

## IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN MOVER SCHOOLS (A CASE STUDY AT UPT SD NEGERI KEDUNGBANTENG 02 BAKUNG DISTRICT BLITAR REGENCY)

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### Abstract

The purpose of this study was to identify and obtain information about the implementation of the independent curriculum in mover schools. The method used in this research is a descriptive qualitative method, which describes the subject the situation, and the data obtained during observations and questions so that it becomes useful information and is easily understood by readers. This study explains and provides an overview of the implementation of the independent curriculum in driving schools. The results of this study indicate that the implementation of the curriculum in the driving school has been carried out optimally and is ongoing, although in practice there are still many drawbacks and obstacles. The key to the success of implementing the curriculum in driving schools is that the principal and teachers must have the will to make changes. The principal as a leader must be able to change the mindset of the Human Resources in the school to want to make changes so that the independent curriculum can be applied.

**Keyword:** Implementation, the Independent Curriculum, Mover School

### Abstrak

Tujuan penelitian ini adalah untuk mengidentifikasi dan memperoleh informasi tentang implementasi kurikulum mandiri di sekolah penggerak. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif, yang menggambarkan keadaan subjek, dan data yang diperoleh selama observasi dan pertanyaan sehingga menjadi informasi yang berguna dan mudah dipahami oleh pembaca. Studi ini menjelaskan dan memberikan gambaran implementasi kurikulum mandiri di sekolah mengemudi. Hasil penelitian ini menunjukkan bahwa implementasi kurikulum di sekolah penggerak sudah dilaksanakan secara optimal dan berkelanjutan, meskipun dalam pelaksanaannya masih banyak kekurangan dan kendala. Kunci keberhasilan implementasi kurikulum di sekolah penggerak adalah kepala sekolah dan guru harus memiliki kemauan untuk melakukan perubahan. Kepala sekolah sebagai pemimpin harus mampu mengubah pola pikir Sumber Daya Manusia di sekolah agar mau melakukan perubahan agar kurikulum mandiri dapat diterapkan.

**Kata Kunci:** Penerapan, Kurikulum Mandiri, Sekolah Penggerak

## Introduction

Inequality quality and quality education still Become problems experienced by Indonesia. In Indonesia with 34 provinces and 514 regencies/cities that have condition geographic, social economy, and capacity different institutions play a role in influencing capacity area in implementing policy education (Balitbang dan perbukuan, 2020).

Besides inequality in quality education, issues about the disparity in quality education between regions, especially teacher competence are considered necessary to resolve. Most teachers still apply the conventional learning model, meaning that the teacher only Acts as a successor knowledge, not as a facilitator. Allegedly many teachers give teaching does not focus on developing character and awakening the curiosity of study participant to educate (Neraca Pendidikan Daerah, 2019).

Aggravated with the existence of the Covid-19 pandemic made learning more left behind. Through the data taken from Kemdikbudristek (2022), with a sample of 3,391 elementary school students from 7 districts /cities in 4 provinces, in the month January 2020 and April 2021, the Ministry of Education and Culture finds there is a significant learning loss. For literacy, *learning loss* this equivalent to 6 months of study. Whereas for numeration, *learning loss* is equivalent to 5 months of study.

In skeleton minimize various problems above and for realize the vision of Indonesian education that is advanced, sovereign, independent, and has personality through the creation of Pancasila learners, government through the Ministry of Cultural Education

Research and Technology carry out the school program mover. The focus program is to give development results study by holistic that includes literacy, numeracy as well as character, with prefix source power superior human (head schools and learners). The next advantages gained head schools and teachers in school programs mover, can be triggered to unit education other (Balitbang dan perbukuan, 2020).

The mover school program is the results evaluation of the transformation program school before. this program will allow public/private schools to move one or two levels forward. this program is held with a system gradual and integrated into something ecosystem, so hope all schools in Indonesia become part of the mover School Program (Rahayu et al., 2022).

Then relate to the implementation of an Independent Curriculum at school mover, especially in the scope of District Education Coordinator Blitar, the researcher wants to identify and obtain information about the application curriculum independent in school program mover at UPT SD Negeri Kedungbanteng 02 District Bakung Regency Blitar, based on three stages implementation that is Step planning, implementation, and evaluation.

## Research Method

Data collection is done using method interviews, observations, and documentation. The method used for identifying and obtaining information about application curriculum independent in school program mover at UPT SD Negeri Kedungbanteng 02 District Bakung, as well as dig constraints that

only faced by the teacher in implementation Independent Curriculum.

For test data validity, the researcher use the triangulation technique. Triangulation technique means the researcher use technique different data collection for getting data from the same source. Researcher use observation, semi-structured interviews, and documentation for the same data source in unison.

### Research Instruments

In guidelines stages implementation of Independent Curriculum published by the Standards Board Curriculum and Educational Assessment of the Ministry of Cultural Education Research and Technology The Republic of Indonesia in 2022 divides the stage domain Becomes four stages. Distribution stages the is early, developing, ready and proficient. of the four the stage of the domain spelled out a return to in 14 aspects of implementation (BSKAP, 2022).

UPT SD Negeri Kedungbanteng 02 as an educational unit under study is developing stage. Kemendikbudristek (2022) stated the division of implementation aspects is as follows: 1. Educational unit operational curriculum design, Designing the flow of learning objectives, 3. Lesson planning and assessment, 4. Use and development of teaching tools, 5. Project planning for strengthening the Profile of Pancasila Students, 6. Implementation of the Profile Pancasila students strengthening project, 7. The application of learner-centered learning, 8. Integration of assessment in learning, 9. Learning according to the learning stage of students (primary and secondary education). Collaboration between teachers for curriculum and learning

purposes, 11. Collaboration with parents/family in learning, 12. Collaboration with the community/community/ industry, 13. Reflection, evaluation, and improvement of the quality of curriculum implementation.

The research instrument developed refers to the 13 components which are divided into two stages, namely the planning stage and the implementation stage.

### Results and Discussion Curriculum

Curriculum originated from The Greek word "*curere*" which means distance go run, that is distance to be taken in an activity run start from start to finish then definition this applied in field education.

Indarta et al., (2022) explained that the curriculum is the main component in education so that future systematics that will and have been implemented can run well and productively in accordance with what is to be achieved. The curriculum is in a strategic position where it has a role as a guide that contains material content, scope, objectives, and learning strategies. Every educational activity can be said to be good if the condition of the curriculum is also good because the experiences that occur in the classroom will refer to the curriculum.

The curriculum is not only used for choosing content and applying several methods but also includes activities planned and not planned involving participation students. Planned, implemented, and revised curriculum to ensure interaction between students and teachers in environmental education, with facility physical and resources power

school, targeted goal could be achieved (Olamo, 2019).

Then according to the Law of the Republic of Indonesia, Number 20 of 2003 concerning the National Education System explain that a curriculum is a set plan related to learning \_ with objectives, content, teaching materials, and methods used and used as guidelines in the maintenance activity learning for reach a destination education national.

So it can be concluded that the curriculum is the main component in education which is not only used to select content and apply several methods but a series of plans that are prepared as a guide containing learning objectives and strategies that are always implemented and revised strategically to achieve educational goals and targets..

### **Independent Curriculum**

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains: "National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen". Answering this question, the Minister of Cultural Education of the Republic of Indonesia, Nadiem Makarim, published an Independent Curriculum as a form of response to the demands of changing times.

According to Sibagariang (2021 ), "education reform" no can be conducted solely using an administrative approach, but must do cultural transformation ". in line with opinion the " concept " of independent study this then could be received remember the vision and

mission of Indonesian education to forward creation qualified and capable humans to compete in various field life ". Because of Thing that, with existence Independent curriculum is expected student could develop in accordance potential and abilities because in Independent Curriculum more emphasizes critical, quality , expressive, applicable , varied and progressive learning (Rahayu et al., 2022).

Hasan (2007: 479) in Rusman, 2015 explain that see from dimensions curriculum, implementation curriculum means process dimensions. More Hasan continued to explain that " ... .the process dimension is implementation from what is planned in dimensions document . Implementation possible can similar but can also be different from what is planned in documents ". With thereby Rusman concludes that the implementation curriculum ( process dimension, called implementation, observation, or reality ) is very closely related to the document written ( dimension document ).

More carry-on Rusman mention, there is three activity tree in the implementation curriculum. The third activity tree is program development, implementation learning, and evaluation. First program development, coverage Program development includes an annual program ( prota ), semester program ( promes ), monthly, weekly, and daily. Second is implementation learning, where focus implementation learning is changing behavior to more direction \_ good through the process of interaction Among participants educated with the environment. Then the third one is an evaluation process which is an assessment process carried out throughout the implementation process

curriculum that includes evaluation formative and summative which are evaluation whole.

### **Mover School**

Nadiem Anwar Makarim as the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia on February 1, 2022, launched Merdeka Learning Episode 7 regarding School Programs mover. Mr. Minister said that the School Program mover is a catalytic program in realizing vision Indonesian (Kemdikbud, 2021).

Mover School focus is to provide holistic learning development outcomes that include literacy, numeracy, and character, starting from the main superior human resources of the principal and students. The next benefit obtained by principals and teachers in the school drive program can trigger other education units (MoEC, 2021:6)

Mover School program consist of the five interventions that are one related and unrelated entities \_ inseparable . Fifth intervention the namely : 1) assistance consultative and asymmetric to Local Government , 2) training and mentoring head schools and teachers, 3) learning with paradigm new , 4) planning data - based , and 5) digitization school ;

School Program mover aim for increase quality study student with accelerate school for could move one or two Step more Up in time three year teachings (Kemdikbud, 2021). Final overview of the School Program mover is creation environment safe , comfortable , inclusive learning \_ as well as fun . Through participant - oriented learning \_ learn , unit education expected capable create reflection - based program and budget planning , so that there is a

process of improvement in learning and school to front .

Decree of the Director General of Early Childhood Education, Elementary Education, Secondary Education Number 0301/C/HK.00/2022 concerning the Establishment of School Programs for Implementing Education Units for Generation II, namely UPT SD Negeri Kedungbanteng 02 Bakung District, Blitar Regency, was chosen to be one of the educational schools The program implementer in Blitar Regency and is the only driving school in the Bakung Regency Education area. UPT SD Negeri Kedungbanteng 02 is part of the FSP 2079 class along with 6 other institutions consisting of public schools and private schools. The Driving School program starts with self-evaluation, a second concept exploration, a third collaboration, a fourth guided reflection, five contextual demonstrations manifested in workshops, and the sixth elaboration of understanding which is manifested in concrete actions in the form of a commitment from UPT SD Negeri Kedungbanteng 02 to the successful implementation of an independent curriculum.

Following the research instrument, the data from this research is divided into two stages, namely the planning stage, and the implementation stage.

### **Stages Planning**

Making of the UPT SD Negeri Kedungbanteng 02 Curriculum Document refers to the curriculum design from the District Education Office which is adapted to the characteristics of the education unit. Meanwhile, the facilitator of the driving school program (PSP) also provided sample documents via the Kemendikbudristek website link, there are 2 examples of independent curriculum

documents that can be used. Around June 2022, the Independent Curriculum Development Team at UPT SD Negeri Kedungbanteng 02 invited facilitators from P4TK PPKN and IPS who were the facilitators who drafted the curriculum for the Blitar Regency Education Office. The goal is to provide input and improve the curriculum draft that will be used at UPT SD Negeri Kedungbanteng 02.

When the school program started, it moved from the formation of a learning committee, direct training from the Ministry of Education and Culture for 10 days, IHT, to the implementation of workshops, the material presented still referred to the old learning outcomes (CP) in SK BSKAP Number 8 of 2022. However, approaching the end of July In 2022, BSKAP Decree Number 33 of 2022 was issued which replaced the previous Learning Achievement. So the UPT SD Negeri Kadungbanteng 02 decided to set the Learning Flow Objectives following the latest CP based on the BSKAP Decree Number 33 of 2022. On the other hand, the principal must find a new CP by downloading it himself based on instructions from the Supervisor and Facilitator, because the CP in the BSKAP SK is still one with junior and senior high schools then the school must select and separate. Obstacles are a challenge for schools because in this process the Education Unit is still in the learning stage to adapt to something new.

Grade 1st teachers, grade 4th teachers, PJOK teachers, and religious education teachers prepare to teach modules independently, without modifying existing teaching modules, although the teaching modules are made simpler and adapted to the characteristics of the education unit. The main reason for

the main teacher to make an independent module is because the sample teaching module from the ministry still refers to the old CP so the learning objectives in the module are not the same.

According to the 4th-grade teacher, compiling a teaching module is not easy because apart from the example of the independent teaching platform being inappropriate, the available sources from books still use Old CP. The assessment plan prepared refers to the assessment guideline from the ministry, there are two guidebooks provided by the PSP facilitator. Grade 4 teachers plan an assessment diagnosis in the form of a written test consisting of basic literacy and numeracy assessments taken from the Ministry of Education and Culture website. Diagnostic assessments in the form of observations and interviews will be conducted during incidental teaching and learning activities if necessary. Assessments for teaching and learning activities which include formative and summative assessments are carried out based on guidelines, namely book assessments from the Ministry of Education and Culture.

In the Pancasila Student Profile Strengthening Module Development Project (P5) schools also formed a project facilitator team consisting of grade 1 teachers, grade 4 teachers, PJOK teachers, and Religious Education teachers. The P5 theme was selected and determined by the project facilitator team. If in ideal conditions the project theme is determined by the education participants, but at UPT SD Negeri Kedungbanteng 02 this cannot be done. The P5 theme chosen is Local Wisdom with the topic of eating vegetables as a hobby..

Independent curriculum problems faced by driving schools are collected in Project Office Management (PMO) facilitated by the Teacher Mobilization Center (BBGP) to find solutions. The PMO has been carried out once for the school level attended by Supervisors and Facilitators, the PMO at the regional level assisted by the Education Office has been carried out once, and the PMO at the provincial level from BBGP has been carried out 2 times. And until the PSP mentoring activities end, PMO will also continue to be carried out to provide.

### **Implementation Stages**

The Pancasila Student Profile Strengthening Module Project is carried out every weekend on Saturday with 7 lessons per week. In the implementation of the P5 Module, students are invited to understand and implement the steps in the module starting from the introduction of the project theme, the action stage, and the reflection stage. According to the 4th-grade teacher, the implementation of the P5 module went smoothly, the participants educate and understand very well. To do this, 2 of the 19 participating students did not understand the project. Currently, a place must be prepared to support the implementation of P5 in the form of a greenhouse for growing hydroponic vegetables, but it is still under development.

The differentiation learning that has been carried out at UPT SD Negeri Kedungbanteng 02 starts from the implementation of a diagnostic assessment to determine the specific needs of each student. The diagnostic assessment in the form of a test refers to the Kemendikbudristek assessment guidelines including literacy assessments such as literature, and numeracy

assessments such as geometry which are carried out at the beginning of the school year so that it is known that grade 4 students are divided into two. type of ability, namely the average ability of students and students who are slightly below the average.

Implementation learning at UPT SD Negeri Kedungbanteng 02 refers to Achievements The latest learning i.e. the stated CP in SK BSKAP Number 33 of 2022 so that teaching modules created and used in learner already appropriate. In the KBM process, students who can reach Destination Learning with good usually given enrichment in the form of Theory level taller or given the Duty to be a peer tutor, and vice versa students who haven't capable reach destination learning will be given guidance special, can be guided by a teacher or through peer tutors. If needed, material learning is a little lowered for purpose learning permanently achieved.

Assessment as learning and assessment for learning is carried out during the learning process, in book evaluation entered in column appraisal formative. Class 4 teachers also carry out Assessment summative at the end of the chapter or topics for knowing achievement destination learning. Based on the results location Last PSP works and rules latest about guidelines assessment, filling value on report results study/report card only use score summative it means score formative only used for improving the learning process and not listed in report card.

Besides implementation activity study teaching and assessment, then learning Project Strengthening Profile Pancasila students, teachers also collaborate by active in various activities

at the time composing curriculum, preparation module project strengthening profile Pancasila students, drafting timetabled lessons, collaboration with Head of UPT for discussing new ideas for repair implementation curriculum, up to implementation in house training ( IHT ) for elementary schools located in I Cluster.

Almost all aspects of the implementation stages of the independence curriculum at UPT SD Negeri Kedungbanteng 02 core have been carried out well. However, from the results of our interviews with the Principal, UPT SD Negeri Kedungbanteng 02 has not collaborated with outside parties or sources from outside the institution to support the successful implementation of the curriculum, the reason being that until then the school did not need it. However, it is possible that one day we will cooperate if necessary.

Research results show that the implementation curriculum independent at school the driving force at UPT SD Negeri Kedungbanteng 02 has been held by maximum. Interview results researcher with Head School is known that the UPT SD Negeri Kedungbanteng 02 exists in Step proficient seen from the performance Education unit during the PSP fossilization process. School deep PSP participant Step proficient, PMO program scheduled one time in three months.

At the planning stage, the Education unit has designed a curriculum guided by PSP facilitators, and the Regional Education Office, and studied various sources from the Ministry of Education and Culture. Collaboration between resident schools has been carried out in formulating curriculum plans

to the preparation of learning classes and learning projects to strengthen the profile of Pancasila students. things that have not been implemented in collaboration with parties outside the school or resource persons who are experts in planning the learning process.

The implementation of the Independent Curriculum at UPT SD Negeri Kedungbanteng 02 has been based on references from the Ministry of Education and Culture. The challenges faced during the preparation of the module occurred when there was a change in learning achievement with the issuance of the BSKAP Decree Number 33 of 2022. Learning resources in the form of books purchased from the recommended book provider of the Ministry of Education and Culture still use the old CP. The application of assessment and diagnostic assessment in learning is appropriate. The implementation of the P5 module has also been carried out well although it has not yet involved outside parties to support the success of the Project, but cooperation will be carried out if it is necessary.

In following the school program driving the UPT SD Negeri Kedungbanteng 02 can implement a curriculum independent in accordance guide and be in Step develop going to Step proficient. Determination end stages implementation Curriculum independent in school still wait for evaluation of BBGP through P4TK with notes activity PMO facilitation has been finished.

If you see activity inhabitant school every day at UPT SD Negeri Kedungbanteng 02, actually many activities are already under implementation Curriculum independent however sometimes inhabitant unit



education no realize that Thing that is part of implementation curriculum independent. Things still need to be upgraded are completeness of administration learning and engagement party outside or resource person in school.

In study similar to what has been held previously there is similarity the mover school program influence performance school where head school as manager must communicate active to whole inhabitant school and vice versa there is reflection from teachers to head school (Sumarsih et al., 2022). In a study similar to what has been done previously, there are similarities in the school program that drives school performance in which the principal as the manager must communicate actively to all school members and vice versa there is a reflection from the teacher to the principal (Sumarsih et al., 2022).

## Conclusion

Implementation of the Independent Curriculum has challenges even obstacle will but the UPT SD Negeri Kedungbanteng 02 as school mover could adapt to challenges and obstacles faced good stage planning and stages implementation following guide that has been obtained during school program mover.

The biggest challenge in implementing the Independent Curriculum is the habituation of school culture to be more active and creative in utilizing the resources around to facilitate students in maximizing their potential

naturally and developing the competencies needed by a student in facing the challenges of the times.

Thanks to the hard work of the Principal of UPT SD Negeri Kedungbanteng 02 who always motivates and builds effective communication between teachers, education staff, and all school residents, the implementation of the independent curriculum is running optimally. And the School Program Driver in the developing stage takes place as expected. From the results of previous studies, many things are by research where the core of the implementation of the school driving program is the creation of better quality learning with programs designed by the school by involving related parties. (Sumarsih et al., 2022).

The difference from the results of this study is in the implementation of the independence curriculum at UPT SD Negeri Kedungbanteng 02 as the only driving force for schools in Bakung District is the lack of participation from outside the school. As a school that participates in the PSP and gets the Performance BOS, the role of the UPT SD Negeri Kedungbanteng 02 can be maximized to set a good example for the surrounding schools.

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