



The Challenges of Implementing the Independent Curriculum in Indonesian Language Learning in Elementary School High Classes

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ABSTRAK

Kebingungan pada kurikulum merdeka berawal dari ketidakpahaman para guru terhadap capaian pembelajaran yang telah ditetapkan pemerintah. Hal itu juga berdampak pada multitafsir mereka terhadap penyusunan perangkat pembelajaran dan perwujudannya di kelas masing-masing. Oleh karena itu, penelitian ini bertujuan menganalisis penerapan kurikulum merdeka di kelas yang lebih tinggi, khususnya dalam menerapkan model pembelajaran berbasis proyek pada mata pelajaran bahasa Indonesia. Penelitian ini merupakan penelitian kualitatif fenomenologis. Subjek penelitian ini dipilih berdasarkan pertimbangan purposive. Pemilihan informan menggunakan kriteria pengetahuan dan kompetensi terkait penerapan pembelajaran berbasis proyek pada kurikulum prototipe di sekolah penggerak di Yogyakarta. Teknik pengumpulan data yang digunakan adalah observasi dan dokumentasi. Sedangkan teknik analisis data menggunakan teknik analisis kualitatif-interaktif. Hasil penelitian ini menunjukkan permasalahan penerapan kurikulum mandiri di kelas atas sekolah dasar adalah permasalahan alur tujuan pembelajaran yang terjadi pada adaptasi guru dari penerapan kurikulum 2013 ke kurikulum mandiri. Beberapa permasalahan dalam implementasi kurikulum merdeka pada pembelajaran bahasa Indonesia di kelas tinggi SD, yaitu permasalahan pada aspek alur tujuan pembelajaran, permasalahan pada skenario pembelajaran, dan permasalahan pada lembar kerja siswa.

ABSTRACT

The confusion in the independent curriculum started from the teachers' need to understand the learning outcomes set by the government. It also impacts their multiple interpretations of the preparation of learning tools and their embodiment in their respective classes. Therefore, this study aims to analyze the application of the independent curriculum in higher grades, especially in implementing the project-based learning model in Indonesian subjects. This research is a phenomenological qualitative research. The research subjects were selected based on purposive considerations. The selection of informants used knowledge and competency criteria related to the application of project-based learning to the prototype curriculum in driving schools in Yogyakarta. Data collection techniques used are observation and documentation. At the same time, the data analysis technique uses qualitative-interactive analysis techniques. The results of this study indicate that the problem of implementing the independent curriculum in the upper grades of elementary schools is the problem of the flow of learning objectives that occurs in the adaptation of teachers from implementing the 2013 curriculum to an independent curriculum. Several problems in implementing the independent curriculum in Indonesian language learning in elementary school high grades, namely problems in aspects of the flow of learning objectives, problems in learning scenarios, and problems in student worksheets.

1. INTRODUCTION

Education is one of the most important foundations in the development of individuals, societies and nations. It is not just a process of knowledge transfer, but also a powerful tool to change one's life and shape a brighter future (Taylor et al., 2015; Wagiran et al., 2019). Education is very important role of education in society and its impact on the development of individuals and nations. Education is the key to forming competent and ethical individuals. In educational institutions, students not only gain knowledge, but also develop skills, values, and ethics that will guide them throughout their lives (Rahmatullah et al., 2022; Widiensyah, 2018). This is a place where they learn to think critically, communicate effectively, work together in teams, and solve problems (Naila et al., 2021; Shanks et al., 2017). With a good education, individuals have a greater opportunity to achieve career success, gain a deeper understanding of the world, and develop strong leadership capacities. Countries that invest sufficient resources in education are generally more advanced and stable. Education provides the basis for innovation, technology and sustainable economic growth. Countries with an educated workforce tend to be more productive and have higher competitiveness in global markets (Hismanoglu, 2012; Ramirez, 2021). In addition, education also plays a role in building national identity and strengthening a sense of unity in society. Although the importance of education is widely recognized, many challenges must be overcome. Some of these include disparities in educational access, varying educational quality, and financial challenges in supporting an effective educational system. In addition, technological developments are also changing the way we learn, requiring a more flexible and problem-solving oriented approach to education.

Education and curriculum are two elements that are closely related to each other in the context of education in Indonesia. The relationship between education and curriculum creates an important basis for the learning process, skill development, and character formation of students. The curriculum acts as the main guide in preparing subject matter, teaching methods, and learning objectives to be achieved (Nardo et al., 2022; Pike et al., 2020). As a country that continues to strive to improve the quality of its education, Indonesia has experienced various curriculum reforms throughout its educational history. One of the most recent curriculum reforms is the 2013 Curriculum, which aims to improve learning approaches, place emphasis on critical thinking skills, and develop student character (Prasetyono et al., 2021; Setiadi, 2016; Wibowo & Veronica, 2022). This reflects the understanding that education is not only about absorbing knowledge, but also about developing competence and character. The 2013 curriculum tries to incorporate a more student-centered approach, which allows students to be actively involved in their own learning process (Lestari, 2018; Potter & Thai, 2019).

However, the relationship between education and curriculum in Indonesia also poses several challenges. Implementation of the 2013 Curriculum in practice is often faced with differences in teacher understanding, availability of resources, and diverse educational infrastructure throughout the country (Nardo et al., 2022; Suryawirawati et al., 2018). This creates inequality in the quality of education between regions. In addition, frequent curriculum changes can also cause confusion for teachers and students. In an effort to optimize the relationship between education and the curriculum in Indonesia, strong coordination is needed between the government, educational institutions, teachers and other relevant stakeholders. This includes appropriate training for teachers, provision of adequate resources, and regular monitoring and evaluation of curriculum implementation in various regions (Belo et al., 2016; Venketsamy & Sibanda, 2021). Only through this close cooperation can Indonesia achieve its goals of better education, prepare young people to face future challenges, and build a smarter and more competitive society. This research raises a novelty regarding how the independent curriculum is understood and implemented in high grades, especially in Indonesian language subjects. The confusion starts from teachers' lack of understanding of the learning outcomes that the government has set. It also impacts their multi-interpretation of the preparation of learning tools and their embodiment in their respective classes. It is undeniable that administratively these academic units have claimed to implement an independent curriculum, but its implementation has not reflected the independent curriculum (Hardiansyah, 2022; Ineu et al., 2022).

This ambiguity is exacerbated by the lack of research that examines the independent curriculum. Especially the implementation of an independent curriculum in elementary schools. To determine the novelty of the research gap, we strive to conduct theoretical studies related to the implementation of an independent curriculum, especially at the elementary school level. The result is implementation at the tertiary level (Halal Syah Aji, Rizqon & Hartana, 2021; Susetyo, 2020). Then, related to innovation in the independent curriculum. Meanwhile, there is study that discuss the independent curriculum at the elementary school level (Marisa, 2021). Based on the literature review, it can be seen that only two articles are of the same type. The difference is in the research that the author conducted in more detail on implementing an independent curriculum in the high grades at the elementary school level.

Based on the problems that have been previously stated, this study seeks to analyze the implementation of the independent curriculum in higher grades, especially in the application of project-based learning models in Indonesian language learning subjects which are distinguishing characteristics from previous curricula. Project-based learning is a learning model that demands products produced by students (Utomo, 2022; Zaeriyah, 2022). In addition, the project-based learning model is considered to have advantages related to learning objectives. However, in reality, teachers have difficulty designing learning tools that require the application of project-based learning models, which must also be adjusted to the characteristics of the students being taught.

2. METHOD

This research uses a qualitative approach. The type of research used is phenomenology. This research utilizes lived experiences as the primary data of reality (Creswell, 2014). Project-based learning is meant in the prototype curriculum at a driving school in Yogyakarta. This research was carried out at an elementary school in Yogyakarta that has applied a prototype curriculum to the school's academic program, namely Muhammadiyah Kleco 1 Elementary School, Yogyakarta. This research was conducted in the even semester of the 2021/2022 Academic Year. The subjects of this study were selected based on purposive considerations. The selection of informants uses the criteria of knowledge and competencies related to implementing project-based learning in the prototype curriculum at the driving school in Yogyakarta, namely Muhammadiyah Kleco 1 Elementary School, Yogyakarta. The informants of this study were targeted representatives of principals, teachers, students, and the relevant communities. Data collection in this study was carried out using interviews. In addition, the data obtained from the interviews are also supported by data collection carried out through observation and documentation.

Similar to interviews, observations were also directed to three students who had a very high level of creativity and three students who had very low creativity. The type of observation chosen is passive participatory observation, where the researcher observes directly in the learning process, but does not get involved or intervene. The documentation technique serves to strengthen the interview, by collecting supporting documents. The document is in the form of assignments in the form of Indonesian language learning tools for Kleco Muhammadiyah Elementary School students. The research instrument uses a questionnaire which was previously described with the grid is show in Table 1.

Table 1. Aspects of Implementation of the Independent Curriculum

No	Aspects of Implementation of the Independent Curriculum	Sub-Aspects
1	Flow of Learning Objectives	Preparation of Learning Devices Setting the Theme Network Analysis of phases in Learning Outcomes
2.	Learning Scenario	Scientific Diversity learning Learning model 4C elements Formation of Pancasila Students
3.	Media	Media combination Media based on student needs TPACK element
4.	Worksheet	Encourage active learning Solution to problem Project Based
5.	Evaluation	HOTS element Otentik

The data was collected based on the needs of the research topic, namely project-based learning in the prototype curriculum at the driving school in Yogyakarta. The data of this study were analyzed using qualitative analysis techniques. The technique chosen is the technique suggested by Miles & Huberman in the form of interactive analysis, which includes data collection, condensation, data presentation, verification, and conclusion. In addition, this study's triangulation of data was carried out to ensure the validity of the data.

3. RESULT AND DISCUSSION

Result

The results of this study explain several topics that are the focus of this research, namely the problem of implementing an independent curriculum in higher grades in elementary schools, which consists of several aspects, including the flow of learning objectives, learning scenarios, media, worksheets, and learning evaluation. The research results are then summarized through the identification of the aspects discussed.

Problems in the Learning Objectives Flow

Problems in the flow of learning objectives occurred in the process of teacher adaptation from the implementation of the 2013 curriculum to an independent curriculum. The flow of learning objectives is central to implementing the independent curriculum. In this activity, the teacher analyzes the phases in learning outcomes, applies theme networks, and arranges learning tools. Based on the results of interviews with grade IV teachers, teachers are in the adaptation stage due to the transition from the 2013 curriculum to an independent curriculum, so they are still learning to analyze phases in learning outcomes. For example, class IV in the independent curriculum becomes one phase with class III, namely in phase B. Learning outcomes in class III and class IV merge into one. Hence, teachers must identify the appropriate learning outcomes used in class IV. Teachers sort by matching with the essential competencies in curriculum 13 so that it can be concluded that teachers apply an independent curriculum while still referring to the previous curriculum. When drafting the theme net, teachers do not do so because teachers teach based on their respective subjects, not thematically. Teachers teach based on textbooks that have been designed per subject. For example, during observation in grade IV, the teacher teaches multiplication material in Indonesian language learning subjects. Before teaching, the teacher makes a learning device. The document analysis results show that teachers' learning tools include lesson plans, learning media, teaching materials, LKPD, and assessments. A lesson plan contains three main elements: learning objectives, learning activities, and assessment.

Problems in Learning Scenarios

Learning must be structured in such a way that the learning objectives can be achieved by students effectively. Learning must contain scientific aspects, diversity learning, selection of appropriate learning models, 4C elements, and forming a Pancasila learner profile. Based on the results of learning observations in class IV, teachers have applied scientific aspects, namely observing, questioning, trying, reasoning, and communicating. In Indonesian language learning subjects, students are first asked to do the questions independently; then, the results are presented in front of the class. In detail, the findings of the study based on data analysis are presented in [Table 2](#).

Table 2. Learning Scenarios

No.	Sub-Aspects of Independent Curriculum Implementation	Findings
1.	Scientific	Teachers have applied scientific aspects in learning, namely observing, questioning, trying, reasoning, and communicating.
2.	Diversity learning	Teachers teach students by accommodating diverse learning. Students with lower abilities than others are guided individually to solve problems.
3.	Learning Model	Teachers apply individualized learning models
4.	Element 4C	The learning carried out by teachers does not contain the 4C elements: Critical thinking, Communication, Collaboration, and Creativity
5.	Formation of Pancasila Students	Teachers have not yet implemented the Pancasila student profile in the independent curriculum, but the lesson plan made lists of the characters assessed. According to the teacher, this is the same as the attitude referred to in the independent curriculum.

Based on [Table 2](#) show teachers apply science in learning. For example, teachers use the Merdeka Curriculum in Indonesian language learning learning. Applying scientific steps in learning needs to be thoroughly raised learning. The existence of 5M, and students can show positive and active performance

following the learning provided. It is also in line with the educational objectives used in the 2013 curriculum, which is to create learner-centered teaching. In learning, students are asked to observe powerpoint-based learning media, ask questions with the teacher, try and reason when doing questions, and communicate by presenting them in front of the class. It is in line with the Minister of Education and Culture Number 81a of 2003, which states that communication activities convey results based on oral and written analysis or using other media. In the learning model used, teachers use an individual learning model. It is because teachers want to see the ability of individual students to learn Indonesian language learning. With an individualized learning model, teachers can provide attention and assistance to students according to their needs.

Problems with Learning Media

Based on the observation results, no problems were found in the application of learning media. The teacher uses the medium of a whiteboard with lines when explaining mathematical material. Teacher interviews most often use powerpoint-based learning media. Implementation of learning media is show in [Table 3](#).

Table 3. Implementation of Learning Media

No.	Sub-Aspects of Independent Curriculum Implementation	Findings
1.	Media combinations	Teachers use non-digital media in the form of whiteboards that are first given lines to teach Indonesian language learning material. In addition, teachers use powerpoint-based media to provide initial orientation related to the material to students and when the teacher is strengthening.
2.	Student needs-based media	The whiteboard is installed relatively low and given a template line tailored to the student's height so that the student can write the answer on the medium. In PowerPoint media, teachers estimate PPT according to the level of development of grade IV students.
3.	TPACK elements	The TPACK element in learning media is seen in PPT learning media

Based on [Table 3](#) teachers combine technology-based media (digital) with non-technology-based media (non-digital). The principle of 21st-century learning is to combine science, thinking skills (critical, problem-solving innovation), technology, and research. Teachers use PowerPoint when giving initial orientation related to the material and when providing reinforcement. PowerPoint media can help the learning display become more attractive, thus making learning more efficient and can improve student learning outcomes. In the application of non-digital learning media that is not wrong. The use of *whiteboards* is "mandatory" for teachers—at least at the beginning of learning and helps teachers explain the material further.

The teacher appears to explain the material using a *whiteboard*. However, teachers have prepared the use technology-based media to support learning. The use of whiteboard media in implementing an independent curriculum is not prohibited. It is because, after all, a teacher in teaching will never be separated from the board. The use of the two media is complimentary. The non-technology-based media used by teachers is the whiteboard. First, the teacher creates simple tiles on the blackboard using a ruler, and then the students use the tiles as a medium for the multiplication board. Teachers use this as a means for students to communicate their independent learning outcomes and display them in front of the class. The media is based on student needs because teachers create lines based on the height that students can reach. In addition, this media helps reinforce students so that students are more focused on listening to explanations based on the material presented. Despite this, teachers still include elements of TPACK in learning even if it is only superficial, namely *powerpoint-based* media delivery. Students fill in empty boxes on the board, then give explanations to their classmates.

Problems with Student Worksheets

One of the learning tools used in the teaching and learning process is the Student Worksheet (LKS). Problem with student worksheet is show in [Table 4](#).

Table 4. Problems with Student Worksheets

No.	Sub-Aspects of Independent Curriculum Implementation	Findings
1.	Encourage active learning	The activities contained in the Student Worksheet encourage active learning.
2.	Troubleshooting	Teachers present problem-solving-based math problems in evaluation questions as story questions.
3.	Project-based	Teachers have not implemented project-based learning in learning.

Based on [Table 4](#) student worksheets have encouraged students to learn actively. There are problem-based questions, in the form of story questions, as a follow-up to the material presented on that day. However, teachers have not been seen implementing project-based learning in learning. According to the teacher, project-based learning must be adjusted to the characteristics of the material. In contrast, the material taught on the day is more appropriate when using an individual learning model.

Problems with Evaluation

Based on the results of the document analysis, the evaluation carried out by the teacher contains HOTS. The questions evidence this that the teacher gives to students, some of which are at the C4-C6 level. For example, in the multiplication problem, students are asked to fill in a box so that the number of multiplications is the same, horizontally or decreasingly. It makes students more creative, analyzes several possible answers, and evaluates and creates an array of number combinations. In addition, teachers also use HOTS-based teaching materials in learning. The teacher can be seen using the fun learning method, and students are invited to play math quizzes. Students who are already able to answer are welcome to rest first. Based on the results of an interview with one of the students, HOTS-based learning makes students more challenged, and learning becomes more memorable. HOTS-based learning in Indonesian language learning learning at the elementary school level can arouse students' interest in Indonesian language learning learning, providing a complete, meaningful, and memorable understanding for students. Thus, the learning applied by the teacher can increase students' interest in learning Indonesian language learning.

Discussion

Learning objectives are the most critical component because they are related to the goals achieved in line with the demands of the curriculum. Learning objectives are arranged in such a way based on the analysis of learning outcomes outlined in the lesson plan. Lesson plans are a way for teachers to achieve goals ([Ilhan & Ekber Gülersey, 2019](#); [Kuswono, 2017](#)). Each teacher must have a different way of achieving goals but must comply with the standard rules that have been set ([Tømte et al., 2015](#); [Yu et al., 2021](#)). The second element is learning activities. The document review results show that the lesson plan, compiled in sequence by the teacher, contains learning activities: introduction, core, and closing. It is in line with the opinion of experts that the lesson plan should be compiled in sequence and provide instructions to teachers on what to do at the time that has been designed so that the learning roadmap becomes clear from the introduction to the closing activities ([Erlina et al., 2022](#); [Sa'bani, 2017](#)). The third element is assessment. The teacher has compiled an assessment in line with the learning objectives that have been prepared.

The individual learning model allows teachers to focus help on students who need help and encourage students who need motivation. However, the disadvantage of this learning model is that students lack *Collaboration* and *Communication* skills in 4C. According to previous study 4C skills accustom students to collaborate and adjust to the times ([Hidayatullah et al., 2021](#); [Kembara et al., 2019](#)). The ability to collaborate must be trained early, so students are accustomed to working together in work and society's social world. Based on the interview results, the teacher tried to design a variety of learning that used an individual learning model at that time. Next, the teacher will apply cooperative learning to train students to cooperate with their classmates. 21st-century learning focuses on developing student abilities ([Puspitarini, 2022](#); [Syaputra & Sariyatun, 2020](#)). To achieve the expected abilities, teachers must understand the various learning models of the 21st century ([Anggraeni & Sole, 2018](#); [Rahimah et al., 2020](#); [Solichah & Jailani, 2022](#)). In addition to matters related to the learning process, teachers must also understand the proper assessment to measure student abilities following what the government targets or more commonly known as modern assessment ([Ajizah & Huda, 2020](#); [Handayani & Wulandari, 2021](#)). Diversity learning focuses on diversity from a student's perspective. In this case, of course, it is pervasive.

It means that all forms of differences between students can be aspects of various learning coverage, for example, seen from the artistic side seen from learning strategies that are in line with student characteristics, (Abidin & Laskar, 2020; Mumpuniarti, 2012; Murti, 2017). If the teacher does not observe this, it will become a problem, and students will become victims in learning. In the implementation of the independent curriculum, teachers are expected to be able to integrate TPACK (Lyublinskaya & Kaplon-Schilis, 2022; Oktasari et al., 2020; Widodo, 2019). Furthermore, using TPACK in applying problem-based and project-based learning models is a recommendation. Therefore, teachers have also had to design learning with the TPACK approach (Barišić et al., 2019; Sartika, 2018).

Implementing an independent curriculum at the elementary school level requires at least one semester to apply the problem-based and project-based learning model at least twice. Nevertheless, both models are considered adequate to be applied in learning (Darmawan & Harjono, 2020; Levina et al., 2022; Sartika, 2018). It is because there is a significant influence on the student understanding side between applying the two learning models and not applying the two learning models. This research has limitations, namely the difficulty of finding schools that conceptually and implementatively have implemented an independent curriculum. The number of schools that have implemented the independent curriculum in the Yogyakarta area is not large. Many schools have not dared to claim that they have implemented an independent curriculum, even though they have participated as driving schools. In addition the limitations of subjects implementing the independent curriculum. Suggestions related to these findings are that other researchers can conduct research on subjects other than Indonesian. This can be used as a comparison with this research. In addition, the research subject can be expanded further.

4. CONCLUSION

In accordance with the initial hypothesis that the weaknesses or problems that arise in the implementation of the independent curriculum stem from the teacher's lack of understanding of learning outcomes. This is illustrated in the following aspects. The problem with implementing the independent curriculum in the higher grades of elementary schools is that problems in the flow of learning objectives occur in teacher adaptation from the implementation of the 2013 curriculum to an independent curriculum. The problem in the learning scenario is that the teacher applies an individualized learning model. Problems with Learning Media were not found. Teachers have implemented TPACK well and applied a whiteboard, the primary medium for teachers in learning. The problem with student worksheets is that they have not been seen implementing project-based learning in learning. In the evaluation conducted by the teacher, no problems were found. It is because the evaluation applied by the teacher already contains HOTS. Based on these findings, it can be concluded that the problems in applying an independent curriculum in elementary school high grades occur in aspects of the flow of learning objectives, learning scenarios, and student worksheets.

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