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TEACHERS' STRATEGIES IN IMPLEMENTING THE INDEPENDENT CURRICULUM AT PENGAMBANGAN 6 PUBLIC ELEMENTARY SCHOOL, BANJARMASIN CITY

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A B S T R A C T

The development of the era requires the world of education to continue to innovate, one of which is through curriculum updates that are relevant to the needs of students. The Independent Curriculum is one of the government's initiatives to improve the quality of learning. This study aims to explore the strategy for implementing the Independent Curriculum at SD Negeri Pengambangan 6, Banjarmasin City. The study used a descriptive qualitative approach with data collection techniques in the form of interviews and observations. The results of the study showed that the strategy implemented was in the form of IHT (In House Training) training for teachers as a form of preparation and strengthening understanding of the Independent Curriculum. However, in its implementation, several obstacles were still found, such as teachers' lack of understanding of the curriculum concept, minimal socialization, and the need for a paradigm shift in the learning process. Nevertheless, the school has tried to overcome these challenges through various supporting strategies. This study recommends that other schools that will implement the Independent Curriculum hold intensive training and form a curriculum support team to ensure smooth implementation.

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INTRODUCTION

The curriculum is one of the important components in organizing education in schools. The curriculum contains educational objectives, subject matter, and how to achieve these educational objectives. Law of the Republic of Indonesia No. 20 of 2003 Article 1 paragraph 19 states that the curriculum is a set of plans and arrangements regarding objectives, content, additional lessons and methods used as guidelines for organizing learning activities to achieve certain educational objectives. The curriculum is an educational learning plan for students because the curriculum is the content of learning (Azis, 2018). A good and focused curriculum will produce quality graduates who are able to face challenges in the future (Martin & Simanjorang, 2022). The Indonesian government has issued various policies related to the development of basic education curriculum. One of these policies is the Independent Curriculum, which will be implemented in 2022. The independent curriculum is defined as a learning design that provides opportunities for students to learn calmly, relaxed, enjoyable, free from stress and pressure and develop their natural talents. Independent Learning values freedom and creative thinking (Rahayu & Prihatini, 2022). The independent curriculum gives schools the freedom to develop a curriculum that

The independent curriculum refers to the Regulation of the Minister of Education, Culture, Research and Technology No. 5 of 2022 concerning Graduate Competency Standards in Early Childhood Education, Elementary Education Levels, and Secondary Education, Regulation of the Minister of Education, Culture, Research and Technology No. 7 of 2022 concerning Content Standards in Early Childhood Education, Elementary Education Levels, and Secondary Education, Regulation of the Minister of Education, Culture, Research and Technology No. 56 of 2022: concerning Guidelines for Implementing the Curriculum in the Context of Learning Recovery, and Decree of the Head of BSNP No. 008/H/KR/2022 of 2022 concerning Learning Achievements in Early Childhood Education, Elementary Education Levels, and Secondary Education, on the Independent Curriculum. The independent curriculum as a learning recovery option initiated by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) issued a policy regarding the development of the independent curriculum.

This independent curriculum development policy option is given to educational units as an additional effort to recover from the learning crisis during 2022-2024 due to the Covid-19 pandemic. Then the implementation also becomes a curriculum reference for educational units. After that, during the pandemic from 2021 to 2022, the Ministry of Education, Culture,

Research and Technology issued a policy on the use of the 2013 Curriculum, Emergency Curriculum, and Independent Curriculum in Mover Schools (SP) and Center of Excellence Vocational Schools (PK). The existence of the Independent Curriculum in SP/SMK-PK is one of the best practices as an effort to improve and recover from the learning crisis due to the Covid-19 pandemic which was first launched in 2021. In its implementation, the Ministry of Education, Culture, Research and Technology also provides policies for schools that are not ready to use the Independent Curriculum. These schools can still use the 2013 Curriculum as the basis for managing learning to recover from the learning crisis from 2022 to 2024.

The implementation of the Independent Curriculum is carried out in stages by adjusting to needs. The more it is in accordance with needs, the easier it will be to implement the Independent Curriculum. This strategic approach is how to facilitate educational units to recognize the readiness of teachers, education personnel, and so on as a basis for determining the choice of implementing the Independent Curriculum and providing periodic feedback for about three months to map the needs for adjusting support for implementing the Independent Curriculum from the central government and local governments. The implementation of the concept of "Independent Learning" at the Elementary School (SD) level can face several problems that need to be considered to ensure optimal achievement of educational goals. Independent Learning is an educational approach that gives students more authority in managing their learning process, by recognizing the role of teachers as facilitators and guides. Teachers must have an individual approach to students to find out the causes of problems that occur because each student has different characteristics that require different handling (Nugroho, 2018). However, it must be acknowledged that the implementation of this concept in elementary schools can cause several obstacles.

These obstacles are how teachers provide technology-based assessments and teaching tools, provide independent training and technology-based teacher learning resources, provide Independent Curriculum resource persons and facilitate the development of learning communities. The implementation of the Independent Learning concept at the elementary school level does have the potential to increase students' independence and interest in learning. However, there needs to be a balanced approach between giving students freedom and ensuring that learning objectives are achieved properly. This requires cooperation between teachers, students, parents, and other related parties to overcome problems that may arise in its implementation.

The implementation of the Merdeka curriculum at SD Negeri Pengambangan 6, Banjarmasin City was motivated by the recommendation of the government, the Decree of the

Minister of Research, Technology and Higher Education No. 56 of 2022 concerning Guidelines for the Implementation of the Merdeka Curriculum in the context of learning recovery as an improvement on the previous curriculum. Therefore, in making this article, the aim is to explore how the Merdeka curriculum implementation strategy is carried out by SD Negeri Pengambangan 6, Banjarmasin City, and the obstacles faced in the implementation process.

METHOD

This study uses a descriptive qualitative method, which is an approach that aims to describe in detail and in depth the phenomena studied based on data obtained from the field. This approach does not use statistical analysis, but rather focuses on qualitative data in the form of written or spoken words, images, and observed behavior. As explained by Moleong (2007), data in qualitative research is collected in the form of words, images, and not numbers. Data collection techniques in this study include in-depth interviews, participant observation, and documentation. Interviews are used to explore the views and experiences of informants directly, while observations are conducted to observe behavior or situations that occur in the field. Documentation is used as supporting data to strengthen the results of interviews and observations. The data obtained are then analyzed through the stages of data reduction, data presentation, and drawing conclusions. Data reduction is carried out by sorting and simplifying relevant information, data presentation is carried out in narrative or tabular form to facilitate understanding, and conclusions are drawn inductively by interpreting the meaning of the collected data to answer the formulation of the research problem.

RESEARCH RESULTS AND DISCUSSION

A. Curriculum Implementation Strategy for Teachers

The strategy used by SD Negeri Pengambangan 6, Banjarmasin City for teachers is to implement internal and external training programs. The curriculum implementation strategy reflects activity planning that aims to implement the curriculum effectively and efficiently. Curriculum implementation refers to the implementation of the curriculum in the learning process that has an impact on changes in student behavior. To implement the curriculum effectively, teacher readiness is needed in terms of learning administration and also in terms of mentality. This is because in implementing the curriculum, there are often differences between planning and reality that arise locally and contextually. The introduction of a new curriculum results in a decrease in teacher professional confidence and a decrease in their professional abilities. Teachers need to make various adjustments, both in terms of concept and

implementation. The curriculum implementation strategy should focus on efforts to improve teacher abilities as a key element in the classroom environment. In implementing the independent curriculum, in addition to being oriented to the SD Negeri Pengambangan 6, Banjarmasin City training program, it is also oriented to the teacher paradigm and school culture. This is in line with research conducted by Sudirman (2019). The orientation of the curriculum implementation strategy that focuses on teachers is:

1. Changing the teacher mindset (way of thinking)

Changing the teacher's perspective from a traditional approach that remains to a dynamic modern approach. To balance this, changes are made to the way teachers think. The influence of communication and information technology has been so great lately, this is known as the Industrial 4.0 era. It is important to regulate the speed of improving the quality of education according to the needs and demands of this modern era. Today's teachers are teachers who are able to adapt to existing conditions whose identity is not disturbed as a cultural society. Teachers must be faced with the challenge of changing their mindset, so that they have a greater opportunity to play a better role in their profession.

Teachers often have several paradigms about their profession that become obstacles to overall results, namely (a) The main task of a teacher is to provide teaching materials, not to educate, (b) Teachers have a better understanding than students, (c) Only teachers are sources of learning, and (d) Giving priority to teaching methods in the form of lectures. If the principles of these paradigms still influence learning today, then the implementation of the actual curriculum will be difficult to achieve. This is what causes teachers to have a revolutionary mindset, paradigms are applied to serve the mainstream of transformation that is always developing.

2. Creating a different culture or cultures in the school environment.

Forming a culture related to curriculum implementation is creating a series of behaviors that are mutually recognized as characteristics of teachers in a school. This agreement will be translated into a strong commitment to implement it. High teacher commitment to the school and solid cooperation between teachers are indications that the school is efficient. Culture or culture in an organization, especially in the context of schools, has a significant impact on its efficiency and productivity. Therefore, the need to implement a series of activities in the classroom requires preparation to implement an adequate and effective learning process (Diani Ayu Pratiwi et al., 2021) A successful school organization has clear and strong goals, based on mutually agreed missions and values, respected norms of behavior, strong cooperation, and achieves satisfactory results. Culture plays a role in changing teachers' mindsets so that they

can adapt and develop according to the demands of the times. Maybe if the teacher's mindset undergoes a transformation as desired, this can produce a new culture in the school environment. Therefore, no matter what form and process of implementing the upcoming curriculum, it will be easier because teachers already have a mindset that is ready to accept the changes that occur.

3. Teachers act as curriculum designers.

The role of teachers is not limited to classroom learning, but also includes curriculum design. Teachers as educators only provide learning materials to students, while as curriculum designers, teachers have the responsibility to develop and adapt learning materials to suit the needs of students and their environment. Basically, the curriculum is designed to provide benefits to students. The content of the curriculum, which includes knowledge, values, attitudes, and skills, is designed to be changed and applied to students. To ensure the success of curriculum implementation, teachers need to understand and absorb the basic principles of the curriculum, its structure and organization, and its learning materials. Therefore, especially teachers in core schools, must have the ability to act as instructors and as curriculum designers. In short, the strategy for implementing the curriculum in terms of the role of teachers is to change the mindset of teachers, create a new culture in the school environment, and recognize the role of teachers as curriculum designers. This strategy must be continuously updated and implemented sustainably, especially in core schools and schools that need to adapt to the times. Based on the theory above, the strategy for implementing the independent curriculum for teachers can be described in the following research paradigm:

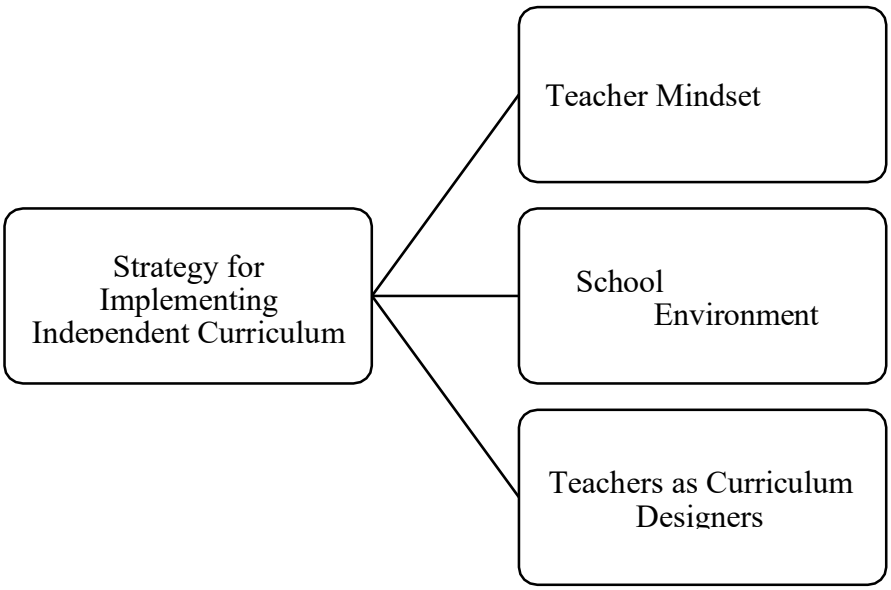

Figure 1. Thinking Framework

B. Independent Curriculum

Independent Learning Curriculum means Talent and Interest Approach Curriculum, referring to the national education system and national education standards, namely fostering the image of Pancasila students among students. Student archives are a source of national character and educational culture that is reflected in society, especially for the young generation of Indonesian students (Diah Ayu Saraswati, 2022). The curriculum is the entire program and activities designed to achieve educational goals in general and the vision and mission of the institution in particular. The curriculum is also a learning guide and educational program designed by educational institutions. According to Law Number 20 of 2003 Article 1, the curriculum includes a plan of objectives, content, learning materials, and methods that serve as guidelines in organizing learning activities to achieve specific educational goals (Martin Rudi & Marianus Simanjorang Mangalore, 2022).

Therefore, the implementation of a curriculum in order to achieve the success of an institution is greatly influenced by supporting factors, including: competent lecturers or staff in their fields, core supporting facilities, supporting facilities such as quality laboratories, adequate funding, a good environment, management, and visionary leadership with transparency and accountability (Ari Asy'ari & Tasman Hamami, 2020). The Independent Study Program is a policy developed by the Ministry of Education, Culture, Research and Technology (KEMENDIKBURISTEK) according to the National Education Standards Agency or abbreviated as BSNP as an additional step used by educational units in the context of learning recovery. 2022-2024. The independent learning program refers to the talent and interest-based learning program initiated by Mr. Nadiem Makarim, Ministry of Education and Culture, as an effort to evaluate the improvement of the 2013 curriculum. The 2013 Curriculum was used before the pandemic hit Indonesia, and the 2013 Curriculum is the only curriculum used in the teaching process in Indonesia. Initially, this independent learning session was created with reference to the Covid-19 pandemic situation which caused various obstacles in the learning process.

In implementing the independent curriculum, students are expected to create or implement a project. Through this project activity, students have the opportunity to develop their skills and potential in various fields. One example of a project activity in the independent curriculum is the implementation of P5 activities. P5 activities are designed to strengthen the profile of Pancasila students. P5 activities consist of three stages, namely the conceptual stage

and the contextual stage. In implementing P5 activities, students can experience freedom in the learning process outside the formal environment, and the learning structure at school becomes more flexible in managing time, so that students can be more actively involved directly with their surroundings. The purpose of this activity is to strengthen various competencies in the Pancasila student profile. The implementation of P5 activities is one aspect of differentiated learning, which involves adjustments based on learning preferences, student readiness, and other factors to achieve optimal learning outcomes. Careful planning is needed in differentiated learning, and the following are the details of the plan for it: (a) reviewing the curriculum to adjust it to the strengths and weaknesses of students; (b) designing school strategies by adapting the curriculum and learning methods to suit student needs; (c) explain the type of support that will be provided by the teacher to meet the needs student needs; (d) periodically evaluate the achievement of school plans.

C. Strategy for Implementing the Independent Curriculum at Pengambangan 6 Public Elementary School, Banjarmasin City

To achieve success in independent learning, steps need to be taken. such as formulating teaching and learning process policies, confirming independent quality teachers, increasing funding for independent boarding teacher education for elementary and secondary schools, and designing an independent learning curriculum policy. This independent learning curriculum emphasizes more on the process and outcome aspects, with a focus on the orientation of national education goals, while ensuring freedom, content and learning resources in the elementary and secondary education curriculum (Hattarina Shofia, 2022).

In an effort to implement the independent curriculum so that it can run optimally, SD Negeri Pengambangan 6, Banjarmasin City has its own strategy. Based on the results of observations, the strategy used in implementing the independent curriculum carried out for teachers is in the form of the DIKLAT (Education and Training) program. The program The DIKLAT organized by SD Negeri Pengambangan 6, Banjarmasin City, is in the form of IHT (In House Training), IHT is a training program held at an internal location (the school itself) as a step to improve teacher skills in carrying out their duties by utilizing all their potential (Corinorita, 2017).

The IHT program on the implementation of the independent curriculum has been held in the last 2 years. The IHT implemented is regarding "Strengthening the Implementation of the Independent Curriculum" which will be implemented in 2023, while the second IHT is regarding "Strategy for Selecting Independent Curriculum Subjects" which will be implemented in 2024. In the implementation of the IHT regarding Strengthening the

Implementation of the Independent Curriculum, all class teachers participated. The Independent Curriculum is designed as a more adaptive curriculum framework, while emphasizing core materials and the development of students' personalities and abilities. This IHT activity is filled by the curriculum development team. The materials studied in this activity are regarding the outline of the independent curriculum, understanding learning and assessment, understanding the development of operational curriculum for educational units in the independent curriculum, and understanding the Pancasila Student Profile Strengthening Project (P5). In the assessment and learning materials, teachers are also required to understand Learning Achievements (CP), formulate learning objectives, compile learning objective flows, and plan learning and assessment. The implementation of the Pancasila Student Profile Strengthening Project (P5) can certainly increase students' interest and motivation because in its implementation it requires students to explore and experiment. This is in line with the results of Norhafizah's research (2017). The implementation of learning using a simple experimental method allows students to improve the quality of the learning process, as indicated by increased children's activeness in experimenting, children's courage in experimenting, children's understanding in mixing materials, and cooperation in conducting experiments.

D. Obstacles faced in implementing the Merdeka curriculum at Pengambangan 6 Public Elementary School, Banjarmasin City

The change of the independent curriculum certainly presents obstacles in its implementation, one of which is in learning problems. Learning problems are situations that arise during the learning process, and these obstacles can hinder or hinder the achievement of learning objectives (Andri Nucahyono Novi & Dwi Putra Jaya, 2022). Learning problems are challenges that need to be overcome to achieve learning objectives according to expectations. The Independent Learning Curriculum is a new curriculum that was established at SD Negeri Pengambangan 6, Banjarmasin City in 2022. This certainly requires adjustments and of course there are obstacles in implementing the Independent curriculum at SD Negeri Pengambangan 6, Banjarmasin City. Based on the results of interviews conducted by researchers with the deputy curriculum of SD Negeri Pengambangan 6, Banjarmasin City, namely the lack of teacher knowledge about the Independent curriculum due to the uneven socialization held by the government, which causes obstacles for teachers to implement it, a paradigm shift regarding the implementation of the K13 curriculum to the Independent Curriculum.

1. Lack of teacher knowledge about the Merdeka curriculum

The independent learning program according to the Minister of Education and Culture will be the direction of future learning that focuses on improving the quality of human resources. Not

only is it established as an effort to solve problems and answer challenges in the future, but it also provides new colors and steps in teaching and learning activities that encourage students to be more independent in thinking and freedom in creating and asking questions. The lack of knowledge of teachers at SD Negeri Pengambangan 6, Banjarmasin City about the independence curriculum is certainly an obstacle in implementing the established independence curriculum, because teachers must conduct training and understand the potential of students. This means that teachers need to consider who needs guidance in carrying out individual learning. Teachers as facilitators are required to be able to maintain student interest and provide opportunities for students so that students can be actively involved during the learning process. So, the lack of knowledge of teachers at SD Negeri Pengambangan 6, Banjarmasin City about the independence curriculum is due to the uneven socialization held by the government, which causes obstacles for teachers at SD Negeri Pengambangan 6, Banjarmasin City to implement it.

2. Government socialization is uneven and not simultaneous

The Deputy Head of Curriculum at SD Negeri Pengambangan 6, Banjarmasin City, also explained that one of the factors faced in the implementation of the independent curriculum is the uneven and non-simultaneous socialization from the government. This causes unclear information and guidance delivered to all education stakeholders. The lack of socialization from the government causes teachers, students, parents, and school staff to not fully understand the concept and objectives of the Independent Curriculum. This can also hinder their adaptation process to changes in learning. In addition, the lack of uniformity in socialization is also an obstacle in the implementation of the Independent Curriculum. Some schools may receive information earlier or more completely than others, creating a knowledge gap between these educational institutions. When there are differences in understanding of this new curriculum among education stakeholders, it will be difficult to achieve consistency in its effective implementation.

Another obstacle due to inequality is the difference in learning approaches between regions or areas. This can cause difficulties in synchronizing learning programs and learning evaluations between one school and another. In addition, uneven implementation can also result in the assumption that some schools are superior to others because they have access to better resources or external support. In order to face these obstacles, serious efforts are needed from the government to increase socialization of the Independent Curriculum to all parties involved in education. Training programs, seminars, and workshops are needed that can help teachers and provide an in-depth understanding of the effective implementation of the

independent curriculum. In addition, concrete steps are needed to ensure uniformity in the implementation of the independent curriculum in each school so that there are no significant inequalities or differences between one institution and another. This will encourage the success of the Independent Curriculum comprehensively and evenly throughout Indonesia.

3. Paradigm change between the K13 curriculum and the independent curriculum

The teacher paradigm in interpreting the birth of the Independent Curriculum policy is how a teacher can understand their role in implementing the independent curriculum. In this case, it is important for a teacher to understand that the Independent Curriculum emphasizes the freedom of teachers and students in the learning process, this is very different from the previous curriculum which limited teachers to mere administrators. With this, teachers do not only focus on administrative tasks, but more on developing the essence The main curriculum focuses on freedom in learning.

The paradigm shift from the K13 curriculum to the Independent Curriculum presents several obstacles in the implementation process. One of the significant changes according to the results of the interviews that have been conducted is about assessment. Assessment is a process of collecting data that aims to assess individual abilities. Assessment in the independent curriculum provides flexibility for educators to design learning and assessments that are in accordance with the characteristics of student needs, in addition, assessment in the Independent curriculum emphasizes student-centered learning practices 21.

Assessment in the independent curriculum provides flexibility for educators to design learning and assessments that are appropriate to students' needs. Assessments carried out during the learning process take into account students' needs and their characteristics in participating in learning. In the independent curriculum, there are three types of assessments involving diagnostic, formative, and summative assessments.

CONCLUSION

The results of this study in its implementation strategy, SD Negeri Pengambangan 6, Banjarmasin City, carried out activities in the form of IHT (In House Training) on the Independent Curriculum. In its implementation, there are still various obstacles ranging from lack of teacher knowledge about the independent curriculum, lack of socialization and paradigm shifts. Based on these findings, it can be concluded that effective strategies have been implemented to overcome the challenges of implementing the independent curriculum at SD Negeri Pengambangan 6, Banjarmasin City. This article provides recommendations for other

schools that will implement the independent curriculum to hold intensive training activities for teachers and form a curriculum support team.

In addition, SDN Pengambangan 6 applies the Independent Curriculum for grades 1-5, while grade 6 still uses the 2013 Curriculum. This reflects a gradual transition in facing changes in education policy. The implementation of the Independent Curriculum in this school is supported by facilitators and two PKP teachers who have undergone training. With this assistance, the implementation of the curriculum runs smoothly and the school always gets the latest information. The obstacles faced include the difficulty of analyzing Learning Achievements into Learning Objectives, choosing learning methods, and limited use of technology. Many teachers are not yet skilled in applying technology in learning. The main difference between the Independent Curriculum and the 2013 Curriculum lies in the focus on developing the Pancasila student profile, the curriculum structure, and assessments that emphasize formative and authentic assessments. The advantages of the Independent Curriculum are simplicity and deeper learning, as well as the freedom to learn according to students' interests and abilities. The challenge is adapting to the new curriculum. Teachers at SDN Pengambangan 6 have succeeded in creating teaching modules in accordance with the Independent Curriculum, following the rules applied. Teachers have also designed project modules in the Independent Curriculum in accordance with existing provisions. Teachers' readiness in preparing assessments is quite good thanks to the assistance of facilitators and training from the government. Teachers are skilled in making assessments based on learning objectives.

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