



Implementation of The Independent Learning Curriculum at SMK Negeri 1 Lahewa in the 2022/2023 Academic Year

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Abstract

This study aims to determine how the implementation of the independent learning curriculum is, to find out the obstacles faced in implementing the independent learning curriculum and to find out the efforts made in overcoming the obstacles to implementing the independent learning curriculum at SMK Negeri 1 Lahewa in the 2022/2023 academic year. This research uses a qualitative method with a descriptive approach. The purpose of using a descriptive approach is to find meaning starting from facts by making observations recording all facts in a holistic scientific manner with the problems observed. The research instrument is the researcher himself, using a mobile phone as a tool to record all conversations, pictures as real evidence, and a notebook that serves to record conversations with informants. The data collection techniques used were interviews, observation, and documentation. The results of the research and discussion concluded that: First, the implementation of the independent learning curriculum has been implemented but not fully implemented. Of the three categories of independent curriculum implementation, SMK Negeri 1 Lahewa uses the independent learning category option, which means that schools are given the authority to use the 2013 curriculum structure but apply several principles of the independent learning curriculum in the learning process and assessment. Second, the obstacles faced in implementing the independent learning curriculum at SMK Negeri 1 Lahewa are that teachers do not have experience in accordance with this independent learning curriculum. Then there are difficulties in obtaining material references, and including inadequate facilities and infrastructure and internet facilities. Third, the efforts made to overcome the obstacles to the independent learning curriculum are preparing teachers by participating in online-based socialisation to have experience in implementing the independent curriculum, then utilising social media to obtain material references according to the independent curriculum such as modules, books provided by the government and the implementation of facilities and infrastructure and facilities that support the education process by collaborating with the government.

Keywords: Implementation, Independent Learning Curriculum

Introduction

Education has an important role in the process of developing students' knowledge. In Law Number 20 Article 1 paragraph 1 of

2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that

students are active in developing their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. The planned education process is expected to create a learning atmosphere and learning process, this means that education should not rule out the learning process.

Nowadays, education is faced with various challenges, especially in preparing the quality of human resources to compete in the era of globalisation. One of the most important factors in determining the progress of a nation and the quality of its human resources is education. In today's dynamic environment, the educational process is capable of producing creative and innovative concepts. Curriculum development is a tool to improve education standards. Because "the curriculum is the heart of education" which determines the sustainability of education, it will be seen that the correct education policy is implemented (Budiyono, 2021; Dakhi, 2022; Khoirurrijal, et al, 2022).

In the world of education, the curriculum cannot be separated between the two, because the curriculum is closely related to education. The curriculum is an important component in directing future education so that it can be carried out properly and appropriately. The curriculum in the world of education continues to change along with the times from time to time by adjusting to the needs of students (Laoli, Dakhi & Zagoto, 2022; Wahib, 2022).

According to Law Number 20 Article 1 paragraph 19 of 2003 concerning the National Education System "the curriculum is a learning plan related to the objectives, content, teaching materials and methods used and used as guidelines in organising learning activities to achieve a national education goal". The low level of human resources is a serious problem in the world of education today. If you look at the current condition of Indonesian education, it still has not reached the good category, so

that the problems that arise in the world of education still cannot be resolved. Moreover, in early 2020 Indonesia experienced the covid 19 pandemic, one of which had a significant impact on the world of education which was getting worse (Hikmah, 2020; Wiguna et al., 2022).

In Indonesia itself, the curriculum in the world of education has undergone several curriculum changes, starting from the 1947 curriculum, 1952 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, in 2004 a competency-based curriculum was implemented, in 2006 an education unit level curriculum was implemented, then in 2013 the 2013 curriculum appeared. Curriculum changes in education in Indonesia are an effort to improve the quality of education that is adjusted to the demands along with the development of science and technology and the times at this time. In early 2022, the Ministry of Education and Culture has issued a policy of implementing a new curriculum, namely the independent learning curriculum.

This independent learning curriculum with the 2013 curriculum has a fundamental difference. There are basic differences between the independent learning curriculum and the 2013 curriculum (Sidiq & Choiri, 2019), namely: (1). The 2013 curriculum is based on the objectives of the national education system and national education standards, while the independent curriculum adds the development of the Pancasila learner profile; (2). In the 2013 curriculum, the time required in lesson hours (jp) is set per week, while in the independent curriculum it is done jp per year; (3). The learning time required in the independent curriculum is more flexible than the 2013 curriculum to carry out a routine learning process per week and prioritise classroom activities; (4). The 2013 curriculum has several aspects of assessment, namely knowledge, skills, attitudes, and behaviour, while the independent curriculum prioritises projects

to strengthen the Pancasila student profile, intracurricular and extracurricular activities (Widyastuti, 2022).

The emergence of this independent learning curriculum is designed as part of an effort to overcome the learning crisis that we have long faced in the world of education and is increasingly exacerbated by the co-19 pandemic. In implementing this independent curriculum, it also refers to Kepmendikbudristek No. 56 / 2022 concerning Guidelines for Implementing the Learning Recovery Curriculum which contains 16 decisions, one of which is the implementation of an independent curriculum.

The application of this independent curriculum is not without reason, the application of the independent learning curriculum needs to be done, namely: "Restoring the education system from the phenomenon of learning loss (academic decline in knowledge and skills), students experience a learning crisis, students need to improve their understanding of simple reading, students need to apply basic mathematical concepts, and there is an educational gap between regions and social groups", quoted from gurubelajar.id (2022).

The independent learning curriculum is a curriculum with diverse intracurricular learning where content will be optimised so that learners have time to explore concepts and strengthen competencies (Buku Saku Tanya Jawab Kurikulum Merdeka, 2021).

This independent learning curriculum will focus more on more essential material and less on dense material. So this is important so that teachers have time to develop character and competence not just to catch up with the material in the textbook. In principle, as explained by Kemendikbudristek, this curriculum is not only flexible but also gives teachers a central role in interpreting and implementing it in the field. Meanwhile, the 2013 curriculum (K-13) positions the teacher more as a facilitator in the teaching and learning process while students are

required to play an active role in the process.

During the 2020-2021 pandemic, the Ministry of Education and Culture issued a policy for the use of the 2013 curriculum and the emergency curriculum (simplified 2013 curriculum). Then during the 2021-2022 pandemic, the Ministry of Research and Technology issued a policy for the use of the 2013 curriculum, emergency curriculum and independent curriculum in SP (driving schools) and SMK Centres of Excellence (PK). In 2022-2024 Kemendikbudristek issued a policy in developing an independent curriculum given to education units as an additional option in order to restore learning during 2022-2024. The Ministry's policy regarding the national curriculum will be reviewed in 2024 based on evaluation during the learning recovery period (Widyastuti, 2022).

The implementation of the independent curriculum is not forced. In other words, its implementation depends on the readiness and conditions of the school. Therefore, the Ministry of Education, Culture and Research has prepared the 2013 curriculum, emergency curriculum and independent curriculum. Schools can choose which curriculum suits the school conditions.

In the implementation of the independent curriculum, it is not implemented simultaneously and thoroughly, this is in accordance with the policies of the Ministry of Education, Culture, Research and Technology (Kemendikburistek) which gives freedom to education units in implementing the curriculum. This independent learning curriculum is an option for all education units that are ready to implement it. In the current school year, 2022/2023, the independent learning curriculum will begin to be implemented at all levels of education.

SMK Negeri 1 Lahewa is one of the schools that has implemented a limited independent learning curriculum in the

2022/2023 school year. The implementation of this curriculum has been implemented at grade X (ten) level.

Based on initial observations at SMK Negeri 1 Lahewa that the school has implemented an independent learning curriculum starting in the 2022/2023 academic year, the implementation of this independent curriculum makes learning more flexible and essential, so that it can make an innovation to improve the quality of students.

Research Methods

The approach used by researchers to conduct research is a descriptive approach with qualitative methods. This research was conducted in the even semester of the 2022/2023 academic year. This research schedule includes preparation, implementation and reporting of research results in the form of a table below. The data used in this study are qualitative data in the form of primary data obtained and collected directly by researchers without intermediaries and secondary data that support the needs of primary data. To obtain data is done by: conducting field observations to see students interacting, conducting interviews, documentation.

Result And Discussion

This research was conducted using the method of observation or direct observation, interviews and documentation in the field. The discussion in this study is related to the implementation of the independent learning curriculum at SMK Negeri 1 Lahewa in the 2022/2023 academic year. To facilitate the reader's understanding, below will be discussed one by one the results of the research that has been carried out.

1. Implementation of the Independent Learning Curriculum at SMK Negeri 1 Lahewa

The implementation of an independent curriculum in various educational units has three categories for its

application in each school that wants to implement it. In this category, there are options to choose from, namely; independent learning, independent change and independent sharing. The independent learning category is a category whose implementation only applies some of the principles of the independent learning curriculum in developing the learning process and in its assessment, but for the curriculum structure it still uses the 2013 curriculum. Furthermore, the independent change category is an education unit that has used the independent curriculum structure and also the principles of the independent curriculum in learning and assessment. And for the independent sharing category, the independent curriculum has been applied to education units by applying the principles of the independent curriculum in learning and assessment and can also share its practices with other education units.

At SMK Negeri 1 Lahewa, it has implemented an independent curriculum with an independent learning category. So in this case SMK Negeri 1 Lahewa still uses the 2013 curriculum structure but applies some of the principles of the independent curriculum to develop the learning process and in its assessment.

In Kepmendikbudristek No. 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery states that "applying some parts and principles of an independent curriculum, without replacing the education unit curriculum, for example implementing a project to strengthen the profile of Pancasila students as a co-curricular or extracurricular with the consequence of adding class hours, implementing learning according to the stage of learner achievement or differentiated learning. For the application of the principle of an independent learning curriculum, this can be integrated into the 2013 curriculum structure, such as by implementing differentiated learning

(referring to the needs of students), then implementing a project to strengthen the Pancasila profile and also using assessments to recognise students' talents and interests, so that this will focus on the needs of students in accordance with the independent learning curriculum.

According to Harefa et al (2022) (2022), implementing the principles of the independent learning curriculum consists of several parts: learner conditions, lifelong learning, holistic, relevant, sustainable.

The above principles are used as guidelines in the implementation of the independent learning curriculum so that it becomes a concern to be implemented in the learning process. As in SMK Negeri 1 Lahewa, some of the above principles are used as a benchmark as a guide in the learning process by making learning according to the principles of an independent curriculum such as; being able to know how students' development conditions are, conducting meaningful learning to students, being able to use learning methods that can increase student competence, then providing attractiveness in the context of learning that is in accordance with the real world, and also building feedback from teachers to students.

2. Obstacles faced in the Implementation of Merdeka Belajar Curriculum at SMK Negeri 1 Lahewa

Obstacles are factors that hinder a process or cause a process not to produce maximum results, (Widyastuti: 2022). In terms of implementing government programmes, especially the independent curriculum programme, it is not entirely smooth, of course behind this there are things that become obstacles or obstacles to its implementation.

According to the results of research conducted by Dewi & Astuti (2022), there are several obstacles in implementing the independent learning curriculum, namely; not having experience with this independent

curriculum, limited references, uneven access to learning, time management.

Almost similar to the obstacles put forward by Dewi and Astuti, experienced in implementing the independent curriculum at SMK Negeri 1 Lahewa are:

a. Teachers Have No Independent Curriculum Experience

As the main pillar that is the implementer in implementing an independent learning curriculum is the quality of its human resources. As a result of the absence of experience possessed by the teacher, it can be an obstacle in managing the process of teaching and learning activities.

b. Learner Understanding

The lack of understanding of students about this independent curriculum creates an obstacle in the implementation process, because when they do not understand this independent curriculum, it causes difficulties in carrying out a series of learning activities carried out.

c. Facilities and Infrastructure

The obstacle that is often encountered when there is a curriculum change is related to the provision of adequate facilities and infrastructure. This is one of the problems that exist in schools throughout Indonesia because not all schools have complete facilities and infrastructure in supporting learning activities.

d. Difficulty in Obtaining References

The limitation of obtaining references is also one of the obstacles to the implementation of the independent curriculum because it makes teachers overwhelmed to convey learning materials from new reference references in accordance with the independent curriculum.

e. Internet Facilities

Inadequate internet access is also an obstacle faced by teachers and students in the learning process. Because nowadays the learning process is not only fixated on textbooks but teachers and students also utilize technology to support the learning activity process.

3. Efforts Made to Overcome the Obstacles to the Implementation of the Independent Learning Curriculum at SMK Negeri 1 Lahewa

The implementation of an independent curriculum independently at SMK Negeri 1 Lahewa is something that is expected to improve quality and bring changes in the world of education towards a better direction as expected by the government today. From this program, of course, there are obstacles and also what are the efforts related to the obstacles faced. The following are some of the efforts made to overcome the obstacles to its implementation, including:

- a. Teacher preparation. In this case, teachers are required to be active and proactive to understand and learn more deeply about this independent curriculum so that teachers have experience and add insight before implementing it. Just like downloading videos and links shared by the Ministry of Education and Culture via the internet. And also participated in various socializations in the form of online seminars and webinars even though manual training still does not exist.
- b. Utilizing social media as a source of learning and getting material. To overcome learning resource facilities in the form of textbooks in schools, teachers are expected to look for references from various sources on social media. Such as books, journals, articles or learning materials that have been provided by the government. Teachers can also use existing technology in developing their learning materials such as showing videos related

to the material being taught so that students are interested and understand.

- c. Improving facilities and infrastructure and internet facilities. In supporting a good educational process, it is necessary to have various supporting facilities. To overcome this, the school needs to plan for the procurement of complete facilities and also establish communication with the government to fulfill adequate facilities.

Conclusion

Based on the results of research findings in the field, the researchers can put forward the following conclusions:

1. The implementation of the independent learning curriculum at SMK Negeri 1 Lahewa has been implemented but not fully implemented. Of the three categories of implementation of the independent learning curriculum, namely independent learning, independent change and independent sharing, SMK Negeri 1 Lahewa chooses the independent learning option, meaning that schools are given the authority to use the 2013 curriculum structure but to develop it, several independent curriculum principles are used for the learning process and assessment.
2. The obstacles faced in implementing the independent learning curriculum are that teachers do not have experience with this independent curriculum. Furthermore, the lack of understanding of students. Then it is difficult to get references in obtaining material. And also inadequate facilities and infrastructure and internet facilities.
3. The efforts made to overcome the obstacles faced in implementing the independent learning curriculum are preparing teachers to have teaching experience according to the independent curriculum through socialization activities such as online-based seminars and webinars. Then also utilize social

media in obtaining material references such as modules, articles, books provided by the government. And of course also the organization to improve facilities and infrastructure and other facilities by working with the government so that they can support education.

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