Analysis of the Implementation of the Independent Curriculum by Utilizing the Independent Teaching Platform in Elementary Schools

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Abstract: This study aims to study and evaluate how the independent curriculum is implemented in SD IT Adzkia 3 Padang's Driving School. This research is qualitative research using a phenomenological approach. The research was conducted at SD IT Adzkia 3 Padang, with the key informants being the principal, teacher, and facilitator. Data collection methods used are observation, documentation, and interviews. The analysis found that the school implemented the Independent Curriculum in one semester, and the results have shown positive progress. The stages of SD IT Adzkia 3 in implementing the Merdeka Curriculum started with forming a team, including the curriculum development team, holding various pieces of training from the ministry and the Adzkia foundation. Then formulate the vision, mission, and goals of the school according to the characteristics of the Integrated Islamic school, study and discuss the Independent Curriculum guidelines, and conduct sharing sessions with the Mobilization School facilitators, both online and offline. Principals create a dynamic and collaborative school environment by designing programs and projects. Principals, teachers, students, and other school members work with parents and other stakeholders to implement the Independent Curriculum.

1   INTRODUCTION

A curriculum comprises four components: objectives, content, learning methods, and evaluation. It is necessary to build on a foundation or foundation, namely philosophy, society, culture, personal (students), and learning theory (Zais, 1976), to carry out these four components to synergize well. The opinions above lead to the conclusion that the philosophical, social, psychological, scientific, and technological foundations are the basis for the curriculum (Safaruddin, 2020). The curriculum must be examined creatively because it is the "spirit" of education. Dynamic capabilities regularly updated and adapted to the times, science, and technology are needed by graduate users and the public. As a result, curriculum changes develop into a certainty. No more rapid advances in science and technology allow the "comfort zone" curriculum to continue in educational settings (Barlian et al., 2022).

In educating the nation's life, national education aims to develop skills and form a noble national character and civilization. Education seeks to foster students' abilities to become religious and pious people. Having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic citizen, being responsible on behalf of God Almighty. The education system has adapted to globalization, in line with the progress of the times and an increasingly dynamic society (Ineu et al., 2022); (Gusteti et al., 2021). One of these changes is through the curriculum, which currently uses the independent curriculum.

The Merdeka Curriculum can answer educational problems such as learning loss and efforts to increase student learning motivation because it takes too long to study with the online system (Fahlevi, 2022). The government allows teachers and educators to adhere to the Independent Curriculum according to each school's readiness (Fauzi, 2022).

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As with academic units, students also learn according to their needs and readiness. Teachers and educational institutions must also learn how to implement the Independent Curriculum. The Merdeka curriculum has various extracurricular learning opportunities whose contents are well laid out so that students have enough time to learn concepts and become competent. The Merdeka Curriculum prioritizes student learning outcomes based on the Pancasila student profile (Aprima & Sari, 2022); (Zainuddin & Zumrudiana, 2022); (Setiyaningsih & Wiryanto, 2022). The Pancasila Student Profile forms students' resilience, maintains the nation's noble values, is ready as a citizen of the world, is social, and realizes 21st Century skills. It is reflected in daily behavior (Rusnaini et al., 2021). Project development to improve the attainment of Pancasila student profiles is based on a set of governance themes. Projects are unrelated to the subject matter because they are not intended to fulfill specific learning objectives (Fauzi, 2022).

The independent teaching platform is one form of utilizing technology in learning to support the independent curriculum in realizing the Pancasila student profile. This platform is an effort to transform digital-based education in Indonesia. It aims to assist teachers and principals in the success of the independent curriculum, both related to information related to the independent curriculum, references to teaching tools, and assessments for teaching in class. Based on the independent teaching platform pocketbook, five products are grouped into teacher development products and teaching and learning activities. The teacher development products include inspirational videos, self-training, and evidence of my work, while the teaching and learning products include student assessments and teaching tools.

The first product, Inspiration Video, contains a collection of inspirational videos made by the Ministry of Education and Culture and experts as a reference for increasing competency as educators. The second product, Independent Training, contains various short training materials to conduct training independently, anytime and anywhere. The third product, Proof of My Work, functions as a place for documentation of work to describe performance, competence, and achievements while carrying out the teaching and principal profession, as well as a forum for sharing good practices and getting feedback from colleagues. The fourth product, Student Assessment, is to help teachers conduct literacy and numeracy diagnostic analysis quickly so that they can apply it to learn appropriate to the stage of achievement and development of students. The fifth product, teaching kits, contains various teaching materials to support teaching and learning activities, such as teaching materials, teaching modules, project modules, or textbooks.

On 1 February 2021, the Minister of Education, Culture, Research, and Technology inaugurated the Mobilization School program starting in the 2021/2222 school year. The driving school program is implemented in 2,500 schools in Indonesia. This program is implemented in stages. Already advanced schools become the driving force for schools that still need structured support. However, researchers and educational observers have started to discuss this program. Nadim believes that to produce graduates who fit the profile of Pancasila students, school culture must also be focused on innovation and child-centered learning in addition to administrative strategies. Meanwhile, the Ministry of Education and Culture is promoting this initiative as a form of educational reform that strongly emphasizes cultural change. By modifying students' character and the characteristics of the Indonesian school environment, this school mobilization program will serve as an entry point to a curriculum that focuses on student needs (Ineu et al., 2022).

The five interventions that make up the School Mobilization Program are interconnected and inseparable (Ineu et al., 2022): (1) Consultative and asymmetric support The Ministry of Education and Culture and local governments collaborate in a program where the Ministry of Education and Culture implements School assistance mover; (2) Increasing school human resources by strengthening school principals, school supervisors, supervisors, and teachers through one-on-one training and mentoring (coaching) programs with professional trainers; (3) Peer Education with a basic learning paradigm that is focused on developing skills and character development in line with the Pancasila precepts in the classroom and extracurricular learning process; (4) Planning based on data management based on school reflections; and (5) Digitalization of education by using various digital platforms to reduce friction, increase efficiency, increase inspiration, and achieve set goals.

SD IT Adzkia 3 Padang is a driving school and uses the Merdeka Curriculum starting from the odd semester of the 2022/2023 academic year. SD IT Adzkia 3 has implemented this program for one semester. Based on the concept of the Independent Curriculum, academic units design their operational curriculum according to the needs and characteristics of the school. For this reason, this study discusses the

implementation of the Merdeka Curriculum at SD Adzkia 3 Padang.

2 METHODOLOGY

This research is qualitative research using a phenomenological approach. This approach was chosen because the researcher wanted to evaluate the phenomena encountered by essential informants. The research analyzes phenomena, social behavior, or individual or collective thinking. The research was conducted at SD IT Adzkia 3 Padang.

The sampling technique used in this research is purposive sampling. The research subject is everyone with in-depth knowledge of the problem (key informant). The steps used to obtain data are (a) extending the data collection period; (b) making regular and profound observations; (c) using triangulation; and (d) involving colleagues in the conversation (Creswell, 2016).

The steps and techniques of research data analysis are as follows: a). all phenomena and experiences of research subjects are fully described by the researcher, b). the next researcher identifies the statements (interview findings), describes them, and develops them further without repeating them, c). then, the statement is concluded in critical parts, and a detailed description of the experience is written, d). the researcher then uses all his imaginative variations to reflect on his ideas, e). the researcher then develops all justifications for the significance and core of the explanation, and f). based on the experiences of all informants, the researcher summarizes his findings in a written report.

This study describes the implementation of the independent curriculum in SD IT Adzkia 3 Padang driving schools. Is this independent curriculum implemented well, or what obstacles are encountered, and what are the solutions? The subjects of this study were grade 1 and 4 teachers and school principals. This research was conducted through interviews, direct observation, and documentation.

3 RESEARCH RESULTS AND DISCUSSION

SD IT Adzkia 3 Padang is located in Lolong Belanti, North Padang District, Padang City. SD IT Adzkia 3 is a driving school led by Mrs. Nurmaini, S. Pd. Mobilizing School is one of the Freedom Learning programs. SD IT Adzkia 3 became a Mobilizing School and began implementing the Merdeka

Curriculum in the odd semester of the 2022/2023 school year for grades 1 and 4.

The Merdeka Curriculum is the 15th transformation carried out by the government in the context of recovering from a learning crisis, improving the quality of learning, and being the latest breakthrough in helping curriculum teachers combine various extracurricular activities, whose content will be better organized so that students have enough time to explore ideas. and build competency. The Merdeka Curriculum concentrates more on crucial material and more comprehensive learning. In addition, teachers can modify their lessons to suit students' developmental and academic status.

Implementation of the Independent Curriculum at SD IT Adzkia 3, namely; first, the Head of SD IT Adzkia formed a School Mobilization team. This team is a group at the education unit level of teachers selected by the principal and school supervisor. The committee's role is to plan, implement, and assess instruction according to student needs. The school works with stakeholders to improve teaching standards. Second, holding training on the Independent Curriculum. This training is to improve the competence of teachers and educators regarding the Independent Curriculum and how to implement it.

Figure 1: Merdeka Curriculum Training. *Image Source*: *Instagram SD IT Adzkia 3 Padang.*

Figure 1 is the *In-House Training* (IHT) on implementing the Independent Curriculum (IKM) organized by the West Sumatra Adzkia Foundation for Adzkia schools. This activity was held on Saturday, 16 July 2022, at the Adzkia *Convention Center* (ACC) with Mr. Dr. Sukro Muhab, M.Sc.

Because SD IT 3 Adzkia is an integrated Islamic school, this IKM is integrated with the characteristics of the Integrated Islamic School Network.

Figure 2: Merdeka Curriculum Training (*Image Source*: *Instagram SD IT Adzkia 3 Padang*).

SD IT Adzkia 3 also held advanced training at its school. This training was held on Saturday, July 23, 2022, at SD IT Adzkia 3, attended by school principals, curriculum representatives, student representatives, teachers, and school operators. An expert trainer provided the training for the School Mobilization Program, Ms. Irawati, M. Pd. This activity discusses lesson planning, assessment, and preparation of the Pancasila Student Profile Strengthening Project (P5). In addition to this training, the school regularly holds discussions with the School Mobilization Facilitator from the ministry, which are held online and offline.

The third step is formulating the vision, mission, and goals of the school by the characteristics of the school, outlining the critical steps in line with the mission; describing the education unit plan to achieve its educational goals; and focusing on the competence and character of a school that is unique to graduates of academic units and following the profile of Pancasila students. Fourth, hold a meeting with the Curriculum Development Team. In implementing the Independent Curriculum, the school principal and the Curriculum Development Team hold regular meetings. The curriculum development team is the Principal, representatives of the curriculum sector, and the learning committee. Fifth, use guidelines from the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture in implementing the Independent Curriculum. This guide includes creating Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Flow (ATP), including teaching modules, IHT guides, and P5 guides. Sixth, discuss with supervisors, school facilitators, and foundations.

The Merdeka Curriculum innovation in raising the profile of Pancasila students seeks to produce Indonesian students who can become democratic citizens and superior and successful individuals in the 21st century. According to the Ministry of Education and Culture's Handbook, project-based learning strengthens Pancasila students by enabling participants to develop creative and inspirational works (Standards, Curriculum, and Educational Assessment Agency, 2022). Local wisdom is one of the topics discussed in the Strengthening Pancasila student profile project.

Schools must create a learning model emphasizing cross-curricular integration and choose project-based evaluation as part of the Pancasila Student Profile Project. It is intended that students get hands-on experience and learn from practice while using this paradigm. Integration of basic abilities and skills acquired by students across disciplines is possible with the learning project model, which also makes the learning structure more independent and adaptive (Shalikha, 2022); (Saputra et al., 2022); (Rachmawati et al., 2022); (Nurasiah et al., 2022); (Khoirillah et al., 2022);(Jufri, 2022).

Teachers must be equipped to do projects that prioritize local wisdom because it is one of the themes in the project to strengthen the Pancasila Student Profile. It is necessary so that the project to strengthen the Pancasila Student Profile can be implemented successfully. It is hoped that by raising local wisdom

subjects in the Pancasila student stabilization project, education will be able to mediate the best possible growth and teaching of students' potential, especially about transforming cultural values. To achieve this, teachers must be trained to implement initiatives that will enhance local wisdom and exploit the potential of the environment to elevate the Pancasila Student Profile. Teachers can help students use project-based learning methods and models by providing them with the necessary knowledge and skills (Marzuki & Oktarianto, 2022); (Nurasiah et al., 2022); (Nisa, 2022); (Hidayati et al., 2022).

In implementing project learning, schools design projects for one semester with the stages in Figure 3.

Figure 3: Pancasila Student Profile Project Activities. *Image Source*: *Instagram SD IT Adzkia 3 Padang.*

The project to strengthen the Pancasila Student Profile at SD IT Adzkia 3 uses the theme "Sustainable Lifestyle" with the topic. "Charity Managed Waste Coming." The description of the activities of this project includes presenting the project program to parents of students with the theme "Sakinah Garbage Bank Survey," inviting guest teachers with the theme

"Selection of Organic, Inorganic, and B3 Waste", carrying out waste selection practices with educational visits about waste utilization to the Garbage Bank Sakinah, carried out the practice of utilizing segregated waste, held an exhibition of processed waste products with the theme "Parenting Parents with the topic of Waste Hazards."

Figure 4: A visit to the Sakinah Garbage Bank. *Image Source*: *Instagram SD IT Adzkia 3 Padang.*

Figure 4 is the next implementation stage of the Project to strengthen the Pancasila Student Profile, namely visiting the Sakinah Garbage Bank. This activity was attended by grade 1 students and accompanied by teachers and school principals. The characters to be achieved with this project are students with a profile of belief in one God, who is independent, and who have a spirit of mutual cooperation.

Based on the results of the Project Management Office (PMO) curriculum implementation at SD IT Adzkia 3 Padang for one semester are presented in Tables 1, 2, and 3.

Table 1: Planning Stage.

Description	Implementation
of the project to strengthen the profile of Pancasila students	Schools implementing projects to strengthen Pancasila student profiles begin with identifying problems facilitated by teachers so that project activities begin to be oriented toward understanding concepts and/or solving problems (*problem-solving*) according to the theme but not yet based on student initiative and facilitated by teachers and/or community partners involved as a facilitator or resource person so that project activities are oriented toward understanding concepts and/or solving problems *(problem-solving)* according to the theme
Application of learner-centered learning	Teachers have started using varied and learner-centered learning methods, as well as methods appropriate to the goals of learning, However, it has not yet reached the teacher to differentiate learning methods according to students' needs, achievements/performance, and interests.
Integration of assessment in learning	Teachers have started to conduct formative assessments at the beginning of learning, and the results are used to identify students who need more attention. However, it has not yet reached the point of conducting formative assessments at the beginning of learning, and the results are used to design differentiated learning according to the stage of student attainment (*teaching at the right level*).
Learning according to the learning stage of students (elementary and secondary education)	Based on the formative assessment at the beginning of learning, the teacher has started teaching all students in his class according to the learning achievement phase of the majority of students in his class and by paying particular attention to some students who require different treatment (materials and/or learning methods). However, it has not yet come to dividing students into two groups according to their learning achievements so that each student can learn according to his learning achievements.

Description	Implementation
Collaboration between teachers for curriculum and learning purposes	Teachers have started collaborating in learning planning at the beginning of the semester (planning) and in the learning process throughout the semester, discussing student learning progress, sharing good practices, sharing information about teaching tools, and collaborating on projects to strengthen Pancasila student profiles and are involved in evaluation curriculum in academic units. However, it has not yet reached the point of being involved in developing an operational curriculum for an academic unit.
Collaboration with parents/family in learning	The teacher coordinates with other teachers through the education unit to provide information about student learning progress to parents/guardians at the time of receipt of report cards and periodically in the learning process. However, there is no regular communication channel for parents to provide feedback on curriculum and learning. Parents are involved in learning, such as being resource persons in extracurriculars and/or projects to strengthen Pancasila student profiles.
Collaboration with society/community/industry	or projects to strengthen student profiles for activities that are longer term. intracurricular
learning, evaluating, and improving the quality of curriculum implementation	Some teachers carry out reflection and evaluation of curriculum implementation and learning. This reflection and evaluation are not data-based yet, but rather the assessment of each teacher based on personal experience and/or colleagues' views. However, it has not yet reached the reflection and learning by the majority or all teachers. Education Report Card data complement the reflection results (teacher's experiences and perceptions).

Table 2: Implementation Stage Implementation.

Principal Leadership Effectiveness	Description
The principal leads the planning and implementation of a student-centered learning process.	The principal ensures and builds communication and persuasive interaction of all school members in realizing a conducive school environment that has not yet reached system development.
The principal leads reflection and process quality improvement in student-centered learning.	The principal leads periodic reflection meetings involving all teachers based on data analysis, resulting in initiatives for measurable quality improvement of the learning process. However, it has not yet been developed to develop a periodic reflection mechanism that involves all teachers based on data analysis resulting in collaborative initiatives for measurable quality improvement of the learning process.
The principal leads efforts to develop a student-centered learning environment.	The principal involves all school members to participate in creating a safe and comfortable learning environment for student and teacher activities so that independent learning is always realized, but it has not yet reached the development of a
the principal system involving parents/ guardians of students as companions and learning resources at school	Principals communicate the results of school development and provide opportunities for parents/guardians of students and the community to take a role in school development programs that have an impact on improving the quality of student learning but have not yet reached the development of mechanisms for
Principal participation active in networks and organizations relevant to school leadership to develop a career	Principals actively network and professional organization activities to explore a variety of learning experiences relevant to needs learn to develop a career but have not yet reached the point of creating meaningful work and/or providing services, sharing good learning practices,
The Principal shows spiritual, moral, and emotional maturity to follow the code of ethics.	The principal manages emotions, uses moral principles, and demonstrates belief in God Almighty to develop work and learning behavior that refers to a code of ethics, anticipates violations of the code of ethics, and avoids conflicts of interest. However,
	the principal has not yet reached the point where the principal helps other school leadership.
The principal develops a community of practitioners	The principal has started a community of practitioners within the education unit by introducing and forming a community of practitioners. However, it was not until the principal started moving to disseminate knowledge and good practices to other educational units.
Indicator	Description
Designing operational curriculum for educational units	Schools develop curricula based on examples from the Ministry of Education and Culture by modifying the organization and planning of learning based on analysis and reflection on conditions, facilities, infrastructure, and teaching and education staff in education units by involving representatives of students, parents, or the community. For the next semester, the school will try to develop an education unit curriculum that is contextual and in line with the aspirations of the education unit residents and the results of the education unit's analysis and self-reflection.
Designing the flow of learning objectives	The school revamped the flow of learning objectives provided by the Ministry of Education and Culture based on the needs of students. However, it has not yet reached the stage of developing learning objectives flow independently concerning Learning Outcomes Learning.
planning and assessment	The school revamped the examples of lesson plans and assessments provided by the Ministry of Education and Culture based on the needs of students. The school will then try to develop lesson plans and assessments based on the needs of students.
Use and development of teaching tools.	The teacher has combined various teaching tools to suit the local context and the needs of students. The teacher modifies some parts of the teaching modules provided by the Ministry of Education and Culture for one or part of the subject matter Furthermore, the teacher tries to be able to develop teaching modules for one or part of the subject matter and shares the teaching modules he makes with other teachers, and organizes

	teaching module development sessions on an ongoing basis. collaborative
Project planning for strengthening the Pancasila student profile	Schools have developed project ideas and modules according to the local context, needs, and interests of students by involving students' opinions and ideas

The strength of SD IT Adzkia 3 in implementing the Merdeka Curriculum is that the principal has a high commitment and continues to strive to encourage and strengthen teachers in implementing it. The school also has human resources, which the foundation always supports by increasing its competence through various forms of training. Learning facilities and infrastructure are also fully supported by the Foundation. Activities are constantly monitored and evaluated regularly, and reported. Activities are always accompanied by the agency, for example, KKG. The school has done its module and is approaching the P5 module made by the ministry. Implementation of P5 has started to show results as something that can be taken as a guide in the second semester.

What is particularly concerning to schools in implementing the Independent Curriculum is implementing differentiated learning. Teachers' understanding of differentiated learning is still lacking. Teachers need direct guidance in designing, implementing, and evaluating differentiated learning. Determining the theme of the project did not involve students. The teachers' ability needs to be continuously trained and honed to ask open questions or trigger questions to students to explore ideas from students. Schools also do not understand the form of assessment in the independent curriculum. Teachers do not understand how to make instruments and assessment rubrics. Efforts that have been made to overcome this are holding discussions with facilitators, holding discussions in Teacher Working Groups (KKG) and discussions with teams at schools, viewing videos about differentiated learning on the Merdeka Teaching Platform (PMM), holding discussions with a community of practitioners and bringing in outside instructor. There is no systematic structure of the practitioner community, scheduling, and mechanism. Teachers must learn the independent curriculum more because schools are *full days*. So it is hoped that the socialization of the independent curriculum needs to be increased by providing direct guidance to teachers consistently in designing and practicing differentiated learning, conducting assessments, making instruments, and scoring rubrics.

4 CONCLUSION

The implementation of the Merdeka Curriculum at SD IT Adzkia 3 is carried out by (1) Forming a team, (2) Holding *In House Training* (IHT) either from the ministry, foundation, or from the school, (3) Formulating the vision, mission, and goals of the school following school characteristics, (4) Formulate the curriculum of the education unit with the Curriculum Development Team. (5) Using guidelines from the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture in implementing the Independent Curriculum, (6) Carrying out guidance with the School Facilitators and Supervisors in implementing the Independent Curriculum. SD IT Adzkia 3, in implementing the Merdeka Curriculum, is supported by the Principal and HR, whom the foundation always supports by increasing their competence through various forms of training. Implementation of P5 has been carried out according to the guidelines. However, the thing to note is that the teacher's understanding of differentiation learning is still lacking. Teachers need direct guidance in designing, implementing, and evaluating differentiated learning. Teachers do not understand how to make instruments and assessment rubrics. So the hope is that the socialization of the independent curriculum needs to be increased by providing direct guidance to teachers consistently. Researchers hope that implementing the Independent Curriculum at SD IT Adzkia can be continuously improved, schools can share good practices with other schools, and SD IT Adzkia 3 can become a pilot school.

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