

IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT AL-AZHAR ISLAMIC ELEMENTARY SCHOOL 16 CILACAP

Rizky Indahsari^{1*}, Agung Nugroho²

Elementary School Teacher Education, Faculty of Teacher Education, University of
Muhammadiyah Purwokerto

Email: oindah45@gmail.com, agungnugroho@ump.ac.id

Abstract: Education in Indonesia due to the COVID-19 virus is experiencing a new order change in the world of education in 2020, so that there is an emergency curriculum with face-to-face learning assisted by digital technology which then becomes the Free Learning Curriculum or Prototype Curriculum. SD Islam Al-Azhar 16 Cilacap is one of the elementary schools that has implemented an independent curriculum. The main policies of the independent curriculum can be implemented if there is cooperation between the role of the main subject of the role of the school, the role of students, and the role of the teacher or educator. Teachers play a vital role in enacting new policy changes because they can improve the quality of education in line with educational goals, apart from implementing them there will also be problems and solutions. This study uses qualitative research with descriptive data analysis techniques and data collection instruments, namely observation, interviews, and documentation. The purpose of this study is the analysis of implementation and constraints and solutions. The results of this study are analyzing the implementation of the independent curriculum on aspects of learning innovation that has begun to be implemented and optimized such as innovations in preparing lesson plans, implementing learning, and evaluating learning. The second is the obstacles encountered during the implementation of the independent curriculum and the school's solution. Sources of data were obtained from teachers, principals, and students.

Keywords: independent curriculum, curriculum implementation, learning innovation.

INTRODUCTION

Education in Indonesia due to the COVID-19 virus has undergone a new change in order, the Ministry of Education has prepared a new curriculum that needs to be implemented in elementary schools, namely the Independent Learning Curriculum or Prototype Curriculum (Fitriyah & Wardani, 2022, p. 239). Learning innovation is important and important because the latest curriculum policy has aspirations in realizing the quality of education, therefore the need for the development of innovation and mastery of teacher competencies to prepare teachers to face the latest curriculum policies and synergize in improving the quality of education in Indonesia. Teachers in the era of information and

communication technology are expected to be able to create learning conditions during education that challenge student creativity and activity, motivate students, and use multimedia, multimethod, and multisource to achieve the expected learning goals (Krismiyati, 2017, p. 374–379).

Learning challenges in the classroom can build enthusiasm in teachers who play a major role in addition to playing a role in preparing lesson planning, also must participate in innovating and making changes in learning management because teachers understand the characteristics of students in the classroom (Riowati & Yoenanto, 2022, p. 7). Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in the classroom (Alsubaie, 2016, p. 106). This research will analyze curriculum implementation as well as solution constraints. The purpose of this study will describe the implementation of innovations that have been carried out, namely in teacher planning in carrying out learning activities and implementations such as media preparation, student talent interest approaches, and evaluation of learning outcomes, implementation is realized by differentiated learning. The obstacles faced are books that are not by the curriculum, some teachers who have not attended training, limited time and energy in developing creativity, and curriculum changes that are too fast. The expected role of education and curriculum can prepare students to be active participants and contribute to a sustainable future and highlight recommendations on how teacher adoption can be further supported (Stringer et al., 2022, p. 12602).

Cilacap Regency is one of the districts in Central Java Province, several elementary schools in Cilacap Regency have begun to implement the Independent Curriculum, especially in Central Cilacap District. Based on the background of this problem, researchers conducted research to examine more deeply the analysis of the Implementation of the Independent Curriculum in the aspect of Learning Innovation at SD Islam Al-Azhar 16 Cilacap and identify the obstacles faced and solutions.

RESEARCH METHODS

The research method used in this study is qualitative research with the main research subjects or respondents in this study, namely grade 1 and grade 4 teachers at SD Islam Al-Azhar 16 Cilacap. While secondary or supporting respondents are principals and grade

1 and 4 students. The research focus of this research is on the implementation of the independent curriculum on aspects of learning innovation as well as the obstacles experienced and solutions carried out by schools. This research was conducted at SD Islam Al-Azhar 16 Cilacap. The data required in this study were collected through observation, interview, and documentation methods. In this study, researchers used data validity-checking techniques by triangulation. Researchers can compare observational data with interview data and documentation and information from other sources. The steps of data analysis include recording and collecting data, reducing data, presenting data, and verifying or concluding.

RESULTS AND DISCUSSION

The study was preceded by direct observation of the school, namely SD Islam Al-Azhar 16 Cilacap. The discussion of research will explain after the facts of the above findings, it is necessary to analyze the data collected using qualitative research methods in detail with exposure from observations and interviews during the research. Below are the results of the analysis according to researchers, namely:

1. Implementation of the Independent Curriculum in the Aspect of Learning Innovation at SD Islam Al-Azhar 16 Cilacap

a. Learning Design Development

This stage aims to describe a vision and mission or develop implementation (operational) goals to be achieved. Some things in designing learning activities, as follows:

- 1) The design of learning activities should provide opportunities for students to seek, cultivate, and discover knowledge on their own.

The planning can be started by analyzing the CP given by the center then the teacher needs to formulate a TP and then compile an ATP, the Independent Curriculum policy provides flexibility for teachers of SD Islam Al-Azhar 16 Cilacap. By research from (Indarta et al., 2022, p. 3022), namely With this curriculum, education is more concise, simple, and more flexible by the ability of teachers and students to be able to support the realization of learning loss recovery.

- 2) Learning design must be adapted to the variety of learning resources and learning facilities available.

The design of learning innovations on learning resources and learning facilities at Al-Azhar Islamic Elementary School is with the functioning of classroom and laboratory facilities and optimization of media or tools. Learning facilities function in addition to delivering messages, besides that, they can eliminate boredom in students, this is by research (Mansyur, 2018, p. 4) that media in addition to delivering messages also arouse enthusiasm, interest, or motivation to learn, interaction encourages children to learn independently. The design of learning resources is also a must because teachers must prepare learning materials and resources that are on the topics to be studied by students so that the learning process can be carried out optimally. If learning takes place in the classroom, then learning resources must be provided in the classroom, so that learning can be carried out promptly. effective and efficient, this is by research (Nurzannah, 2021, p. 865).

- 3) Learning should be designed by coordinating different learning approaches.

Various types of approaches are designed for independent curricula but which need to Prepare independent learning then using student-centered learning approach is appropriate to use, this is by research (Abdullah, 2017, p. 47) that a student-centered learning approach places students as learning, students have the freedom to be creative and develop their potential.

- 4) Learning must be able to provide services to the individual needs of students such as talents, interests, abilities, socioeconomic backgrounds, and others. Differentiated learning to optimize student learning so that it is effective, this is by research (Herwina, 2021) that differentiated learning is a way or effort made by teachers to meet student needs and expectations. Implementation of P5 activities (Project for Strengthening the Profile of Pancasila Students), with activities students, can carry out project activities by upholding the values of Pancasila students. In addition, there is a P5 activity (Project for Strengthening the Pancasila Student Profile), this is by research (Suhandi & Robi'ah, 2022, p. 69) that schools play a role in developing learning models based on value-based projects of the Pancasila Student Profile.

- b. Development of Learning Implementation

1) Learning activities provide opportunities for students to seek, process, and find their knowledge.

Teachers can adjust what suits student conditions so that they can help students in carrying out the teacher's role in learning innovation, giving birth to innovative teachers by James M. Cooper in Zunidar in research (Daga, 2021, p. 1083), namely teachers who are responsible for helping students have knowledge, skills, and values that can be reused as a useful society and consider their knowledge and ability to update and advance themselves to present and future generation Z (gen-Z) (Stringer et al., 2022, p. 12599).

2) Learning is adjusted to the variety of learning resources and learning facilities available.

The availability of learning media at SD Islam Al-Azhar 16 Cilacap demands that teachers can be more innovated student activeness in grades 1 and 4 through existing media, The types of media used include Audio-based media, Visual-based media, and Kinesthetic-based media. This is to the principal's interview that (SP_KS) Teachers need to maximize media with different techniques. The new curriculum policy raises new things by creativity and innovation, this is by the results of research (Kalyani et al., 2018, p. 23–24) that creativity on teacher novelty by changing teaching styles and methods using the help of audio and video tools and others. Innovation still requires the use of media facilities and is important. This is also what is said (Mansyur, 2018, p. 3) that the innovation of learning media by arousing students' enthusiasm and interest as a source of teaching is not too verbal.

3) Learning by coordinating various learning approaches.

Curriculum learning development emphasizes innovating learning that will be student-centered. Some examples of project-based learning include: making posters as an assessment and making cubes and blocks as learning media. to support this statement research (Nugroho & Mareza, 2016, p. 3) the use of learning resources is a learning innovation designed to help students understand the theory, encourage competence, learn to assess, think critically, and to further encourage students to dare to provide responses and comments so that the learning process can be established student-centered (student-centered). The student-centered learning approach from activities outside of school can be shown from the existence of social activities, namely donated projects to train empathy and concern for others, in addition to filling out the assessment of observation sheets of

attitudes appreciating the differences shown when playing at the Pancasila Education maple, Monotony by relying on writing, can bring boredom in children. The way teachers create a pleasant and meaningful atmosphere is that these characteristics by Hosnan in the conclusion of Sadikin (2019) contained in the research (Susiolo & Sofiarini, 2020, p. 86) can strive for students to be more active in learning so that learning can be student-centered, using a contextual approach to create learning that seems alive.

4) Learning can provide services to the individual needs of students such as talents, interests, abilities, socioeconomic backgrounds, and others.

The innovation implemented is differentiation learning and the implementation of a project-based learning model or known as P5 activities. According to the interview (AG_GK) that learning differentiates to meet the needs of students by following the learning style system. The implications of learning innovation are by Narayanan's research in research (Daga, 2021, p. 1080) which revealed that learning design innovation, means a means to inspire students to channel knowledge and insights with practical and flexible innovative abilities. Al-Azhar Islamic Elementary School grades 1 and 4 have carried out P5 activities The implementation of P5 activities in grade 1 is designing transportation equipment in the future, while grade 4 carries out entrepreneurship and market day. The principal explained that with the P5 activities, the benefits can be felt, this is what Sadikin said in the research (Susiolo & Sofiarini, 2020, p. 86) innovations packaged in P5 activities students can develop characteristics of Pancasila character, such as training discipline, cooperation, responsibility, and other characters. Innovation activities for the implementation of the independent curriculum (Stringer et al., 2022, p. 12602) are defined as a curriculum that focuses on planned school experiences intended to develop and equip students with the understanding, values, perspectives, attitudes, knowledge, skills, and behaviors necessary to participate.

c. Development of Learning Assessments

In the implementation of the curriculum, in addition to learning development, it also renovates taking assessments or assessments. In general, diagnostic assessment aims to diagnose basic abilities in students and find out the initial condition of students. Diagnostic assessment is divided into (Nasution, 2021, p. 138–139):

1) Assessment non-cognitive

Non-cognitive assessment is carried out by knowing at the beginning of student psychology learning.

2) Assessment Cognitive

a) Assessment Formative

The achievement of CP is not always with a written test to find out the learning results of the statement according to the interview (DS_GK). Assessment can be done in various ways through writing, voice notes, and videos. An independent curriculum can be taken through the ability, interests, and talents of students. The independent curriculum frees teachers in learning development, this is by what is said (Daga, 2021) that the independent learning curriculum means a condition where freedom of thought is given so that there are no shackles that hinder it, including determinations related to the assessment system, facilitating students to develop the ability to think based on their intelligence freely and optimally.

b) Assessment Summative

Summative assessment is an evaluation method at the end of learning, being a calculation of assessment at the end of the semester, the end of the school year, or the end of the level.

2. The obstacles faced and solutions from the Implementation of the Independent Curriculum in the aspect of Learning Innovation at SD Islam Al-Azhar 16 Cilacap

a. Not all teachers have received training

Socialization or training has not been obtained by all teachers who teach an independent curriculum, even though training can change the paradigm of teachers in motivating students. This is by research (Badarudin et al., 2015, p. 24) that the constraints on curriculum change are due to a lack of socialization from the government regarding the curriculum. The government should control its role as a motor in planning the success of educational activities to achieve national education goals.

Because with the teacher's understanding of the curriculum objectives, the teacher can find out the right strategies and methods in understanding each student's character in different classes. Teachers need to participate in outside activities with independent sharpening.

b. The availability of books is not by the independent curriculum

The availability of books is not by the curriculum used so it becomes an obstacle for teachers and students in learning. Teachers need to add material from learning resources other than the statement book to the interview results (DS_GK). Books as teaching materials are important so that teachers try to keep students from buying books. In line with what was explained by Ibrahim (1988), here are examples of educational innovations in each component of Education in research (Kristiawan et al., 2018) regarding educational tools and facilities that play an important role.

c. Limited time, energy, and ideas

The Merdeka Curriculum is a new curriculum that has been implemented so it needs sufficient preparation to change the education system according to the interview (NC-GK). To overcome this, by holding a competition, the school gives time for teachers to innovate, this is so that teachers are willing to spend time, energy, and ideas. From this statement, research (Arviansyah & Shagena, 2022, p. 46) regarding the effectiveness of the independent learning curriculum to realize optimal learning, planning sets a schedule for organizing the curriculum, determining the proposed objectives, subjects, activities, resources, and steps.

The response or impact of achieving learning objectives is seen in how students behave. Learning innovations in the implementation of the independent curriculum at SD Islam Al-Azhar 16 Cilacap influence students, namely, students feel happiness in learning, it affects student comfort so that some students are more enthusiastic about learning. This is what Lie said in research (Daga, 2021, p. 1079) about the meaning of freedom to learn for happiness, happiness in this case is comfort, freedom to learn makes students achieve happiness to liberate themselves and bring blessings to others in Lie's research. In addition, in research (Susiolo & Sofiarini, 2020, p. 80) the characteristic of learning innovation is that teachers create an atmosphere that is so interesting, fun, and meaningful that students become more active in learning

CONCLUSION

The implementation of the independent curriculum has an influence on schools, namely by implementing learning innovations. Learning innovation needs to be needed considering the demands of the times by students' needs. In this study, it can be concluded that the implementation of the independent curriculum in the aspect of learning

innovation at SD Islam Al-Azhar 16 Cilacap includes, first, the development of learning designs that provides opportunities for students, the design is adjusted to a variety of student-centered learning resources and facilities. The second is the development of learning implementation, namely by carrying out plans that have been compiled. The third is the development of the assessment adjusted to the interests of the talent. This implementation can bring students more enthusiasm in learning and the way of thinking of students is more developed. The obstacles faced from implementation are that not all teachers have received training, the availability of books is not appropriate, and limited time, energy, and ideas. The weakness of this study is the limitation of data collection both primary and secondary data sources caused by time constraints, as well as suboptimal implementation. Hopefully, further research can provide complete data by the long period that has been carried out, so that it can improve previous research.

THANK YOU SPEECH

Thank you for the contribution from the Principal, Grade 1, 2, and 4 teachers, and Grade 1 and 4 students who have provided data sources. Supervisors who have guided the preparation of research reports and other parties who participated in this preparation, hopefully, this report will be useful for researchers and readers.

REFERENCE LIST

- Alsubaie, M. A. (2016). Teacher Involvement in Curriculum Development. *Journal of Education and Practice*, 7(9), 106–107.
- Arviansyah, M. R., & Shagena, A. (2022). 1803-Article_Text-5370-1-10-20220705. *The effectiveness and role of teachers in the Merdeka Belajar curriculum*, 17(1), 40–50.
- Badarudin, Nugroho, A., & Wijayanti, O. (2015). (STUDY ON IMPLEMENTATION OF CURRICULUM 2013 SOCIAL STUDIES SUBJECTS at ELEMENTARY SCHOOL UNIVERSITY OF MUHAMMADIYAH PURWOKERTO) THE IMPLEMENTATION OF SOCIAL STUDIES AND STUDENTS SOCIAL BEHAVIOR (STUDY ON IMPLEMENTATION OF CURRICULUM 2013 SUBJECT SOCIAL STUDIES IN ELEMNTAR). *September*, 19–27.
- Daga, A. T. (2021). The Meaning of Free Learning and Strengthening the Role of Teachers in Elementary Schools. *Journal of Educatio FKIP UNMA*, 7(3), 1075–1090.
- Fitriyah, C. Z., & Wardani, R. P. (2022). Independent curriculum paradigm for elementary school teachers. *Scholaria: Journal of Education and Culture*, 12(3), 236–243.
- Herwina, W. (2021). Optimization of student needs and learning outcomes with differentiated learning. *Perspectives on Educational Science*, 35(2), 175–182.
- Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). The Relevance of the Independent Learning Curriculum to the 21st Century Learning Model in the Development of the Society 5.0 Era. *Educational : Journal of Educational Sciences*, 4(2), 3011–3024.
- Kalyani, D., Rajasekaran, K., Perencanaan, D., Pendidikan, U., Tamilnadu, G., & Nadu, T. (2018). *Machine Translated by Google Machine Translated by Google*. 3, 23–25.
- Krismiati, K. (2017). Human Resource Development in Improving the Quality of Education at SD Negeri Inpres Angkasa Biak. *Office Journal*, 3(1), 43.
- Kristiawan, M., Suryanti Irmi, & Muntazir Muhammad. (2018). *INOVASI PENDIDIKAN The Effect of Time Token Technique towards Students' Speaking Skill at Science Class of Senior High School 1 PariamanView project* (Issue July).
- Mansyur, U. (2018). INNOVATIVE LEARNING OF INDONESIAN LANGUAGE AT UMAR Mansyur Elementary School, Faculty of Letters, Indonesian Muslim University. *Journal of the Faculty of Letters*, 6(1), 1–9.
- Nasution, S. W. (2021). PROCEEDINGS OF BASIC EDUCATION URL: <https://journal.mahesacenter.org/index.php/ppd/index> Assessment of the Independent Learning Curriculum in Elementary Schools. *Proceedings of the National Seminar on Basic Education*, 1(1), 135–142.
- Nugroho, A., & Mareza, L. (2016). Utilization of Bri Museum and Jenderal Sudirman Museum as social studies learning resources by elementary school students and teachers in Purwokerto. *Scientific Journal of Education*, IX(2), 1–12.
- Nurzannah. (2021). Paradigm Of Associative Thinking Through A Scientific Approach In The 2013 Curriculum Concept. *Proceeding International Seminar Of Islamic ...*, 2, 864–868.
- Riowati, & Yoenanto, N., H. (2022). THE ROLE OF TEACHERS DRIVING FREEDOM OF LEARNING TO IMPROVE THE QUALITY OF EDUCATION IN INDONESIA. *JOEAI (Journal of Education and Instruction)*, 5, 1–16.
- Susilo, A., & Sofiarini, A. (2020). *The Role of History Teachers in Utilizing Learning Media Innovations*. 4(2).
- Stringer, L. R., Lee, K. M., Sturm, S., & Giacaman, N. (2022). A systematic review of

primary school teachers' experiences with digital technologies curricula. *Education and Information Technologies*, 27(9), 12585–12607.

Suhandi, A. M., & Robi'ah, F. (2022). Teachers and the Challenges of the New Curriculum: An Analysis of the Role of Teachers in the New Curriculum Policy. *Basicedu Journal*, 6(4), 5936–5945.