

Analysis of Social Studies Teachers' Perceptions of the Implementation of the Independent Curriculum in Public Junior High Schools in Banjarmasin City

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ABSTRACT

The main objective of this article is to analyze how social studies teachers in public junior high schools in Banjarmasin perceive the implementation of the Independent Curriculum. The implementation of the Independent Curriculum is just one example of how the curriculum is constantly evolving as a learning framework. Teachers are given the opportunity to create learning methods specific to their students' needs through this curriculum. However, the effectiveness of its implementation depends heavily on the role and level of understanding of the teachers themselves. Furthermore, regarding the Independent Curriculum, teachers still have differing views on its pros and cons, including the difficulties faced by educators due to factors such as limited facilities, training, and teacher preparedness. The researchers in this study used a survey to collect quantitative data. Using a random selection technique, the researchers recruited 79 social studies teachers from public junior high schools in Banjarmasin City. This study used a validated and reliable questionnaire to collect data, which was then analyzed using basic linear regression and bootstrap tests to ensure the accuracy of the findings. This study found that social studies teachers' views have a positive and substantial impact on the implementation of the Independent Curriculum. This is supported by a regression coefficient of 1.305 and a p-value of less than 0.05. Social studies teachers' perspectives explain 69.9 percent of the variation in the implementation of the Independent Curriculum, with a coefficient of determination of 0.699. Based on these results, teachers' opinions are crucial for the effective implementation of the Independent Curriculum in schools. Therefore, for the effective implementation of the Independent Curriculum, prioritizing teacher knowledge, readiness, and support is crucial.

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1. INTRODUCTION

Since 1947, the Indonesian education system has undergone ten curriculum changes, culminating in the launch of the Independent Curriculum (Ananda & Hudaidah, 2021). This latest policy was officially implemented in 2022 through the legal umbrella of the Indonesian Minister of Education and Culture Regulation Number 22 of 2022. These various changes provide direction to optimize the previous curriculum, where these changes can be adapted to the needs and advancements of science, technology, and the times (Rahmadhani et al., 2022). This latest policy was officially implemented in 2022 through the legal umbrella of the Indonesian Minister of Education and Culture Regulation Number 22 of 2022. These various changes provide direction to optimize the previous curriculum, where these changes can be adapted to the needs and advancements of science, technology, and the times (Marhamah & Zikriati, 2024).

The existence of a curriculum is the main foundation for realizing learning objectives effectively. Therefore, the transition from the 2013 Curriculum to the Independent Curriculum is a step to strengthen freedom in education in schools. The Independent Curriculum is one of the educational programs launched by the Indonesian government to create independent and contextual learning according to student needs (Rahmia et al., 2025). This curriculum change has had a significant impact on the learning process and education system in Indonesia. Therefore, the curriculum change also affects teachers as educators. As educators, teachers play a crucial role in designing and implementing the curriculum, as well as implementing the independent learning policy. Teachers are responsible for organizing and designing teaching materials, textbooks, and teaching content as part of their active contribution to successful collaborative collaboration in curriculum development in schools (Waluyo et al., 2024). The numerous policies contained in the Independent Curriculum certainly give rise to perceptions, especially among teachers.

Perception is how someone sees or understands something. In general, perception is the process by which someone assesses a particular phenomenon or object. Teachers' perspectives can be influenced by experience, training, support from colleagues, and the school atmosphere (El Widdah, 2024; Gumilar, et al, 2023; Rahayuningsih & Hanif, 2024). Therefore, it is crucial to investigate teachers' perspectives to understand the social dynamics that emerge in the implementation of the independent curriculum. Several researchers have previously examined the empirical conditions surrounding the implementation of the Independent Curriculum. Muzharifah et al. (2023) found that teachers still experience various technical challenges when implementing this curriculum. At the junior high school level, Anam et al. (2023) demonstrated that positive perceptions of social studies teachers directly impacted the smooth planning, implementation, and assessment of learning. These findings confirm that teachers are the key to the curriculum's success, although in practice they still face limited references, inadequate facilities, and the need to adapt to change. A similar phenomenon was also found by Rasmuin et al. (2024), who noted variations in teachers' perspectives and challenges in other subjects. Although these studies have examined teachers' perceptions and challenges, there remains a research gap that needs to be explored further. Most previous studies have focused on general qualitative analysis or examined other subjects in Java. Very little quantitative research has examined the influence of social studies teachers' perceptions on the successful implementation of the Independent Curriculum, particularly in public junior high schools in Banjarmasin City.

In fact, social studies subjects in junior high school have special characteristics due to the nature of their learning integrated (Sari et al., 2026). In the Independent Curriculum, the concept of Integrated Social Studies is increasingly emphasized through a contextual and project-based approach, where Geography, History, Economics, and Sociology materials are arranged under one theme of social issues (Hasanah et al., 2026). This integrated approach requires teachers to connect classroom theory with local, real-world phenomena (Hasanah et al., 2026). The challenge is, not all social studies teachers have a linear educational background that masters all branches of science. Therefore, the perception or perspective of social studies

teachers towards the Independent Curriculum is very crucial. A positive perception will encourage teachers to be willing to adapt to presenting integrated learning that is complete, rather than returning to teaching separately.

The existence of 35 public junior high schools in Banjarmasin City, with diverse environmental conditions, facilities, and teacher training backgrounds, is a very interesting phenomenon to study (Islamy & Rachmanu, 2024). Based on this urgency, researchers are interested in examining this issue through a study entitled "Analysis of Social Studies Teachers' Perceptions of the Implementation of the Independent Curriculum in Public Junior High Schools in Banjarmasin City".

2. METHODS

Researchers use a quantitative approach type survey to objectively uncover facts and produce accurate interpretations. To present a clear picture of the respondents' characteristics and the condition of each variable without any data manipulation, the researcher used descriptive analysis. The study focused on teachers' perceptions and the implementation of the independent curriculum in schools. The primary data collection instrument was a five-point likert-type questionnaire. The instrument was designed to measure social studies teachers' perceptions as the independent variable and the implementation of the independent curriculum as the dependent variable. To ensure data accuracy, the instrument was tested for validity and reliability before being distributed to respondents. All social studies teachers in public junior high schools in Banjarmasin City served as the population in this research. Based on this demographic, 79 participants were randomly selected to participate in the survey. After all data was collected, the analysis stage began with prerequisite tests, namely normality, linearity, and heteroscedasticity tests. After that, a t-test was used to evaluate the significance of the influence between variables in a basic linear regression analysis, which was then used to test the hypotheses. To measure the contribution of social studies teachers' perceptions to the implementation of the independent curriculum, the researcher calculated the coefficient of determination (R^2). Because the data were not normally distributed, bootstrapping was applied to strengthen the stability of the regression estimates and their confidence intervals.

3. FINDINGS AND DISCUSSION

3.1. Findings

Before collecting data, the researcher first designed a research instrument based on indicators for each variable. These indicators served as the basis for developing the questionnaire items. Details of the indicators, sub-indicators, and number of items used in the study are shown in table 1:

Table 1. Research Questionnaire

Variables	Indicator	Sub-indicators	Item No.	Amount
Social Studies Teachers' Perception (X)	Absorption of Stimuli	Information Availability	1,2,3	3
		Training Participation	4,5	2
	Understanding or Comprehension	Basic Concepts	6,7,8	3
		Mastery of Material	9,10,11	3
	Assessment or Evaluation	Relevance and freedom	12,13,14	3
		Impact on learning	15,16,17	3

Variables	Indicator	Sub-indicators	Item No.	Amount
Implementation of the Independent Curriculum (Y)	Learning Planning	CP Analysis and Objectives	18,19,20	3
		Planning Learning Steps	21,22	2
		Student Flexibility	23,24,25	3
	Learning Implementation	ATP & Teaching Modules	26,27,28	3
		Readiness and Explanation	29,30,31	3
		Media and Methods	32,33,34	3
		Evidence collection	35	1
	Learning Assessment	Documentation and Instructions	36,37	2
		Feedback and Evaluation	38,39,40	3
	Amount			40

Based on table 1, the research instrument was developed based on the indicators of each research variable. The collected data were then analyzed using descriptive statistics to provide an overview of each indicator. The results of the analysis are presented in the following table.

Table 2. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Absorption of stimuli	79	13	25	20.06	2.633
Understanding	79	17	30	24.42	2.734
Rating	79	13	30	24.44	3.112
Learning Planning	79	16	35	29.13	3.571
Implementation of Learning Assessment	79	21	45	37.28	4.812
Learning Assessment	79	12	30	24.73	3.319

¹Source: Data processed using SPSS 27 (2026)

Based on the results of descriptive statistical analysis of 79 respondents, the Social Studies Teacher Perception variable (X) was evaluated through three main indicators, namely stimulus absorption (score range 13–25, mean 20.06, and standard deviation 2.633), understanding (score range 17–30, mean 24.42, and standard deviation 2.734), and assessment (score range 13–30, mean 24.44, and standard deviation 3.112). In line with this, the Independent Curriculum Implementation variable (Y) is also measured using three indicators, which include learning planning (score range 16–35, mean 29.13, and standard deviation 3.571), learning implementation (score range 21–45, mean 37.28, and standard deviation 4.812), and learning assessment (score range 12–30, mean 24.73, and standard deviation 3.319).

Table 3. Normality Test Results

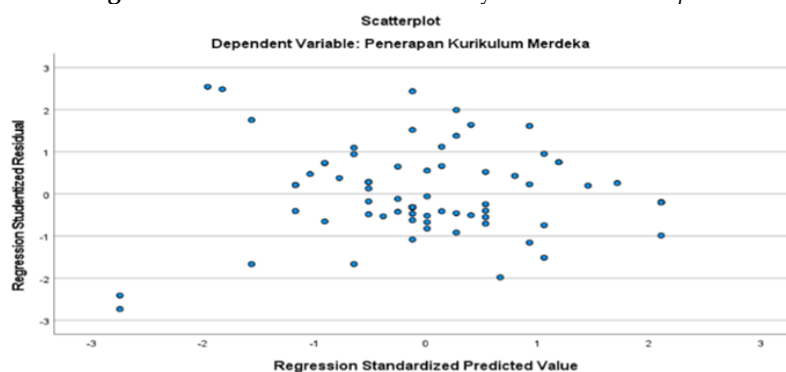
Tests of Normality			
Kolmogorov-Smirnov			
	Statistic	df	Sig.
Social Studies Teachers' Perception	0.110	79	0.019

Implementation of the Independent Curriculum	0.152	79	<0.001
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²Source: Data processed using SPSS 27 (2026)

Referring to table 3, a significance value of 0.019 was obtained for the Social Studies Teachers' Perceptions variable, while the significance value for the Independent Curriculum Implementation variable was less than 0.001. Both values were less than 0.05, indicating that the empirical data distribution deviated from normal parameters. A linearity test was subsequently conducted to examine the relational structure between the independent and independent and dependent variable. While the significance value for linearity was less than 0.001, the deviation from linearity also reached a significant value of 0.040. The significant deviation ($p < 0.05$) indicates that the relationship between the two variables is not perfectly linear, rendering standard parametric ordinary least squares (OLS) regression metrics potentially biased. Based on these data characteristics, hypothesis testing was executed using robust simple linear regression integrated with bootstrapping to address both the non-normality and the non-linear deviation of the data. Bootstrapping was deployed as a robust remedial measure to fortify the stability of the regression parameter estimates and to yield empirical confidence intervals that remain untainted by assumption violations. This methodological framework aligns with Kostanek et al. (2024), who asserted that bootstrapping serves as a powerful alternative when empirical data deviate from conventional structural and distributional assumptions. Similarly, Koeneman & Cavanaugh (2025) demonstrated that resampling methodologies effectively mitigate a model's reliance on strict, idealized parametric constraints. Furthermore, Rajh-Weber et al., (2026) validated the application of Bias Corrected and Accelerated (BCa) bootstrapping within the SPSS environment as dependable mechanism for obtaining accurate standard errors in linear regression analyses despite structural data anomalies.

Figure 1. Results of Heteroscedasticity Test with *Scatter plot*



³Source: Data processed using SPSS 27 (2026)

Based on the scatterplot, the residual points are randomly distributed above and below zero on the Y-axis and do not form a specific pattern. Therefore, the regression model does not indicate heteroscedasticity.

Table 4. Simple Linear Regression Results

Coefficients	
	Unstandardized Coefficients
Model	B
(Constant)	5.315
Social Studies Teachers' Perception	1.305
Dependent Variable: Implementation of the Independent Curriculum	

⁴Source: Data processed using SPSS 27 (2026)

Referring to table 4, the constant value is 5.315 and the regression coefficient (b) is 1.305. Therefore, the regression equation is $Y = 5.315 + 1.305X$. The constant value indicates that the predicted value of Independent Curriculum Implementation is 5.315 when the Social Studies Teachers' Perceptions score is zero. Meanwhile, the positive regression coefficient indicates that every one-unit increase in Social Studies Teachers' Perceptions is associated with a 1.305-unit increase in the predicted value of Independent Curriculum Implementation. Thus, Social Studies Teachers' Perceptions have a positive influence on Independent Curriculum Implementation. To strengthen the regression results, bootstrapping was applied, as presented in the following table.

Table 5. Bootstrap Results for Regression Coefficient

Bootstrap for Coefficients		
	95% Confidence Interval	
Model	Lower	Upper
Social Studies Teachers' Perception	1.017	1.570

⁵Source: Data processed using SPSS 27 (2026)

The bootstrap results at the 95% confidence level showed a lower bound of 1.017 and an upper bound of 1.570. Because the confidence interval did not include zero, the regression coefficient was considered statistically significant. This finding strengthens the previous analysis, indicating that Social Studies Teachers' Perceptions have a positive influence on the implementation of the Independent Curriculum.

Table 6. t-Test Results

Coefficients		
Model	t	Sig.
Social Studies Teachers' Perception	13.375	<0.001
Dependent Variable: Implementation of the Independent Curriculum		

⁶Source: Data processed using SPSS 27 (2026)

Based on the t-test results, the calculated t-value was 13.375. With 77 degrees of freedom (df) and a significance level of 0.05, the t-table value was 1.991. Since the calculated t-value was greater than the t-table value ($13.375 > 1.991$) and the significance value was less than 0.05, the alternative hypothesis (H_a) was accepted. Therefore, Social Studies Teachers' Perceptions were found to have a statistically significant influence on the implementation of the Independent Curriculum. The contribution of Social Studies Teachers' Perceptions to the implementation of the Independent Curriculum was then analyzed using the coefficient of determination. The results are presented in table 7.

Table 7. Coefficient of Determination

Model Summary		
Model	R	R Square
Implementation of the Independent Curriculum	0.836 ^a	0.699
a. Predictors: (Constant), Social Studies Teachers' Perception		

⁷Source: Data processed using SPSS 27 (2026)

The results of the coefficient of determination test showed an R-squared (R^2) value of 0.699. This value indicates that Social Studies Teachers' Perceptions explain 69.9% of the variation in the implementation of the Independent Curriculum (Y). The remaining 30.1% may be attributed to other factors that were not examined in this study.

3.2. Discussion

Based on the overall analysis, it was concluded that the implementation of the Independent Curriculum was positively and significantly influenced by Social Studies Teachers' Perceptions. This is indicated by the regression coefficient of 1.305, which shows a positive influence. Furthermore, the bootstrap test results showed a 95% confidence interval ranging from 1.017 to 1.570, which did not include zero. The calculated t-value of 13.375 was also greater than the t-table value of 1.991. In addition, the coefficient of determination (R^2) of 0.699 indicates that Social Studies Teachers' Perceptions explain 69.9% of the variation in the implementation of the Independent Curriculum, while the remaining 30.1% may be attributed to other factors that were not examined in this study.

These findings demonstrate that teacher perceptions play an important role in the implementation of the Independent Curriculum. Teachers with positive perceptions tend to have a better understanding of curriculum concepts and are better able to adapt their learning practices to curriculum changes. The implementation of the Independent Curriculum requires teachers to plan, implement, and assess learning in accordance with the Learning and Assessment Guidelines (Kemendikbud, 2024). This finding is also supported by Subiyakto et al. (2025), who found that limited teacher knowledge was a challenge in integrating local wisdom into Social Studies learning within the Independent Curriculum. In education, a curriculum is understood as a plan designed to guide the learning process under the responsibility of the school or educational institution and its teaching staff (Mutiani et al, 2025). Therefore, curriculum implementation depends not only on established policies but also on how teachers, as the primary implementers, understand and apply the curriculum in their learning practices.

This finding is consistent with the research conducted by Na'imah et al. (2025) which showed that teachers understood flexible learning, curriculum objectives, implementation strategies, and infrastructure-related challenges. In addition, Astuti et al. (2024) found that teachers were well prepared to implement the Independent Curriculum, with this readiness reflecting their responses to the new curriculum policy. This finding is also supported by Ota et al. (2024) who reported that teachers had positive perceptions and a high level of acceptance. Similarly, Mutakin (2025) stated that the characteristics of the Independent Curriculum, which are flexible and relevant to current developments, contribute to positive teacher perceptions of the curriculum. Theoretically, this finding is consistent with the perception theory proposed by Bimo Walgito, as cited in Rustantono et al. (2024) which explains that perception is a process of organizing and interpreting stimuli so that they become meaningful to individuals. In this context, teachers' perceptions of the Independent Curriculum influence how they understand, assess, and respond to the curriculum in their learning practices.

The influence of Social Studies Teachers' Perceptions on the implementation of the Independent Curriculum is also related to teachers' pedagogical and professional competencies. Positive perceptions may encourage teachers to design learning activities, conduct assessments, and manage learning in accordance with curriculum requirements. This can support teachers in carrying out curriculum components, such as learning objectives and learning outcomes. This finding is supported by Rahmia et al. (2025), who emphasized the importance of integrating learning planning and evaluation in curriculum implementation. Therefore, these findings reinforce the view that teacher perceptions are an important factor associated with the implementation of the Independent Curriculum in schools.

4. CONCLUSION

A sample of 79 social studies teachers at public junior high schools in Banjarmasin City showed an influence between social studies teachers' perceptions on curriculum implementation. This is evidenced by a regression coefficient of 1.305, a t-value of 13.375 (>1.991), and a significance of <0.001 , which is supported by bootstrap results with an interval of 1.017–1.570. The coefficient of determination (R^2) of 0.699 shows that 69.9% of the implementation of the Independent Curriculum is influenced by teacher perceptions. Descriptively, teacher perceptions are in the good category with an average absorption of 20.06, understanding of 24.42, and assessment of 24.44. Learning implementation is also classified as

good, with planning of 29.13, implementation of 37.28 as the highest aspect, and assessment of 24.73, although the planning stage still requires initial adjustments.

In general, when teachers maintain a positive outlook and comprehension, it goes hand in hand with a more optimal execution of the independent curriculum in the classroom, although 30.1% of the study's findings were influenced by other factors outside the study. This study has limitations in sample size, the use of a single variable, and the non-normal distribution of the data. Therefore, further research is recommended to expand the scope, add variables, and use other approaches to obtain more comprehensive results. Teachers are also expected to continue maximizing their competencies, training, and support facilities to optimize the sustainable implementation of the Independent Curriculum.

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