

Implementation of Independent Curriculum Management in Movering Schools and Sharing Independent Schools

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ABSTRACT

This study aims to determine the Implementation of Independent Curriculum Management at Sekolah Pengbangun and Sekolah Mandiri Panggang. This study is a descriptive study using a qualitative approach. The research location is at GMIM Ritey Elementary School and GMIM Lopana Elementary School. The techniques used in data collection are observation, interviews and documentation. The data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions. The results of this study are that GMIM Ritey Elementary School Drive School designed ATP, created teaching and assessment tools using examples from PMM, designed the P5 project by creating a project module, the implementation of the P5 project runs according to the project module, teachers have implemented differentiated learning, there is collaboration between teachers and also parents and the community, teacher and student reflections and evaluations, implementation of formative assessments during learning and summative assessments are divided into daily summative, mid-semester summative, and end-of-semester summative, remedial for students who have not achieved learning outcomes, and P5 project assessments based on the dimensions assessed and their report cards are given once a year. Independent School Sharing GMIM Lopana Elementary School made ATP and teaching and assessment tools from examples on the internet, there was no P5 project planning and the implementation of the P5 project did not go well, had not implemented differentiated learning, there was collaboration between teachers, parents and the community, teachers reflected on students by asking questions at the end of learning, formative assessments were carried out during learning by giving assignments and summative during assessments the mid-semester and end-of-semester summatives, remedial in the form of oral or written exams, and the P5 project assessment had not been realized.

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INTRODUCTION

The curriculum holds a key position in education, because it is related to determining the direction, content and process of education, which ultimately determines the type and qualifications of graduates of an educational institution. The curriculum concerns the planning and implementation of education both in the classroom, school, regional, area and national scope (Hamalik, 2017:5). The curriculum has a central position in the entire educational process. The curriculum directs all forms of educational activities in order to achieve educational goals. According to Mauritz Johnson (1967:130) the curriculum "prescribes (or at least anticipates) the result of instruction". The curriculum is also an educational plan, providing guidelines and guidelines on the type, scope, and sequence of content, as well as the educational process.

Curriculum development is not only an abstraction, but prepares various examples and alternatives for actions that are inspired by several ideas and several other adjustments that are considered important. According to Rusman (2019:3), curriculum development is the planning of learning opportunities that are intended to bring students towards the desired changes, as well as assessing the extent to which the intended changes have occurred in students.

Indonesia has experienced several curriculum changes. These changes are closely related with the importance of the curriculum in implementing the national education system (Andriani, 2020). Sukmadinata said that the curriculum is an absolute requirement, meaning that education and teaching are inseparable parts (Sukmadinata, N. S, 2017).

In 2020, the Covid-19 pandemic entered Indonesia and spread so quickly without being realized. Many sectors were affected by the Covid-19 pandemic and one of them was the education sector. Routine activities that were carried out face-to-face had to be carried out online, namely by utilizing existing technology. Not only that, during the pandemic, Indonesia experienced a learning crisis based on national and international studies. Seeing the conditions that had occurred in Indonesia, the Ministry of Education, Culture, Research and Technology tried to make efforts to restore learning. One of the efforts made was to launch the Independent Curriculum.

The Independent Curriculum is a breath of fresh air in efforts to improve and restore learning which was first launched in 2021 at the School of Mover. The school of mover program has a selection aspect determined by the principal, so that they have creative leadership competencies, are able to work together, are communicative, can think critically, can solve problems, and have inner experience (Ainia, 2020). In 2022, the Ministry of Education, Culture, Research and Technology launched the Independent Curriculum Implementation (IKM) independently by non-School Mover educational units. Educational units that will implement the independent curriculum can choose one of the following levels of options: 1) Independent Learning; educational units use the K-13 structure in developing their educational unit curriculum and apply several principles of the independent curriculum in implementing learning and assessment, 2) Independent Change; educational units use the independent curriculum structure in developing their educational unit curriculum and apply the principles of the independent curriculum in implementing learning and assessment, 3) Independent Sharing; Educational units use the independent curriculum structure in developing their educational unit curriculum and apply the principles of the independent

curriculum in implementing learning and assessment, with a commitment to share good practices with other educational units (Mulyasa, 2022:25).

Research conducted by Johar Alimudin (2023) describes that the existence of an independent curriculum that is a reference in driving schools, which produces students who are noble, independent, critical thinkers, creative, cooperative, and have a sense of diversity, while research conducted by Sumarsi, Marliyani, Hadiyansah, Hernawan & Prihatini (2022) describes that the independent curriculum that is a reference in driving schools, which produces students who are noble, independent, critical thinkers, creative, cooperative, and have a sense of diversity.

SD GMIM Ritey is one of the pioneering schools in South Minahasa Regency, North Sulawesi Province. As a pioneering school, SD GMIM Ritey has implemented the Merdeka Curriculum in daily learning and training and mentoring from the School Pioneer Facilitator. Intensive one-to-one training and mentoring programs with facilitators are carried out to strengthen the school's human resources. Non-pioneering schools that choose to share independently have similarities with pioneering schools. SD GMIM Lopana is one of the non-pioneering schools that chooses to implement the independent curriculum of sharing independence. Although pioneering schools and independent sharing schools have similarities in implementing the independence curriculum, non-pioneering schools do not receive mentoring from the School Pioneer Facilitator. As an independent sharing school, SD GMIM Lopana is able to commit to being a resource person and sharing good practices with other schools regarding the Merdeka Curriculum. In terms of human resources in the school, SD GMIM Lopana is able to implement the Merdeka Curriculum by learning independently through the PMM (Platform Merdeka Mengajar) application.

METHOD

The method used by the researcher is a qualitative research method. Qualitative research method is a research method based on the philosophy of post-positivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data source sampling is done purposively and snowball.

The data collected in this study are grouped into two parts, namely, the main data (primary data) is the words and actions of the actors in each activity, and supporting data (secondary data) is all information that can support basic information such as documents, photos, and so on.

Data sources through informants who are directly involved in the implementation of the independent curriculum management at the driving school of SD GMIM Ritey 4 informants and the independent sharing school of SD GMIM Lopana 3 informants. Additional data sources in the form of official documents, written data or reports, statistical data according to the focus of the research.

The data collection techniques in this study consist of three stages, namely: observation, interviews, and documentation. Data analysis in this study is as follows: 1) Data collection conducted in various ways such as observation, interviews and documentation. Data is recorded objectively and in accordance with the reality in the field. 2) Data reduction The data obtained by the researcher is selected to determine which is important and which is not necessary to be used in this research. 3) Data presentation (data display) in the form of brief description and relationship between categories. In this study, data is presented simply through narrative text. To test the

truth (validity) of the data, the researcher uses triangulation techniques and finally, after the data has been processed and presented, conclusions will be drawn that can answer the focus of the problem or problem formulation in this research.

RESULT AND DISCUSSION

Planning an Independent Curriculum

1. School of Movers

In planning the independent curriculum, teachers design the flow of learning objectives, teaching tools and assessments such as: teaching modules, prota, prosem and assessments, as well as P5 project teaching modules. Learning planning is important to do before starting learning in the current semester. Planning is the initial stage of preparing the learning that will be carried out. With good planning, the implementation of effective learning. In other words, good learning planning affects the success of learning (Noor, 2022). Learning planning is the process of predicting actions that will be taken in a learning, especially by organizing and directing learning components so that the objectives of the activities (materials), content (methods and techniques), and measurements (evaluations) become clear and systematic (Sahjat and Buaja, 2022). The design of the learning objective flow is based on guidance from the supervisor and the principal and uses the internet to see examples of making ATP. Before starting the new semester or school year, SD GMIM Ritey conducted IHT to understand the creation of the Learning Objective Flow. Teachers download examples of ATP in PMM or other sources and then modify them according to the needs of students in each class teacher.

In making teaching tools and assessments in the independent curriculum, teachers use examples of teaching tools and assessments from PMM. The teaching tools and assessments from PMM that are downloaded are modified by teachers according to the needs of their students. Teachers make their own assessments for students by looking at examples from PMM. Making project modules through IHT or Learning Community meetings at school which are held once a week. In this semester, all classes take the P5 project theme, namely "Sustainable Lifestyle", but the project titles for each class are different. In making the P5 project module, teachers adopt from PMM and modify it according to the conditions of the school and students.

2. Independent Sharing School

Research conducted by Lase F in 2020 entitled "The Role of Learning Planning in Improving Teacher Professionalism" said that teachers prepare learning in swal that is adjusted to the school curriculum and try to implement learning supported by good teacher skills. Learning planning makes decisions about various actions that will be taken to achieve certain goals (Widyanto and Wahyuni, 2020). The curriculum design at SD GMIM Lopana as an independent school shares where in designing the flow of learning objectives or ATP, examples are taken from the internet and then modified. Sources taken from PMM and other sources that provide examples of ATP.

In making teaching tools and assessments, teachers at SD GMIM Lopana use the internet to see examples of teaching tools and assessments. There are teachers who buy teaching tools from their friends if there are teaching tools that are not complete. On the other hand, in terms of planning the P5 project, the school has not planned a project to strengthen the Pancasila student profile. Teachers have not made a P5 project module and are currently studying the independence curriculum.

Implementing the Independent Curriculum

1. School of Movers

Implementation is a form of effort to achieve, realize, create, strive for the purpose of completing what is intended. The simple language of implementation is an evaluation of the implementation or application of something based on policy. Implementation is usually related to an institution or agency that launches various policies to achieve a goal (Pramono, 2020). In the research findings, SD GMIM Ritey as a driving school took the theme of Sustainable Lifestyle in the current semester. Class 1 and Class 2 have the same title, namely School Garden where class 1 and class 2 make flower gardens from plastic waste as the final result of the Pancasila student profile strengthening project. Class 1 and class 2 teachers collaborated in the implementation of this P5 project because it was in Phase A. The implementation of this P5 includes an introduction to waste first, then collecting plastic waste and finally making a school garden. In class 4 the title of P5 is Smart Waste Management, where they will make fertilizer from processing waste that will be spread in the school garden.

The implementation of differentiated learning is carried out through initial assessment or diagnostic assessment at the beginning of the school year, teachers dig up information about students' learning styles and things related to students. Interviews through parents when students in grade 1 first come to school and for other grade levels, teachers ask for data from previous class teachers to find out students' learning styles. In addition to teachers using books as learning media, grade 3 teachers usually often use Iceboard in learning, other teachers use mobile phones in learning. Various types of learning media are used by teachers in learning so that they can follow the existing student learning styles.

Collaboration that occurs between teachers and the principal during the complex meeting. Teachers and the principal reflect on each other about the learning that occurs in each class, then teachers and the principal provide input to each other if there are obstacles faced in the learning process. In the implementation of P5, teachers help paint used bottles in addition to their classes so that P5 runs well and also in making teaching materials, teachers collaborate with each other. Collaboration is not only between teachers, but also with parents through the implementation of the P5 project, parents help document children's activities collecting garbage at home, help students paint plastic bottles, and help students sort garbage. For the development of children's learning, there is collaboration with parents by helping teachers improve learning in children, if the student has difficulty learning. Parents have also helped each other in making huts in the school yard. Collaboration that is established with the Ritey village community in helping to clean the front area of the school and also with the church by helping to provide chairs and tables when the school lacks chairs and tables.

Reflection and evaluation occur in the classroom every week. Teachers share their teaching experiences and problems faced in the classroom and then teachers and the principal provide suggestions to help overcome obstacles faced in the classroom.

2. Independent Sharing School

The implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results (Sudjana, 2010:136). The implementation of the Pancasila student profile strengthening project at SD GMIM Lopana has not been realized properly. The teachers' understanding of the P5 project is to give students the task of making crafts. The theme and title of the P5 project do not yet exist and the teachers and principals are still

studying and adapting to the independent curriculum. In adjusting to the independent curriculum for the P5 project, teachers give assignments in the form of crafts from used goods or other crafts.

Teachers are still at the bottom of the learning from the previous curriculum. The way teachers teach equates all students even though students' learning styles are different. The lack of understanding of differentiated learning is the reason teachers have not implemented differentiated learning optimally.

Teachers share experiences and solutions when learning is complete. In making teaching tools, teachers provide references or examples of teaching tools to fellow teachers if they experience obstacles in making teaching tools. Collaboration that occurs with people occurs when receiving report cards, where teachers convey the results of student learning development and if there are obstacles, teachers discuss them with parents so that students are given more attention at home in terms of learning. As a private school, the church provides incentives to honorary teachers in improving quality at SD GMIM Lopana.

Giving questions to students at the end of the lesson is a reflection and evaluation from teachers in order to be able to assess students' understanding of the material taught that day. Reflection and evaluation from teachers when the lesson is over, teachers gather and share experiences and obstacles faced in class, then other teachers provide solutions to the problems.

Evaluating the Independent Curriculum

1. School of Movers

In the research findings, formative assessment is carried out every day during learning in the form of assignments and it is a reference for teachers to teach next. Summative assessment is divided into daily summative, mid-semester summative, and end-of-semester summative. Daily summative is carried out at the end of the material, mid-semester summative in the middle of the semester, and end-of-semester summative at the end of the semester. Mid-semester summative and end-of-semester summative questions are usually in 5 (five) forms of questions. Law Number 20 of 2003 article 58 paragraphs 1 and 2 concerning the National Education System states that evaluation of student learning outcomes is carried out by education to monitor the process, progress, and improvement of student learning outcomes continuously. Evaluation is preceded by assessment, while assessment is preceded by measurement, measurement is interpreted as an activity of comparing the results of practice with criteria, assessment is an activity of interpreting and describing measurement results, while evaluation is the determination of values or behavioral implications (Widoyoko, 2012). The P5 project assessment is in accordance with the dimensions that will be assessed by teachers through the P5 project module. The dimensions assessed are 2 (two) to 3 (three) dimensions of assessment, for example in class 1 what is assessed is faith and devotion to God Almighty and noble character, mutual cooperation and critical reasoning. These dimensions are assessed from the P5 project stages starting from the introduction stage to the P5 project assessment. The results of the P5 project assessment will be given a project report to students at the end of semester 2. The project report is given once a year.

If students have not achieved the learning outcomes, they will be given remedial by giving assignments again about the material that the students have not achieved. There are teachers who provide additional hours if there are students who

have not understood the lesson that day. When there are students who need remedial during the mid-semester summative or end-of-semester summative, the teacher provides students with an understanding again of the material that has not been understood well and then retested by giving several questions.

2. Independent Sharing School

In the research findings, the mid-semester summative and end-of-semester summative assessments were carried out according to the education calendar of the Minahasa Selatan Regency Education Office. The form of questions for mid-semester summative and end-of-semester summative are five forms of questions, namely multiple choice, matching, true-false, fill-in-the-blank and essay. For grade 1, there are not 5 forms of questions because students are not yet able to answer the questions. During learning, teachers provide feedback or give assignments to students which are formative assessments. Evaluation according to Zainal (2011) is an overall assessment of an education program from planning to implementation and the success of a learning process which basically contains all the information that is then used to determine further policies. Remedial work is carried out in the form of written or oral exams. The questions given are in accordance with the mid-semester summative and end-of-semester summative questions. If the questions given cannot be answered, the teacher replaces them with easier questions but in accordance with the existing material. There has been no P5 project assessment at SD GMIM Lopana, because teachers do not yet understand the P5 project both in making teaching modules and their implementation

CONCLUSION

Planning an independent curriculum, in the planning of the independent curriculum, both the driving schools and independent sharing schools have carried out good and supportive activities, including starting with designing the learning objective flow, creating learning tools and school assessments to planning activities for projects to strengthen the profile of Pancasila students.

Implementing an independent curriculum, In the implementation of the independent curriculum, both driving schools and independent sharing schools have been implemented well, starting from activities to implement the Pancasila student profile strengthening project, the application of student-centered learning (differentiated learning), collaboration between teachers for curriculum needs in learning, collaboration with parents and the community to reflection activities and evaluation of the implementation of the school curriculum. Evaluating the independent curriculum, the activities to evaluate the independent curriculum for both driving schools and independent sharing schools have been running well, starting from formative and summative assessment activities, remedial activities to activities.P5 project ASSESSMENT.

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