



## Obstacles and Difficulties in Implementing the Independent Learning Curriculum in High Schools

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### ABSTRAK

*Dalam kurikulum guru memiliki tugas menyusun, rencana pelaksanaan pembelajaran, materi, model, metode, menilai dan evaluasi. Namun fakta dari 50 siswa ada 32 orang nilai mean 28.30. Fakta lain ada 40% tidak tuntas. Urgen ada kesenjangan antara teori, harapan dan realita. Tujuan mengetahui hasil sintesis, analisis dan evaluasi implementasi kurikulum merdeka belajar. Metode penelitian mixed method. Subjek sekolah menengah atas dan objeknya, 90 siswa dan 30 guru. Teknik pengumpulan data dengan survei dan wawancara. Instrumen survei berdasarkan indikator keberhasilan implementasi. Instrumen dibagikan kepada responden dengan google form. Data berikutnya adalah wawancara. Teknik analisis, hasil survei dianalisis dengan SPSS 26 dan dibentuk diagram batang dari setiap indikator. Hasil wawancara dianalisis dengan mengumpulkan data, mereduksi data, coding dan menarik kesimpulan. Data hasil survei disejajarkan dengan hasil wawancara dan data yang saling ber irisan menjadi kesimpulan akhir. Hasil menunjukkan hanya 39.17% guru sudah menyusun rencana pelaksanaan pembelajaran, hanya 31.68% guru memiliki kemampuan mengajarkan materi kurikulum merdeka belajar, hanya 44,12% kemampuan menilai, hanya 39,17% siswa memiliki perubahan perilaku dan 49,18% mampu penilaian dan evaluasi. Kesimpulan, diharapkan adanya pelatihan dalam menyusun materi, menilai dan mengevaluasi proses pembelajaran secara berkelanjutan. Penelitian ini berkontribusi memberikan informasi letak hambatan dan kesulitan dalam implementasi kurikulum merdeka belajar dan penelitian ini menjadi rujukan bagi guru, sekolah dan pemerintah dalam melakukan pelatihan.*

### ABSTRACT

In the curriculum, the teacher has the task of compiling lesson plans, materials, models, methods, assessing, and evaluating. But the fact is that out of 50 students, there are 32 people with a mean value of 28.30. Another fact is that 40% is incomplete. There must be a gap between theory, hope, and reality. The aim is to find out the results of the synthesis, analysis, and evaluation of the implementation of the independent learning curriculum. Mixed method research method. High school subjects and their objects, 90 students and 30 teachers. Data collection techniques with surveys and interviews. Instruments were distributed to respondents with Google form. The next data is the interview. Survey analysis technique with SPSS 26 and formed a bar chart for each indicator. The results of the interviews were analyzed by collecting data, reducing, coding, and drawing conclusions. The data from the survey results are aligned with the results of the interviews and the sliced data becomes the conclusion. The results showed that 39.17% of teachers prepared lesson plans, 31.68% of teachers could teach, 44.12% could assess, only 39.17% of students had changes in behavior and 49.18% were able to assess and evaluate. In conclusion, it is hoped that there will be training in compiling material and assessing and evaluating the learning process on an ongoing basis. This research contributes to providing information on the location of obstacles and difficulties in implementing the independent learning curriculum and this research becomes a reference for teachers, schools, and the government in conducting training.

## 1. INTRODUCTION

Obstacles and difficulties in implementing the independent learning curriculum were experienced by teachers who taught at the senior high school level (Darmayanti et al., 2023; Yunaini et al., 2022; Agung et al., 2022). Difficulties arise due to weaknesses in one of the management processes that are not going well (Agung et al., 2017), such as the teacher's difficulties in designing learning methods, models and strategies which will cause new problems during implementation (Susanto et al., 2022; Rubaii & Bandeira, 2018; Efriana, 2021). Obstacles are the inability of a person to carry out, work on, complete, and explain the material being taught to students (Michel et al., 2021; Jan, 2020). In teaching students at the high school level, teachers must try to avoid students from learning obstacles and difficulties, both psychologically and physically (Zhu et al., 2022). Obstacles are the inability of a person to carry out, work on, complete, and explain the material being taught to students (Langford et al., 2021). Teachers must be able to design lesson plans that suit the needs of students and the curriculum used (Shim & Lee, 2020). Under current conditions, the independent learning curriculum has been implemented in schools. The independent curriculum approach expects teachers to have good skills in the field being taught, and this aims to make the learning process run effectively and efficiently (Bahri, 2023; Ujang Cepi Barlian<sup>1</sup>, Siti Solekah<sup>2</sup>, 2022). In implementing the material taught by the teacher, in general, the teacher must draw up a lesson plan, compile material in the form of modules and prepare the learning model used, prepare an assessment rubric and the form of student evaluation that is carried out (Elfeky et al., 2020).

The teacher's success in implementing the independent learning curriculum can be measured from the preparation to the evaluation results (Anas et al., 2023; Rahayu et al., 2022; Waruwu et al., 2022). The first indicator is the teacher's learning implementation plan. The teacher must design and plan the learning process to run effectively with the hope that the teacher has determined the material, method, time duration, assessment, and evaluation form (Aliyyah et al., 2023; Hockings et al., 2018; Supriyoko et al., 2022). The second part of the indicator is teaching ability. Indicators of the success of the independent learning curriculum can be measured by the way the teacher delivers material to students. All teachers who are competent in their fields have knowledge, understanding, synthesis, application, analysis, and evaluation in using various models, methods, and learning strategies for students (Wanti & Chastanti, 2023; Yunaini et al., 2022). The independent curriculum recommends 3 learning models that can be applied, namely blended learning, flipped classroom, and project-based learning models.

In addition to models, teachers are also expected to be able to use media as a tool to help smooth the learning process, teachers can open and close interesting and effective lessons (Maryunani & Hasan, 2022; Muyassaroh et al., 2022; Rusli et al., 2023). In addition to the teacher's ability to use methods and media in teaching, teachers are also expected to have the ability to increase student learning motivation, as well as the ability to ask the right questions to students according to the material being taught. The third indicator of successful implementation of management is the way of assessing. Student success is teacher success, students can achieve good results cannot be separated from the role of a teacher (Hidayati et al., 2022; Retnaningsih & Khairiyah, 2022). Students with high results are interpreted to mean that students understand the material designed by the teacher. The way the teacher conveys material with the right teaching method will affect student understanding. With this level of success, teachers can carry out teaching assessments and evaluate the reasons why students cannot achieve good learning outcomes, whether due to inappropriate teaching methods, ineffective classes, too difficult material, or other things. There are many abilities that teachers must have in assessing the learning process to create effective learning activities and help students achieve high learning outcomes.

The fourth indicator is changes in student behaviour. Good student behaviour and character show that the teacher has succeeded in instilling good values. This can be seen from students who were initially inactive to become active, more disciplined, and responsible and respect the opinions of others. The fifth indicator is an evaluation of the material being taught. This indicator can be measured from the teacher's progress from the previous learning process. The five indicators of teacher success are the achievements that teachers must have starting from application, analysis, synthesis, and evaluation. The five indicators aim to achieve an independent learning curriculum with student participation, effective learning, and always paying attention to the development of the students being taught (Jufriadi et al., 2022; Ihsan, 2022). The material is planned systematically by the teacher in directing and guiding students toward maturity. In the independent learning curriculum, the teacher's duties and responsibilities are to mature students by changing student behavior for the better. Teachers must also be able to carry out their duties and responsibilities independently (Amini & Kruger, 2022; Geng et al., 2019; Oyeleke & Adebisi, 2018).

In general, the teacher is said to be successful in the learning process if the average student learning outcomes are above the minimum standard criteria that have been set (Jovanović et al., 2021; Manalu et al., 2022; Numertayasa et al., 2022). But the facts are based on the results of observations made shows that student learning outcomes in subjects based on the independent learning curriculum are in the

low category, learning outcomes data only achieve an average value of 62.45 and 40% do not achieve completeness of at least 75 (Rusmini et al., 2021). Low learning achievement scores cannot be separated from the way the teacher plans learning and arranges the materials and models used. Because the design and implementation of subjects must adopt the models contained in very diverse independent learning approaches. Low learning outcomes hurt teaching progress and student behaviour. From the data obtained, there were 62% of students disagreed with the teacher's professional competence when implementing the self-learning curriculum model (Suyono et al., 2021).

This research fully describes the location of the obstacles and the location of the teacher's difficulties in implementing the independent learning curriculum. Previous researchers said that in implementing the independent learning curriculum the teacher had not been able to assess as expected of the independent learning curriculum (Dewi, 2022; Anisa, 2022). Teachers had obstacles and difficulties in implementing the independent learning curriculum (Sasmita & Darmansyah, 2022; Syaiful Mujab, et al., 2022). Therefore, this study wants to analyze and describe as a whole the location of the obstacles and the location of teachers' difficulties in implementing the curriculum. The facts show that there is a difference between theory, the reality of learning outcomes, and the expectations of the independent learning curriculum. So it is very urgent to do an analysis and evaluation of the implementation of the independent learning curriculum in high schools. This research aims to analyze the management of preparing plans for implementing independent curriculum learning in high school, determine the methods, assessment, and evaluation of implementing independent curriculum in high school, and determine the obstacles and difficulties of teachers in implementing the independent learning curriculum.

## 2. METHOD

The research method used mixed method (Strijker et al., 2020). This mixed method is a combination of quantitative and qualitative descriptive research which shows that mixed methods research is a solution to producing descriptive data that is more accurate and can be calculated and interpreted in the form of sentences (McCrudden et al., 2021). The research subjects amounted to 120 people. 120 people consisting of 90 high school students and 30 high school teachers. The subjects selected in this study were students and teachers who were directly involved in the process of implementing the independent learning curriculum. Students and teachers are asked to provide honest assessments of what students and teachers experience, feel and see weaknesses, obstacles and difficulties in the process of implementing learning in senior high schools. The object of this research is a high school in Southwest Sumba, West Nusa Tenggara Regency.

Data collection technique. In this study, there were two types of data collection techniques used in this study, namely obtained by survey data and interview data (Yanto & Siga, 2023; Wielki, 2020). Data from the survey results were obtained by distributing instruments to 120 respondents consisting of students and teachers. Instruments distributed through Google have been compiled based on indicators of the success of the independent curriculum learning process and indicators that are the teacher's task in implementing the independent learning curriculum in high schools. The instrument used has been validated and has been declared valid through the instrument validation test. The data obtained from the survey results became the basis for conducting interviews with informants. Interviews were conducted with 30 people who were directly involved in the process of implementing the independent learning curriculum. The resource persons, totalling 30 people, were randomly selected from 120 subjects. The purpose of the interview data is used to ensure the correctness of the data found and obtained by this study during the survey. Survey data and interview data were aligned and analysed to find overlapping and intersecting data. Indicators of Curriculum Implementation Success showed in Table 1.

**Table 1. Indicators of Curriculum Implementation Success**

Number	Indicator
1	Develop a learning implementation plan
2	Teaching Ability
3	Judgment Ability
4	Changes in the Behavior of Learners being taught
5	Conduct Evaluation Process

(Ruaya et al., 2022)

Data analysis techniques, data obtained from surveys were analysed with SPSS version 26 (Zachary et al., 2020; Roitblat et al., 2020). The survey data is analysed in stages for each research

indicator and forms a bar chart to illustrate the finding data. The results of the survey data analysis are interpreted. Furthermore, the survey data became the basis for conducting interview sessions with randomly selected informants. The data from the survey results are interpreted as the location of the obstacles and difficulties in implementing the independent learning curriculum. Each indicator is made a bar chart in order to facilitate research in interpreting the results and research findings. Interview data were analysed by stages, data collection, and data presentation within a predetermined period of time in data collection. In the early stages of the research, the researcher conducted a general examination of the social conditions/objects studied, and everything that was seen and heard in this study was recorded and written down. In this way, researchers get a lot of data and are diverse. Data is collected at different times of the day. After the data was collected, the research conducted data reduction. The data is summarized, selected, and sorted into points related to indicators of self-learning curriculum implementation. All unrelated data is discarded and related words are grouped and coded. The reduced data is concluded. Conclusions from interview data are then aligned with survey data and become the final stage in drawing research conclusions.

### 3. RESULT AND DISCUSSION

#### Result

The following are the results of research and evaluation of preparation and learning processes in implementing the independent learning curriculum in high schools. The survey results show that some of the indicators that are the teacher's responsibility have been carried out, but the findings show that there are still indicators that become obstacles and become indicators of teacher difficulties in implementing the independent learning curriculum. The results in the bar chart in the findings of resource persons' responses in assessing the implementation of the independent learning curriculum process showed in Figure 1.

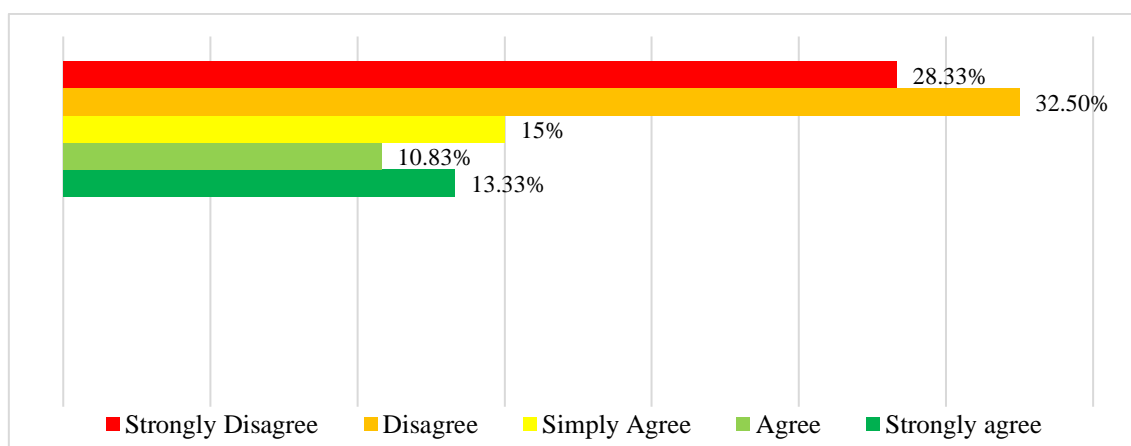
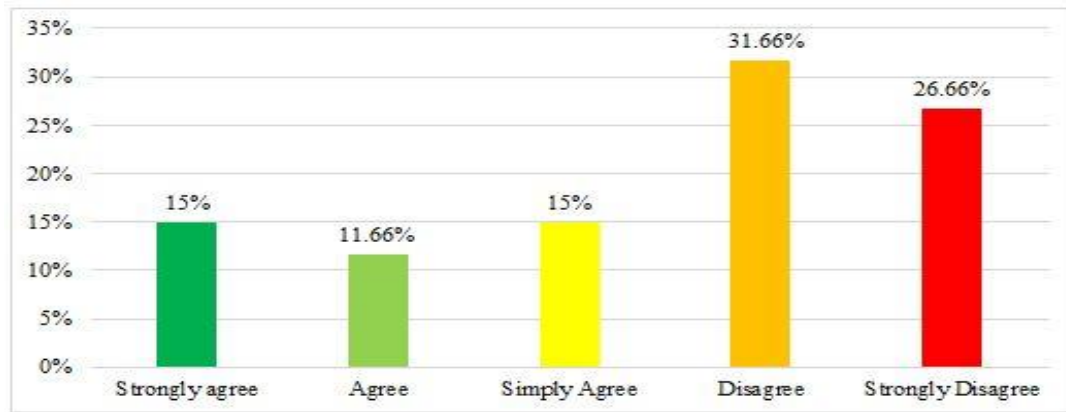


Figure 1. Results of Respondents' Assessment of Develop a learning implementation plan

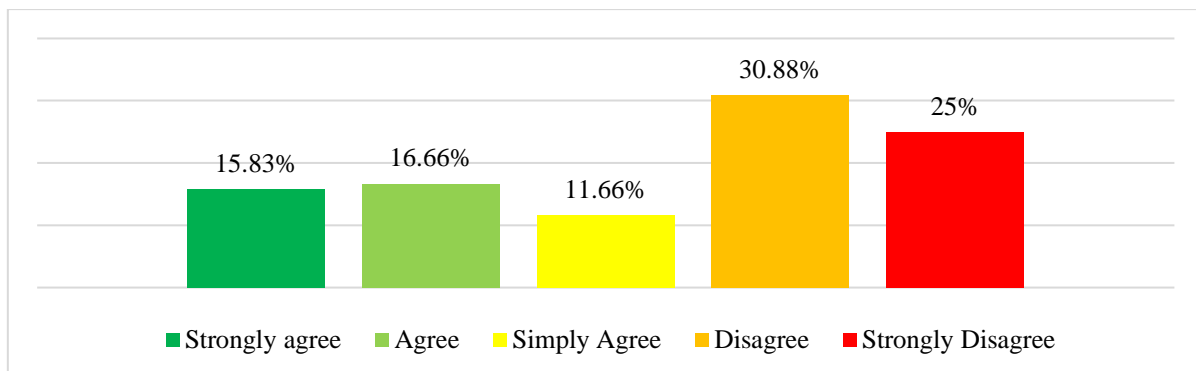
The data above shows that respondents considered that some teachers had carried out their responsibilities in preparing lesson plans. However, the data shows that there are still 32.50% who think that they do not agree that the teacher has prepared a learning implementation plan based on the independent learning curriculum. The data also shows that 28.33% of respondents strongly disagree that teachers have prepared plans for implementing learning in high schools based on the independent learning curriculum. If in total there are 60.83% strongly disagree and disagree that the teacher has carried out his responsibilities as expected. Results of Respondents' Assessment of Teachers' Teaching Ability in Free Learning showed in Figure 2.

From the data shown in Figure 2, it can be seen that respondents rated 26.66% strongly disagree with the current teacher's ability to implement the independent learning curriculum, 31.66% of respondents said they did not agree, 15% said they agreed, 11.66% and 15% said they agreed and strongly agreed. By looking at the data in Figure 2, the teacher's abilities need to be honed and conducted training in implementing the independent learning curriculum. In total, 68.32% expect an increase in the quality of teaching in implementing the independent learning curriculum. Results of Respondents' Assessment of Assessment Ability showed in Figure 3.



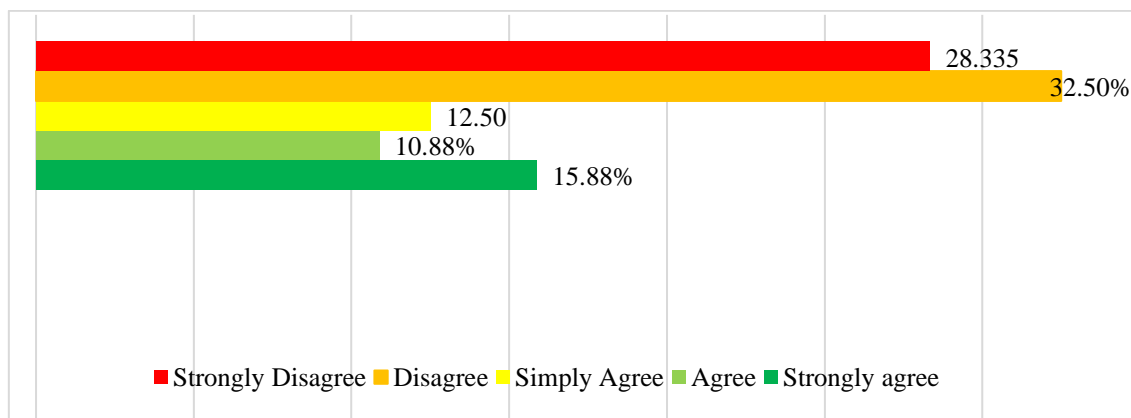
**Figure 2.** Results of Respondents' Assessment of Teachers' Teaching Ability in Free Learning

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**Figure 3.** Results of Respondents' Assessment of Assessment Ability

By looking at the survey results in Figure 3, there are 25% of respondents who strongly disagree with the teacher's ability to assess the independent learning curriculum based on high school and 30.88% disagree. If in total there are 55.88% of respondents who disagree, it is necessary to conduct training on how to assess the learning process in implementing the independent learning curriculum. Results of Respondents' Assessment of Behaviour Change Indicators of students being taught showed in Figure 4.



**Figure 4.** Results of Respondents' Assessment of Behaviour Change Indicators of Students Being Taught

Figure 4 shows the assessment of changes in the behaviour of students taught by the teacher is still not far from expectations. There are 28.33% strongly disagree and 32.50% disagree. These findings indicate that there is still 60.83% that need to develop their abilities and skills in changing the behaviour of students from those who do not want to learn to want to learn. Of all the respondents, only a total of 26.76% experienced a change in behaviour in the learning process using the independent learning curriculum in senior high schools. Results of Respondents' Evaluation of Learning Evaluation Process Indicators showed in Figure 5.

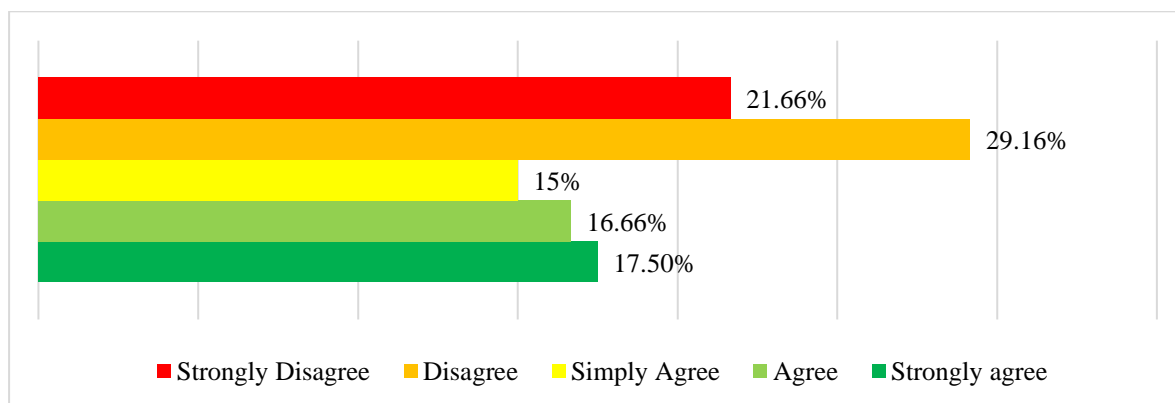


Figure 5. Results of Respondents' Evaluation of Learning Evaluation Process Indicators

Figure 5 shows that respondents considered that 21.66% strongly disagreed and 29.16% did not agree. If the total number of respondents who disagree with the learning evaluation process carried out by the teacher is 50.82%. This finding confirms that teachers in evaluating the learning process must be provided with debriefing before the process of implementing the independent learning curriculum is carried out. Schools must provide training freely and facilitate teachers to participate in training to evaluate the implementation of the independent learning curriculum in high schools. Interview Coding Results with Sources showed in Table 2.

Table 2. Interview Coding Results with Sources

Number	Indicator	Frequently Appearing Words	Interpretation
1	Develop a learning implementation plan	12 people prepared lesson plans and 18 people did not prepare lesson plans	More teachers are hampered and have difficulties in preparing lesson plans, so that it has an impact on the implementation of the independent learning curriculum.
2	Teaching Ability	Papa's obstacles in compiling material, the difficulty in choosing a model	Teachers have difficulty choosing the right model and method for implementing spaced material
3	Judgment Ability	Lack of training in scoring methods	Teachers need training in preparing assessments and how to assess the process of implementing the independent learning curriculum
4	Changes in the Behavior of Learners being taught	Weak interest in student learning	The process of implementing learning has not been able to attract students' interest in learning to change their behavior to become interested in learning
5	Conduct Evaluation Process	8 people did the evaluation and 22 people did not do the evaluation.	There are still more teachers who admit difficulties in evaluating the learning process based on the independent learning curriculum.

## Discussion

Management of the Independent Curriculum Learning Implementation Plan. From the results obtained, it can be seen in Figure 1 that the lesson plan made by the subject teacher is still not quite by the expectations of the independent learning curriculum when it is implemented in high schools. In Figure 1 it can be seen that there are 32.50% who disagree with the statement that the teacher has prepared a lesson plan and used it in implementing the material taught by the teacher. This data does not stand alone and is strengthened in Figure 1, there are 28.33% of respondents who strongly disagree that teachers have prepared plans for implementing learning in high schools. If the number of respondents who strongly disagree and the number of respondents who disagree are added up, then there is 60.83% expect improvement in the implementation of learning plans and preparing very well before the implementation of the independent learning curriculum is carried out by teachers at the senior high school level. This finding is in line with previous research, that learning implementation plans must be properly prepared according to curriculum requirements before implementation (Ariantini et al., 2021; Solikhah, 2022; Mega Elvianasti et al., 2022). From the results obtained, it can be seen in Figure 1 that the lesson plan made by the subject teacher is still not quite by the expectations of the independent learning curriculum when it is implemented in high schools.

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Obstacles and difficulties for teachers in implementing the independent learning curriculum. From the survey, it is known that the teacher's constraints in implementing the independent learning curriculum originate from immature planning. The teacher uses the material in textbooks, although the teacher can arrange modules according to the abilities of the students being taught. The teacher also did not compile an assessment sheet, so that the teacher had difficulty assessing the learning process and the absence of a test assessment rubric that was given had an impact on the assessment of learning outcomes that were not systematic. The data shows that 60.83% expect teachers to prepare learning implementation plans at the beginning, 68.32% expect an increase in the quality of teaching in implementing the self-learning curriculum, 55.88% expect teacher training to be carried out in how to assess the learning process in implementing it. The self-learning curriculum still minimally changes 60.83% of student learning behaviour. It is necessary to develop abilities and skills in changing student behaviour from those who do not want to learn to want to learn. The teacher's difficulty in compiling material hurts student understanding (Kamil et al., 2020; Guntur & Setyaningrum, 2021). Table 2 shows the results of the teacher interview showing that the teacher expects training in preparing a lesson plan that is by the self-learning curriculum, the teacher also hopes for special training on how to assess and how to assess material in self-learning. The learning curriculum and interview results also said that it was difficult to choose the right learning model for the students being taught. Difficulty in choosing a learning model hurts students' knowledge (Zhang et al., 2020; Winarno et al., 2020; Woods & Weber, 2020). Evaluation of the Implementation of the Independent Curriculum. The results of the research show that the evaluation conducted by teachers in senior high schools is still not optimal. It can be seen from Figure 5 that there are 50.82% strongly disagree and disagree with the evaluation of the independent learning curriculum-based learning process in high schools. This data shows the weak ability and lack of teacher preparation in making corrections and evaluating the learning process. This finding hurts increasing students' understanding, knowledge, and grades. During the interview, the teacher stated in his confession

that he often encountered obstacles and difficulties when evaluating the process of learning furniture. Sometimes the model is right, but the way of judging is wrong. Even though an inappropriate assessment process influences the development and psychology of children (Retnaningsih & Khairiyah, 2022; Wullschleger et al., 2020). Sometimes the method is appropriate but the material does not match the model used. Teachers argue that the examples of evaluation models provided by the government are different from the school conditions taught in the field. The model used in learning in junior high school is very different from the model used in senior high school. In senior high schools, it is hoped that students will be able to develop their material, even though in reality students still need convergence assistance in the field. The material that must be prepared by the teacher must also be by the initial abilities of the students being taught, this is what often causes the initial learning process not to be by the expectations and targets of the independent learning curriculum. In the evaluation, it was found that the teacher needed to prepare for the initial stages of planning and needed assistance in preparing plans, both material planning, models, and assessments up to the evaluation form planning stage. Because in this study more respondents disagreed with the evaluation form than respondents who agreed. A good and correct assessment and evaluation process will gradually increase discipline in student learning (Eltanahy et al., 2020; Retnaningsih & Khairiyah, 2022).

The implication of this research is to provide an overview to stakeholders, namely schools and the government, to prepare facilities and encourage teachers to develop their knowledge and skills by participating in training on planning and implementing the independent learning curriculum. Because this research shows the weakness of planning and facilities that do not support the impact on the implementation of the learning process. The weakness of this study is that there is no appropriate learning model for implementing the independent curriculum for high school students. Further research is needed in finding appropriate models, methods and strategies in increasing students' understanding of the independent learning curriculum.

#### 4. CONCLUSION

The conclusion from this study is the need for case attention in the implementation of the self-learning curriculum. The most important thing found in this research is the obstacles that arise because the planning in the learning process is not carried out carefully. These data indicate that there is still a lack of planning in the implementation of the independent learning curriculum in high schools. Starting from the material in the form of modules that do not exist, the methods and models used are not clear, and the forms and methods of assessment do not exist until the evaluation stage assessed by the respondents is not carried out. The findings in this study indicate that there are still teachers who experience difficulties in teaching according to the self-learning curriculum, teachers also admit difficulties in assessing the learning process of the self-learning curriculum.

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