



## Implementation of The Independent Curriculum in Elementary Schools

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**Abstract:** This independent learning curriculum is an independent learning curriculum where teachers and students have the freedom to innovate, the freedom to learn independently and be creative in the process of teaching and learning activities. Curriculum changes are also monitored for various changes, including changes in the learning process and evaluation. the curriculum in schools pays attention to the needs and potential of students through independent learning and the value of the Pancasila student profile. This study used a qualitative type approach to conduct a literature review of various previous studies (literature review). The purpose of writing this article is to analyze various existing theories by looking at comparisons with previous theories. The literature used is research or review existing in scientific papers and has been published in various journals. The implementation of the independent curriculum in elementary schools has been carried out even though it only took representation as an initial implementation trial such as grades 1 and grade 4. The implementation of the new curriculum was carried out in stages, teachers needed training to deepen studies related to the curriculum, PNS teachers and honorary teachers at schools given the opportunity to participate in socialization or workshop by dividing the group into several waves. The implementation of the independent curriculum is a new chapter in all fields of education, starting at the elementary level up to tertiary institutions. The implementation of the new curriculum at the initial stage has not been implemented in its entirety in every class in elementary schools. In general, the implementation of the independent curriculum in elementary schools has been carried out even though it only took representation as an initial stage

**Keywords:** Implementation, Independent Curriculum, Pancasila Profile.

### 1. Introduction

The curriculum in Indonesia has been constantly changing, therefore it is necessary to implement the curriculum from the beginning in every school in Indonesia, changes to the curriculum occurred in 1947, 1964, 1973 and up to the 2006 curriculum or what is known as the KTSP curriculum (curriculum level). Education Unit) and the curriculum before the independent curriculum was the 2013 curriculum.

Curriculum emergency Which introduced during pandemic become forerunner will curriculum independent. Ministry Education, Culture, Research and Technology already official launch curriculum independent year lessons 2022/2023 Of schools Of Indonesia. Application This based on Rules Minister Education, Culture, Research, and Technology Republic Indonesia Number 56/M/2022 about Guidelines Implementation Curriculum Related Restoration Learning. Curriculum This is continuation from curriculum

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emergency Which used during pandemic Covid-19. Curriculum Which used Of Indonesia previously is Curriculum 2013 or Curriculum thematic Integrated.

The independent curriculum as an alternative curriculum overcomes learning so that it can continue during the pandemic period which gives freedom of "free learning" to learning implementers, namely teachers and school principals in compiling, carrying out the learning process and developing curricula in schools paying attention to the needs and potential of students. Through independent learning and the values of the Pancasila student profile as well as a focus on the essential materials of the independent curriculum, it is hoped that it will be able to overcome current and future educational problems.

Change curriculum This push change curriculum and paradigm learning. Shift paradigm Which planned covers strengthening independence teacher as leader learning, clearance standard control Which too must and demanding process learning Which homogeneous Of whole unit education Of Indonesia, and steps student that is strengthening right and ability student. determine process Study with set objective Study, reflect ability self Alone and take action proactive and responsible answer for success self Alone.

Change curriculum Also followed with various change, including change process learning. Change This sure will eat Lots time. It means need time for evaluate is curriculum This Already succeed or Not yet. However, need is known How curriculum independent will applied Of school, specifically Of school base, after official launched on year lessons 2022/2023.

According to Riki Sanra (Sanra et al., 2022), this independent learning curriculum is an independent learning curriculum in which teachers and students have the freedom to innovate, the freedom to learn independently and be creative in the process of teaching and learning activities. It is hoped that teachers can prepare lesson plans efficiently and effectively so that teachers have plenty of time to prepare and evaluate the learning process itself. The activity of designing lesson plans becomes less convoluted and more time efficient, and can implement cooperative learning models, is able to provide innovation in every lesson by adjusting learning materials.

By Because That application curriculum independent Of school attract for studied. Curriculum This No will applied until year lessons 2022/2023. Change curriculum Also variously monitored change, including change in process learning. Change of course just will eat time. It means, evaluation need what time curriculum This succeed or No. However, need for know introduction method curriculum independent Of school, specifically Of school base after identification official on year teachings 2022/2023.

## 2. Research Methods

The research uses qualitative type approach method conducts a literature review of various previous studies (*literature review*). The purpose of writing this article is to analyze various existing theories by looking at comparisons with previous theories. The literature used is research or *review* which already exists in scientific papers and has been published in various journals such as Google Scholar in accordance with the scope of the field of study and data collection techniques using the results of a literature review.

## 3. Results And Discussion

### 3.1 Overview of the Implementation of the Independent Curriculum

In general, the implementation of an independent curriculum in elementary schools has been carried out even though it only took representations as an initial implementation trial such as only grade 1 in low grades and in high grades, namely grade 4 in the 2022/2023 school year. The implementation of the new curriculum is carried out in stages, there are 3 options that schools can choose in implementing the independent curriculum in the 2022/2023 academic year. These choices are independent learning, independent change and independent sharing.

According to Faridahtul (Jannah et al., 2022), implementation is an implementation of a plan that has been prepared or arranged in a mature and detailed manner. In implementing the independent curriculum there are planning, implementation and evaluation stages. Where, at the planning stage as a school principal, you have to plan by making a coaching schedule for all teachers regarding important materials contained in the independent curriculum. In the implementation phase, the selected teachers make a learning plan that will be given to their students which consists of a new learning paradigm that focuses on active student learning,

strengthening Learning Outcomes (CP), and understanding of learning materials through differentiated teaching modules that are appropriate to student learning materials, as well as understanding in strengthening the Pancasila Student Profile Strengthening Project (P5). And at the evaluation stage, the teacher is able to prepare and formulate lessons that will be carried out the next day in each lesson chapter in strengthening the material in each lesson chapter The Pancasila Student Profile Strengthening Project still has to be evaluated first by the teacher to suit the needs and characteristics of each student.

According to Inayati (2022) explains that in the independent curriculum students are given flexibility in thinking and learning from any source so that they can seek knowledge and solve real problems. According to Nadiem Makarim, Minister of Education, Culture, Research and Technology of the Republic of Indonesia, the independent curriculum comes as an innovation to create an atmosphere of learning and happiness. Nadiem hopes that there will be learning that does not make it difficult for teachers or students by showing the achievement of high scores or KKM, changing to Criteria for Learning Objectives Achievement

### **3.2 Optimizing the Implementation of the Independent Curriculum**

Implementation of the independent curriculum in elementary school education units, teachers need training to deepen studies related to the new curriculum, on the other hand, the training held is only relatively short, with a duration of 1 day. The training that will be carried out is not enough in a short time, to provide an understanding of the independent curriculum the policy makers provide opportunities for all teachers to be more optimal in implementing understanding the Pancasila profile. One of the roles of the teacher is to carry out learning innovations to answer students' needs and create a free learning climate. Learning innovation is expected to be able to help students to think independently, to innovate independently, to learn independently and creatively, to learn independently for happiness. The role of the teacher in learning innovation creates innovative teachers.

The limitations of teachers can be seen as a result of not mastering technology and some of them have entered retirement. PNS teachers and honorary teachers at schools are given the opportunity to take part in socialization or *workshop* by dividing the group into several waves so that the implementation of teaching in schools continues.

According to Daga (2021) Understanding the importance of independent learning and the teacher's role in independent learning really helps teachers and students to think, be more innovative and creative and satisfied with learning. However, many teachers do not understand the importance of independent learning in theory and practice. Teachers' understanding of curriculum reform is very important. The teacher's lack of understanding of the theory and practice of an independent curriculum will certainly have a negative impact. These negative aspects include, for example, the difficulty for teachers to implement independent learning policies in schools and classrooms and for teachers who struggle to develop independent curriculum teaching methods (M. Mustofa and P. Mariati, 2022).

### **3.3 Orientation of the Independent Curriculum**

One of the strands of the self-learning curriculum is Outcome-Based Education (OBEs). OBE is a learning process that focuses on achieving certain specific results (knowledge, skills, and results-oriented behavior). OBE is a process that involves structuring curriculum, assessment and reporting practices in education that reflects high levels of learning and mastery rather than credit accumulation.

The five principles of OBE include:

1. Focus on CP
2. Comprehensive curriculum plan
3. Facilitate learning opportunities
4. According to constructive learning
5. Using the Plan-Do-Check-Action (PDCA) cycle.

CP must be prepared based on the vision and mission of the elementary school education unit regarding the Graduate Profile by always adjusting to stakeholders (internal and external). CP that is suitable becomes a general guideline in formulating levels of achievement, remedial/enrichment, assessment, and learning centers so that they are compatible with each other. Learning opportunities are facilitated in the form of assignments, projects, practicals, e-learning, and mentoring.

### 3.4 Meaning of Freedom to Study

Independent learning is interpreted as a condition where a person has the right to freedom in exploring, thinking and acting from various sources. Referring to opinion Saleh (2020) states that independence is a state of mind. The mind will be able to understand the meaning of independence and connect it to liberating activities. If the teacher understands the concept of independent learning correctly then the teacher will also implement it correctly.

Minister of Education Nadiem Makarim quoted from Yamin & Syahrir (2020) said that independent learning is interpreted as freedom of thought. Are students in elementary schools facilitated to think or does the learning process become a routine activity to transfer knowledge to students. Freedom of learning must be freedom of good thinking for teachers, especially for students in elementary schools. Learning design and implementation need to facilitate students to train and develop thinking skills optimally. The selection of learning strategies and media, the application of the learning process to the determination of the assessment system should facilitate students to develop independent thinking skills based on their intelligence.

Thinking is the process of the activity of the human mind capturing the reality outside of itself to find the truth about reality (Posangi, 2018). Human ability to capture and interpret truth objectively and deeply can occur if there is freedom in the thought process. Even though freedom of thought is not bound by values, axiologically the implications of freedom of thought for humans are limited by individual responsibility and morality in society.

Independent learning learning needs to develop student creativity. Learning activities are designed to increase students' innovation and creativity abilities. the use of learning strategies and media facilitates students' mindsets that provide creative space independently. Several strategies can be utilized to grow and develop the dimensions of student innovation and creativity, namely the spirit of learning, literacy in technology, the ability to communicate intrapersonally, collaborate, and learn independently (Afghani & Utama, 2020).

## Conclusion

The implementation of the independent curriculum is a new chapter in all fields of education, starting at the elementary level up to tertiary institutions. The implementation of the new curriculum at the initial stage has not been implemented in its entirety in every class in elementary schools. In general, the implementation of the independent curriculum in elementary schools has been carried out even though it only takes representation as an initial stage of implementation trials such as only grade 1 in low grades and in high grades, namely grade 4 in the 2022/2023 school year.

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The importance of independent learning and the role of the teacher in independent learning really helps teachers and students to think, be more innovative and creative and satisfied with learning. However, many teachers do not understand the importance of independent learning in theory and practice. Teachers' understanding of curriculum reform is very important. The limitations of teachers can be seen as a result of not mastering technology and some of them have entered retirement. PNS teachers and honorary teachers at schools are given the opportunity to take part in socialization or *workshop* as strengthening the learning of the Pancasila profile contained in the prototype or independent curriculum teaching materials.

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