

Implementation of the Independent Learning Curriculum for Students

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Article History: Received on 5 July 2024, Revised on 23 August 2024,
Published on 9 September 2024

Abstract: Independent Curriculum is a curriculum with diverse intra-curricular learning where students can have enough time to deepen their competencies. Teachers can choose various learning tools based on students' learning needs and interests. The implementation of the independent learning curriculum aims to revolutionize the education system by encouraging student-based learning and increasing educational flexibility. This paper discusses the impact of the independent learning curriculum on students, focusing on learning outcomes, student engagement, and the role of teachers. Through a qualitative research approach with interviews and observations, this study examines students' perceptions of curriculum change and adaptation to the new educational framework. The research findings show that the independent learning curriculum encourages active participation, critical thinking, and creativity of students, despite challenges such as teacher readiness and inadequate infrastructure. This study confirms that the independent learning curriculum can promote a responsive and inclusive educational environment that is tailored to the needs of 21st-century learners.

Keywords: Independent Learning Curriculum, Student, Teacher

A. Introduction

Education is one of the determining factors of the quality of human resources in the development of a country, and the curriculum is one of the most important aspects of education. The curriculum is an inseparable part of the education process (Pratiwi et al, 2023). Education is a milestone in the history of national development. The 1945 Constitution clearly states that the Indonesian government was formed for various purposes, one of which is to educate the nation. Article 3 of Law Number 20 of 2003 concerning National Education helps develop skills and shape the character and civilization of a superior nation in order to educate the nation, students, worship God Almighty, have noble character, are healthy, educated, capable, creative, independent, and reliable. With the rapid development of technology, various changes in the field of education are also growing. In general, educational programs contain various components such as learning objectives, teaching materials, learning strategies, and assessment of learning outcomes.

The learning system in Indonesia has undergone various changes, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, Competency-Based Curriculum 2004, School Unit Level Curriculum (KTSP) 2004-2006, and in 2013 the government through national education institutions changed it back to the 2013 curriculum, in 2018 there was a change to the revised 2013 curriculum (Putri & Suhardi, 2023). During this period, a modern curriculum developed, namely a free education curriculum which is interpreted as a learning program that provides opportunities for students to think calmly, freely, enjoyably, free from stress and pressure, to learn independently.

Learning requires good governance in terms of use, arrangement, and assessment. Without good governance, learning will not go as expected. The government's steps to improve the quality of learning are to continue to overhaul and improve learning modules. One of the curricula that is being pursued is the independent learning curriculum. Independent learning is interpreted as a learning design that provides opportunities for students to learn in a relaxed, calm manner, without feeling pressured, happily without stress, and paying attention to the natural talents of students. Nadiem said that independent learning is a concept created so that students can explore their respective interests and talents (Sunarni & Karyono, 2023).

In the context of formal education, the curriculum covers learning at various levels, from basic education to higher education. Its primary goal is to provide guidance on what students should learn, how to teach effectively, and how to measure student's achievement appropriate with the educational goals. Changes in learning are based on the demands of contemporary developments which require students to have special skills, including critical thinking, communication, collaboration, creativity and character.

Independent learning focuses on freedom and creative thinking. One of the programs presented by the Ministry of Education and Culture in the launch of independent learning is the start of the school driving program. This school program is designed to support each school in creating a generation of lifelong learners who have the personality of Pancasila students. For the success of all of this, the role of a teacher is needed. In line with (Ainia, 2020; Devian et al, 2023) teachers as the main subjects who play a role are expected to be able to become drivers to provide positive things to students. The independent curriculum is a restructuring of the national education system in Indonesia, this was conveyed by the Minister of Education Nadiem Makarim that educational reform cannot be carried out solely using an administrative approach, but must carry out a culture transformation.

Curricula often reflect the values, culture and educational priorities of a country or institution, and continually change in line with social, economic and technological developments. Education requires proper management in terms of implementation, planning and evaluation. Without proper management, education will not run as

expected. The government's step to improve the quality of education is to continue updating and improving the curriculum. One of the curricula that is being pursued is the independent learning curriculum.

Independent learning is interpreted as a learning design that provides students with the opportunity to learn in a relaxed, calm, unstressed, happy and stress-free manner and pays attention to the natural talents of the students. Nadiem said that Independent Learning is a concept created so that students can explore their respective interests and talents. The Independent Curriculum perfects the instillation of character education in students with the Pancasila student profile, which consists of 6 dimensions, namely devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Evi, 2022).

Independent learning is a learning program policy to restore the national education system that gives freedom to schools, teachers, students and all school resources to innovate, freely learn independently and creatively, which can be started through teachers as drivers of education. The Independent Learning Policy is a program presented to realize the quality of Indonesian human resources in the era of the 5.0 industrial revolution. This independent learning policy includes four essential changes, namely a more comprehensive national-based school exam assessment, national exams replaced by assessment assessments, simplified RPP into teaching modules and a flexible zoning system for accepting new students (Sherly et al., 2021).

The independent learning curriculum provides freedom for educational staff and students to determine learning methods (Yuniardi, 2023). It also aims to provide education with a fun concept for students and educational staff. Independent learning focuses to develop character in line with Indonesian culture (Pratiwi et al, 2023). In implementing the independent curriculum, it is hoped that students will be able to form and run a project. Through implementing projects, students can develop their talents and skills. Among the projects curriculum is strengthening the Pancasila Student Profile (P5). The stages are carried out in two steps, conceptual and contextual. Learning is carried out freely in formal conditions, flexibility in the learning structure is also provided so that the distribution of time for learning activities can be adjusted and increases student activity because they are directly involved in strengthening various competencies in the Pancasila Student Profile (Jojo, 2022). On the other hand, implementing P5 activities can increase self-confidence and increase students' potential for work as well as being able to discover students' potential in certain fields. In its application, the teacher's role is as a facilitator, the learning process is more active because students can discuss with their peers about the project agendas they will create.

There are 6 indicators in P5, including having noble character, critical reasoning, independence, creativity, innovation and working together and diversity (Indarta,

2022). Currently, many schools have implemented this curriculum even in grade levels, whereas in elementary schools it is only implemented in class I and IV. Curriculum implementation in Elementary Schools (SD) in Indonesia refers to several important legal bases and references. The following are some of them: 1) The 1945 Constitution is the highest legal basis in Indonesia which covers the educational rights of Indonesian citizens, including the right to receive basic education; 2) Law Number 20 of 2003 concerning the National Education System: This is a law that regulates the education system in Indonesia in general, including regulations regarding the curriculum at all levels of education, including elementary school; 3) Minister of Education and Culture Regulation Number 24 of 2016 concerning Core Competencies and Basic Competencies in Primary and Secondary Education: This Minister of Education and Culture Regulation explains in detail the core competencies and basic competencies that must be achieved by students at every level of education, including elementary school. This is the main reference in preparing the curriculum in schools; 4) Curriculum 2013: This is the national curriculum implemented in Indonesia since 2013 and is still the main basis for preparing the curriculum in elementary schools. The 2013 curriculum emphasizes a scientific approach, active learning, and student character development; 5) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 concerning Process Standards for Primary and Secondary Education: This regulation provides standard processes that must be followed by every school in implementing the curriculum, including elementary schools; 6) Guidelines for Implementing Education at Primary and Secondary Education Levels: This document was issued by the Ministry of Education and Culture to provide technical guidance to schools in carrying out learning and evaluation activities based on the applicable curriculum.

The essence of independent learning is the process of exploring the greatest potential of teachers and students in innovating and improving the quality of more independent learning. Independent is not just following a series of educational bureaucracy. The role of teachers in the implementation of independent learning is to design interactive, efficient, easy, inspiring, fun, challenging learning, and able to motivate students to actively participate in every learning process. Students are given enough space to develop their interests, talents, creativity and independence according to their cognitive, physical and psychological development based on their learning phase. Teachers as drivers of independent learning, means a teacher who is required to be able to be active and enthusiastic, creative, innovative and skilled in order to become a facilitator of change in schools.

Teachers as the teacher leader of independent learning must not only be able to master and teach effectively in class but must also be able to create a good environment by building closeness with students. Then teachers are also required to be able to utilize various existing technologies to improve teaching methods. Then teachers must also practice to correct mistakes during teaching and learning activities. Through updates

related to the Independent Learning policy, all educators need to measure and introspect themselves in order to adapt to developments in the times. Teachers are key actors in the implementation of the Independent Curriculum in schools. Thus, it is necessary to further study how teachers perceive the implementation of the Independent Learning Curriculum in Elementary Schools.

Curriculum implementation in elementary schools is very dependent on good understanding of the legal basis. This is important to ensure that the education provided is in accordance with national standards and is able to produce optimal educational output for each student. Implementation of the Independent Curriculum in elementary schools is an action or implementation of the curriculum from a plan that has been prepared carefully and in detail. The implementation of the Independent Curriculum in elementary schools, based on interviews with respondents, can be stated as follows: (1) until 2023 there is still a choice to implement the Curriculum 2013, the emergency curriculum, or the independent curriculum, but in 2024 the independent curriculum must be implemented without further selection; (2) currently the independent curriculum is applied only to Classes I and IV.

Based on research conducted by (Usanto, 2022), the implementation of the independent learning curriculum at SD Y, Magelang Regency, gradullay, as in 2022 began in grades I and IV. Teachers have also received direct training regarding the implementation of the independent curriculum and were assisted by the existence of the independent learning application that teachers can access anytime and anywhere, although there are still teachers who feel that their understanding is not optimal because the time is so short. The implementation of the independent curriculum succeeded in increasing the average score of students' understanding, especially in PAI subjects. If this curriculum is implemented properly in accordance with the way the curriculum works, it is not impossible that students' understanding will increase. Likewise, at state primary school 115 Palembang, the new independent curriculum learning had been carried out in 2023, which implemented in grades I and IV and this year in 2024 it will be continued in grades II and V. This independent learning curriculum will be carried out gradually in 2025 it will continue with grades III and VI so that independent curriculum learning will be implemented entirely.

Independent Learning Curriculum

The opportunity to memorize educational programs might be educational modules with varying intracurricular learning, where the content is more suitable so that understudies have adequate time to develop concepts and reinforce competencies. Instructors can choose from a variety of educational tools to tailor learning to the requirements and preferences of their students. Ventures to strengthen the accomplishment of Pancasila understudy profiles are established based on certain subjects determined by specific learning, therefore they are not connected to subject

material (Ainia, 2020; Devian et al, 2023). Implementing the Independent Curriculum in primary schools is an action or execution of the curriculum based on a thoroughly designed and detailed plan.

According to interviews with respondents, the implementation of the Independent Curriculum in primary schools can be summarized as follows: (1) until 2023, there is still a choice to implement the 2013 curriculum, the emergency curriculum, or the independent curriculum, but in 2024, the independent curriculum must be implemented without further selection; (2) currently, the independent curriculum is applied only to Classes I and IV; (3) students become the center of learning; (4) more learning is carried out in groups, so that mutual cooperation is developed among students according to the Pancasila student policy.

B. Methods

The study is library research. According to (Danandjaja, 2014) library research is a research model carried out in a scientific systematic manner, relating to the collection of bibliographic materials that are in line with research objectives, including techniques for collecting, organizing and presenting data. Data were obtained from library collections without the need for field research. The primary data source comes from a review of previous research articles which is integrated with the researcher's thoughts (Ainia, 2020; Devian et al, 2023).

The data were likewise gathered by reading, listening, and seeing rather than direct observation. Secondary data is gathered from national journals. There are three reasons why the author relies solely on library research. First, difficulties in the research can be addressed by reviewing books, journals, and relevant publications. Second, library research is required as a preliminary study to better comprehend social phenomena. Third, the available library materials are reliable to address research questions on the success of applying the independent learning program (Qurnawati, 2023).

This is a descriptive study that examines differential learning in mathematics sessions in the autonomous curriculum. This study used a literature review method, which involves looking for literature relevant to the research issue. A literature review is a key stage for researchers in determining the topic of their research. Next, do a review of theories relevant to the research issue. Researchers conduct studies based on trusted literature, such as books, papers, and expert research findings (Gusteti, 2022).

C. Results and Discussion

Six characteristics make up the profile of strengthening Pancasila itself: self-assurance and dedication to the all-powerful God, the world's diverse traits, teamwork,

autonomy, fundamental reasoning, and creative thought. Usually, drained configuration Understudies might compete inside the educational system to gain the resources necessary to become members of a society that is genuinely better.

From the research results the author got the following: 1) During the learning process, researchers still found students who did not comply with school regulations and denied what the teacher said when explaining, students did not pay attention to the teacher who was explaining the lesson, some even chatted with their classmates, left during the learning process, students did not ask permission. to go out to the teacher explaining the lesson; 2) Some teachers still do not fully understand what independent learning means, so in implementing learning they still use the old model of learning style. Some teachers still predominantly use the lecture method, and students listen; 3) Some teachers are having problems with the independent learning platform which should be able to be a learning companion for teachers to make it easier to create modules. It turns out that the independent teaching platform is still not in line with what teachers need; and 4) It is still hampered by the lack of facilities and infrastructure in schools.

Curriculum Implementation, in the Oxford Advance Learner's Dictionary, it is stated that implementation is: "put something intolerant effect", (the application of something that has an effect or impact). Implementation is a process of applying ideas, concepts, policies, or innovations in practical actions so that they have an impact, whether in the form of changes in knowledge, skills, or values and attitudes. Implementation is not just an activity, but an activity that is planned and to achieve activity goals. Implementation is an activity process that is carried out in a planned manner based on a guideline and is carried out on the basis of achieving goals in an activity. Implementation cannot run well without linkages with other objects (Evi, 2022).

The independent curriculum is a curriculum with diverse intra curricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes determined by the government. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content (Pratiwi et al., 2023).

Educational modules in English are "educational programs" which comes from the Greek "curer" and implies running remove, to be specific the remove that must be secured in running exercises from begin to wrap up, which is at that point connected within the field of instruction. In executing the education framework, there must be a mechanism that will control the execution of instruction or the method of instructing

and learning exercises. This component is made to comply with built up instructive controls. This component will too be executed by instructors and understudies or gotten to be a direct or reference within the learning handle whereas overcoming issues that will emerge afterward. This instrument is called the curriculum. The educational programs may be a fundamental component in instruction so that the systematic that will be and have been executed can run well and deliver results that are in line with the objectives to be achieved. The educational modules are in a key position where it incorporates a part as a direct containing fabric substance, scope, objectives and learning techniques. Each instructive movement can be said to be great in the event that the condition of the educational modules is additionally great, since the encounters that happen within the classroom will allude to the educational programs.

Changes and advancements over time are one of the components in educational modules alter. Numerous nations are continuously creating or improving educational module by taking after the changes and improvements of the times. Since the educational modules which was at first considered perfect still has inadequacies so that changes, substitutions and indeed changes to the educational modules are required. In Indonesia itself, there have been a few educational programs changes due to changes and advancements over time and indeed other variables such as changes in priests or pioneers, ineffectiveness of the executed educational modules, and others. Each issue that happens within the educational module's improvement prepare requires an in-depth survey and cautious examination (Indarta, 2022).

An independent curriculum is really needed because of various national studies, and international studies show that Indonesia has experienced a learning crisis for quite a long time. These studies show that many Indonesian children are unable to understand simple reading or apply basic mathematical concepts. The findings also show steep educational disparities between regions and social groups in Indonesia. To overcome the crisis and various challenges, we need systemic changes, one of which is through the curriculum. The curriculum determines the material taught in class (Anggraini, et al., 2022).

The characteristics of independent learning are: 1) project-based learning which aims to develop soft skills and character according to the Pancasila student profile; 2) focus on essential material, so there is time for in-depth learning for basic competencies such as literacy and numeracy; and 3) teacher flexibility to carry out differentiated learning based on the learning styles and abilities of the students. Teachers do not yet fully understand the characteristics of independent learning through differentiated learning strategies, so training, socialization and other activities are needed that can improve teachers' abilities in managing differentiated learning. This of course requires support from various parties such as school principals, education staff, parents and the entire ecosystem. those at school. The essence of differentiated learning is to make

students the center of learning, developing the learning process according to students' learning styles and abilities, so that students can feel comfortable, safe and enjoyable following the entire learning process. In this way, students can be more creative, innovative and develop according to their interests and talents.

Learning strategies with a differentiated approach need to continue to be developed not only in matters of learning administration, but must also begin to be implemented in the selection of methods, media and assessment of student learning outcomes. Of course, this requires ongoing study and research, so as to achieve national education goals in forming student profiles. Pancasila can be realized (Wijaya et al., 2022). The independent learning curriculum frees teachers to create learning that is educational and fun. Current pedagogical competence also requires teachers to be able to model and implement the learning process. Teachers are also given the mandate to act as a driving force to plan, implement, evaluate and follow up on the evaluation (Handayani et al., 2022).

The concept of dynamic, inventive and comfortable learning must be able to realize understudies agreeing to the wants of the times, particularly within the current period. Instructors must too be facilitators to shape students' characters who think basically, are inventive and improve, are talented in communicating and collaborating and have character. Not as it were depending on the autonomy of understudies who are able to find learning assets such as through e-books, instructors have to be gotten ready a few suitable learning strategies, particularly within the Freedom to learn educational modules (Indarta, 2022).

Even in special conditions, the essence of what is wanted to be achieved is how to maintain students' interest in learning by paying attention to the curriculum that will be used based on the characteristics and needs of each student. Student characteristics can be illustrated through the implementation of an independent curriculum where a diagnostic assessment process must be carried out, both cognitively and non-cognitively. Students' interest in learning can be encouraged if the service they feel meets their needs. Based on research results (Hanifah et al., 2024), teachers who know their students' characters can maximize students' mathematical skills through various learning strategies according to students' needs.

In implementing the learning curriculum for students, it is hoped that it can achieve several main goals, including: 1) increasing understanding and knowledge, the curriculum is designed to teach students about various concepts, theories and facts in various fields of knowledge. The hope is that students can increase their understanding of the world around them and gain the knowledge necessary for various aspects of life; 2) skills building the curriculum also emphasizes building the skills necessary for success in life, such as communication skills, problem solving, creativity, and collaboration skills. The hope is that students can develop these skills

through relevant and structured learning methods; 3) development of attitudes and values the curriculum often includes aspects of personality development and positive attitudes, such as self-confidence, a sense of responsibility, empathy and honesty. The hope is that students can internalize these values and apply them in everyday life; 4) preparation for life and career good, curriculum implementation must be able to prepare students for a successful future, both in terms of academics and careers. The hope is that students can develop the competencies needed to face global challenges and play an active role in society; 5) developing learning independence, an effective curriculum must also encourage student independence in the learning process. The hope is that students can develop the ability to learn independently, explore their own interests, and better develop their personal potential. The importance of this expectation is to ensure that the curriculum not only provides academic knowledge but also helps students become holistically better individuals, ready to face the challenges of the modern world (Putri et al., 2024).

D. Conclusion

Implementation is an activity process carried out in a planned manner based on a guideline and carried out on the basis of achieving goals in an activity. The characteristics of independent learning are: 1) Project-based learning which aims to develop soft skills and character according to the Pancasila student profile; 2) Focus on essential material, so there is time for in-depth learning for basic competencies such as literacy and numeracy; and 3) Teacher flexibility to carry out differentiated learning based on the learning styles and abilities of the students.

The restricted execution of the autonomous educational programs is pointed at three things. To begin with, as portion of the method of moving forward the educational modules so that it has the foremost ideal affect in decreasing the hazard of learning misfortune and improving the quality of instruction in Indonesia within the future. Moment, to deliver great hones for experienced instructors and school principals in embracing the educational modules which can at that point be influenced by at other schools. Third, the restricted and continuous adjustment approach is additionally pointed at giving space for locales to get ready human resources amid the appropriation stage to supply fortifying of the educational modules that will be utilized within the future. Based on the conclusions above, here are several suggestions that can be given to improve the implementation of the independent learning curriculum further 1) Implementation the learning curriculum still needs to be improved, such as holding workshops or training for teachers carried out by the school; 2) the government continues to strive to improve the independent learning curriculum system so that schools and students are able to understand the meaning and results of the independent learning curriculum so that the quality of education in Indonesia can be improved; 3) teachers should continue to look for new information and ideas regarding the independent learning curriculum so that learning can be

carried out optimally; and 4) students deepen their own personality by continuing to strive to learn and understand the independent learning curriculum in the concept of learning at school.

E. Acknowledgement

Thanks to all stakeholders in SD Negeri 115 Palembang, for giving me support.

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