accommodating students to develop according to their potential. However, implementing this curriculum requires even stronger effort. Based on the results of the research described above, educators have tried to implement an

independent curriculum in their educational units, but awareness, encouragement and motivation are still needed so that educators want to learn more optimally to want to design teaching devices in accordance with the conditions specified in the development guide from the government. In order for a Pancasila student profile to be formed, educators are needed who want to learn, want to change their mindset and want to fight together. This is in line with the thinking (Sari, Amini, and Mudjiran 2020) which states that cooperation, strong commitment, sincerity, and real implementation are needed from various parties to realize the profile of Pancasila students.

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