

Independent Curriculum Based Learning Management in Primary School Education Units

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Abstract: Implementation of Independent Curriculum-based Learning is a challenge for elementary school teachers to improve the quality of learning processes and outcomes. Therefore, the implementation of an independent curriculum must be supported by competent teachers, effective and efficient learning management, and adequate infrastructure. This research aims to analyze independent curriculum-based learning management in elementary school education units. Data collection tools use interviews, documentation, and literature review. Implementation of the Independent Curriculum in the learning process must be able to build strong awareness and understanding of the Independent Curriculum, design learning plans that reflect the principles of the Independent Curriculum, create a learning environment that supports the Independent Curriculum, encourage active participation of students by always innovating, and be able to involve parents and community in implementing the independent learning curriculum in the learning process. The obstacles faced by teachers such as limited school infrastructure and teacher adaptation and centralization of the curriculum can be followed up by participating in training and professional development to increase understanding of the concepts and principles of the Independent Learning Curriculum.

Keywords: Independent Curriculum, Learning Management, Primary School Education

A. Introduction

Technological advances in the current digital era require educational institutions to be able to create human resources that are prepared to face change from an early age. In response to this, especially in elementary schools the educational curriculum must be flexible to meet student needs and in line with advances in technology in the learning environment (Simarmata, 2020). Currently, most basic education uses the Independent Curriculum as a reference for the learning process in response to intense global competition for human resources (Ardianti & Amalia, 2022), there are three main competencies in the 21st century, namely the ability to think, act and live in the world, thinking skills include critical thinking, creative thinking, and problem solving, action skills include communication, collaboration, digital literacy and technological literacy and life in the world involves initiative, self-determination,

global understanding, and social responsibility which must be applied to learning (Putrianti, 2021).

In the process, learning needs to be planned, implemented, assessed, and supervised so that it is carried out effectively and efficiently. This means that there needs to be management so that learning can be carried out according to the expected goals (Maria & Sedyono, 2017). Therefore, through effective management, the learning process in elementary schools must be able to build strong awareness and understanding of the Independent Curriculum, and able to adapt existing learning plans by designing new learning plans that reflect the principles of the Independent Curriculum. Then be able to create a learning environment that supports the Independent Curriculum, encourages the active participation of students in the learning process, provides space for teachers and students to innovate and explore topics that interest them, and be able to involve parents and the community in implementing the independent learning curriculum in the learning process.

To be able to carry out effective learning management, teachers are required to have good managerial skills, especially in managing learning. Sa'ud & Sumantri (2007) stated that there are 4 roles of teachers as managers in the teaching process, namely (1) Planning, namely preparing teaching and learning objectives (teaching). Learning planning is a set of plans and arrangements for learning activities, learning media, time, class management, and learning assessment. Organizing, namely connecting or combining all teaching and learning resources to achieve goals effectively and efficiently. Leading, namely motivating students to be ready to receive lesson material. Monitoring, namely whether work or teaching and learning activities achieve teaching objectives, one of which is through teaching evaluation, so that the results achieved are known.

Through the Merdeka curriculum, teachers can develop learning that can shape the character of students with a learning process that can quickly understand the material or information taught by the teacher, and not just memorize the teaching material given by the teacher (Ardianti & Amalia, 2022). This research was carried out at SD Negeri 3 Lembak, Muara Enim Regency. This elementary school has implemented the independent curriculum as the school curriculum. The implementation of the Independent Curriculum in the learning process in schools which have limited infrastructure, resources, and financial support, has special challenges that require strategies from teachers to be able to manage Independent Curriculum-based learning effectively and efficiently and have an impact on increasing student learning achievement.

B. Methods

This research was carried out at SD Negeri 3 Lembak. The method approach used in this research is a descriptive qualitative method. The informants who were key

persons were the principal and teachers of SD Negeri 3 Lembak, Muara Enim Regency. Data collection techniques used interview, observation, and literature study techniques. The focus of this research is to analyze and observe the implementation of independent curriculum management at SD Negeri 3 Lembak. The stages carried out in the research refer to the theory of Miles dan Huberman (2003). The first stage of data collection. At this stage, the researcher collects all the data. The second stage is data reduction. The researcher summarizes all the data obtained. The third stage, presenting data systematically and the final stage is drawing conclusions and verifying findings.

C. Results and Discussion

Independent Learning Curriculum-Based Learning Management at SD Negeri 3 Lembak

Based on the results of data collection, it can be stated that independent learning curriculum-based learning management at SD Negeri 3 Lembak is implemented in three stages, namely planning, implementation, and evaluation of learning. The elementary school curriculum is prepared based on an analysis of the competency provisions to be achieved, namely the curriculum is a set of plans and knowledge regarding learning content and materials as well as methods or guidelines for implementing learning activities (Yanto et al., 2020). Therefore, Independent Curriculum-based learning planning is prepared based on the Learning Implementation Plan which includes identifying basic competencies that will be taught to students, adjusting learning plans to meet student's needs, interests, and abilities, developing clear and measurable learning objectives that reflect basic competencies to be achieved by students, selecting learning strategies that are appropriate to the basic competencies being taught and student learning styles, providing a variety of learning resources, including textbooks, digital materials, journals, videos, online resources, or interactive materials, determining methods assessment that is relevant to the basic competencies being taught, paying attention to student diversity in learning planning, planning the use of technology as an aid in learning, evaluating learning plans that have been carried out and responding to changes in student needs or the effectiveness of learning strategies. Learning management components to achieve quality learning are: a) leadership, b) school environment, c) curriculum, d) classroom teaching and management, e) assessment and evaluation (Syafaruddin & Nasution, 2011).

Implementation of Independent Learning Curriculum Based Learning at SD Negeri 3 Lembak

In its implementation, the teachers at SD Negeri 3 Lembak started learning by building student involvement. The teacher conveys the basic competencies that will be taught to students. The teacher acts as a facilitator. Teachers support students in developing critical thinking, collaboration, communication, and creativity skills

through activities that involve students directly. Teachers encourage students' independent learning. Teachers provide guides, learning resources, or reference materials that students can access to support independent learning. Teachers utilize technology in learning by using learning platforms. Teachers provide constructive feedback to students. Teachers encourage students to reflect on their learning outcomes, identifying strengths and areas for improvement. Teachers adapt and develop learning according to student responses and evaluation results.

Evaluation of Independent Learning Curriculum Based Learning at SD Negeri 3 Lembak

At the evaluation stage, SD Negeri 3 Lembak teachers use formative assessments during learning to monitor student progress and provide constructive feedback. Teachers at SD Negeri 3 Lembak carry out a summative assessment as the final evaluation of a learning period. Teachers encourage students to carry out autonomy assessments, namely, students evaluating themselves. Teachers can use student portfolios as a form of independent curriculum-based assessment. Teachers can involve students in collaborative assessment processes. Teachers apply authentic assessments that reflect real-life situations and contexts of competency use. Teachers use clear and detailed assessment rubrics to provide objective and transparent feedback to students and teachers utilize technology in the evaluation process.

Problems of Learning Management Based on the Independent Learning Curriculum at SD Negeri 3 Lembak

The problems faced by teachers in managing Merdeka curriculum-based learning include (1) Limited school resources ; (2) Some teachers are still stuck in traditional learning approaches and find it difficult to switch to a more flexible and actively involved approach; (3) Lack of teacher skills and competence ; (4) Implementing the Independent Learning Curriculum requires more time and effort from teachers in planning and implementing flexible and actively involved learning; (5) Students have diverse needs, interests and learning styles; (6) A centralized curriculum limits teacher creativity and flexibility in designing student-centered learning. In the use of learning media. Some teachers do not use technology such as laptops, or LCDs as learning media, another thing is that teachers rarely make learning media, usually teachers only use learning media available at school. (Wiyani, 2013) states that learning media has a positive impact on learning activities, however, in reality it is still rare for teachers to utilize learning media as a tool to help improve learning activities. According to (Hoban & Sersland, 1999) learning management includes the interrelationship of various events, not only all learning events but also logistical, sociological and economic factors. The lack of ability of teachers to adapt to the Independent Curriculum, as research results (Susilowati, 2022) show that the implementation of the independent learning curriculum in schools has been running but there are several obstacles faced by teachers in implementing it. Obstacles

related to understanding revolve around not understanding the essence of independent learning, it is difficult to get rid of old habits, namely the lecture method that still dominates. Other technical obstacles revolve around the difficulty of creating teaching modules and the incompatibility of the learning platform with what is in it.

Solutions to Facing Learning Management Problems Based on the Independent Learning Curriculum at SD Negeri 3 Lembak

The solution taken to overcome obstacles is by (1) Providing training and professional development to teachers to increase their understanding of the concepts and principles of the Independent Learning Curriculum; (2) Increasing access to resources ; (3) Encouraging collaboration between teachers, both within and between schools, to share experiences, ideas and best practices in implementing the Independent Learning Curriculum; (4) Providing guidance and mentoring to teachers who experience difficulties in implementing the Independent Learning Curriculum; (5) Involvement of parents and the community in the process of implementing the Independent Learning Curriculum; (6) Increasing flexibility and adaptability in planning and implementing learning; (7) Encouraging a strong and supportive leadership role in supporting the implementation of the Independent Learning Curriculum.

Based on the research results, it is known that the implementation of the independent learning curriculum in the learning process at SD Negeri 3 Lembak has gone well. This is in line with research results which state that the implementation of the Independent Curriculum is more optimal than the previous Curriculum even though it has only been implemented for one year. The previous curriculum still had various problems, so it was perfected with the presence of the Merdeka Curriculum, which of course still needs development, direct assistance, and improvements to be able to overcome current educational problems that have not been successfully resolved (Aprima & Sari, 2022).

Implementing an independent curriculum requires teachers to be sensitive and try to improve their abilities in managing learning because the implementation of curriculum development policies will greatly determine how educational planning, implementation, and evaluation will be carried out. The curriculum provides a planned and clear direction for education policy (Daga, 2020). Therefore, the current and future challenge faced by teachers in implementing the independent curriculum is increasing competence in the IT field. 21st-century teachers must be able to teach and organize class activities well. They must also be able to create good communication with students and the school community, by utilizing technology to improve the quality of teaching and continue to think about and improve the way they teach (Marisana et al., 2023).

In addition, in the Independent Curriculum-based learning process, teachers must be able to build strong awareness and understanding of the Independent Learning Curriculum, adapt existing learning plans or design new learning plans that reflect the principles of the Independent Curriculum, Create a learning environment that supports the Independent Curriculum, encourage participation active students in the learning process, providing space for teachers and students to innovate and explore topics that interest them, and being able to involve parents and the community in implementing the independent learning curriculum in the learning process. Teachers at SD Negeri 3 Lembak have the challenge of continuing to innovate in implementing learning amidst the limited availability of learning facilities at the school. Therefore, increasing competency is a necessity for teachers at SD Negeri 3 Lembak as part of efforts to successfully implement the independent curriculum in the learning process. Thus, the implementation of the independent curriculum requires teachers to master technology and understand that learning based on the Independent Curriculum is a fun lesson and requires an active role from students. As stated, Freedom of Learning is interpreted as a learning design that allows students to study in a relaxed, calm manner, without feeling pressured, happily without stress, and paying attention to the natural talents that students have (Susilowati, 2022). The independent curriculum is a development curriculum from the prototype curriculum, developed as a curriculum framework that is more flexible and focuses on essential material as well as developing students' character and competencies (Jusuf & Sobari, 2022). Schools must be prepared to implement the Independent Curriculum. This readiness can be obtained through providing training, learning resources, and innovative teaching tools. School principals and education offices as well as local governments must provide support by providing for teachers' needs in improving their competence. As research results from (Bahri, 2022) show implementing an independent curriculum requires the readiness of school principals and teachers to learn new things. In the planning process, teachers still rely on teaching modules provided by the center. There are new things that must be considered in the independent curriculum with the project to strengthen the profile of Pancasila students. Rahmadayanti & Hartoyo (2022) stated that Freedom to learn frees teachers to organize learning that emphasizes essential material by considering characteristics so that learning outcomes will be more meaningful, enjoyable, and deep.

D. Conclusions

From the results of the research and discussion, the following conclusions can be drawn.

1. Independent Curriculum-based learning management at SD Negeri 3 Lembak is implemented through planning, implementing learning, and evaluating learning based on the Independent Curriculum
2. The obstacles faced by teachers include limited school infrastructure and teacher adaptation to Independent Curriculum-based learning as well as centralization of

the curriculum which limits teacher creativity and flexibility in designing student-centred learning

3. The solution taken by teachers is to take part in training and professional development to increase their understanding of the concepts and principles of the Independent Learning Curriculum, collaborating between teachers, both within and between schools, to share experiences, ideas, and best practices in implementing the Independent Learning Curriculum and encourage the participation of parents and the community in the learning process.

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