

## Analysis of the Implementation of the Independent Curriculum for IPAS Subject in Class IV-A at State Elementary School Tengah 03

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Article Info	ABSTRACT
<b>Keywords:</b> Independent Curriculum, SDN Tengah 03, Pancasila Student Profile, Curriculum Evaluation, Primary Education.	This study evaluates the implementation of the Independent Curriculum at SDN Tengah 03, East Jakarta, a pilot school for this new curriculum. The aim is to assess the effectiveness of the curriculum in meeting students' learning needs and its application within the school environment. A qualitative approach with descriptive techniques was employed, including observation, interviews, and documentation. The research found that the Independent Curriculum focuses on exploring students' interests and talents, and the formation of the Pancasila Student Profile through integration into school culture and learning activities. While the curriculum provides greater learning freedom, weaknesses were identified in the IPAS teaching module that require improvement. The study recommends adjustments to the module to better align with students' interests and talents. The findings suggest that the Independent Curriculum is expected to enhance educational quality and produce more creative and character-driven students.
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### INTRODUCTION

The implementation of learning in schools cannot be separated from government policies that are very important for education in schools. It is considered that the government should implement various methods to establish policies to deal with retention issues. According to Jacobs and Mantiri (2022), one way to overcome the problem of classroom retention is to develop a curriculum that is appropriate and accommodating. The curriculum should be designed with the learning needs of students in mind based on their developmental stages. The curriculum should be designed so that students can gain knowledge without repeating lessons one year before. Students should only repeat the lesson according to a certain standard if they fail to achieve it (Parker, 2001). This means that students do not need to repeat all the lessons in one year in the same class. The Independent Curriculum, which the government launched in 2022, covers these important aspects. (Ministry of

Education and Culture, 2022b). The Independent Curriculum is generally intended to explore students' interests and talents according to their wishes. This focuses more on the application in school culture and KBM to create the Pancasila Student Profile (Taufik, 2021).

The Pancasila Student Profile was formed through the teaching of IPAS, which is a new component in the curriculum. The Independent Curriculum is a learning designed by considering the current stage of development and achievement of students, according to learning needs, and reflecting diverse characteristics and developments so that learning becomes meaningful and enjoyable. So we must pay attention to several things such as analyzing the conditions, background, stages of development and previous achievements of students and doing mapping, Seeing the stage of development as a continuous continuum as the basis for designing learning and assessment, Analyzing the school environment, facilities and infrastructure owned by students, educators and schools to support learning activities., Lowering the flow of learning objectives in accordance with stage of student development, Seeing everything from the student's point of view (Azzahra et al., n.d.)

The implementation of changes in education policies, including the curriculum, is a long learning process so that the Government provides opportunities for educators and educational units to implement the Independent Curriculum in accordance with their respective readiness. Just as students learn according to their learning readiness stage, educators and educational units also need to learn to implement the Independent Curriculum according to their respective readiness, and gradually become more proficient in using it This stage can be used by teachers, educational units, governments, development partners, and organizations or institutions that play a role in supporting the implementation of other curriculums. The existence of this phasing shows that teachers and educational units can begin to implement at a lower stage compared to others, but the implementation still adheres to the principles of curriculum design based on the philosophy of Freedom of Learning and on strengthening the character of the Pancasila profile. (Ministry of Education and Culture, 2022a) The stages of curriculum implementation are not a regulation or standard set by the Government. This stage is designed to assist educators and educational units in setting targets for the implementation of the Independent Curriculum. The readiness of educators and educational units is certainly different, therefore this implementation stage is designed so that every educator can confidently try to implement the Independent Curriculum. The confidence in question is the belief that educators can continue to learn and develop their ability to do their best in implementing the curriculum, and more importantly, in educating. The ability to continue learning is an important capital for educators. This stage was developed as a step or learning process to make changes to learning practices and assessments that educators need to carry out when they use the Independent Curriculum. Technically, educators can implement the Independent Curriculum at different stages.

However, philosophically each stage is designed so that educators still refer to the principles of learning and assessment (Learning Principles and Assessment Principles can be studied in the Learning and Assessment Guide), for example, learning according to the student's achievement stage is a highly recommended practice. However, the implementation does not have to be directly on differentiated learning. Educators who are not yet confident to apply it, can start practicing by applying the simplest stage, namely by conducting an assessment at the beginning of learning and then becoming more sensitive to the different learning needs of students. This stage can be used by teachers, education units, the government, development partners, and organizations or institutions that play a role in supporting the implementation of other curriculums. The existence of this phasing shows that teachers and educational units can start to implement at a lower stage compared to others, but the implementation still adheres to the principles of curriculum design based on the philosophy of Freedom of Learning and leads to the strengthening of competencies and character that have been set. (Ministry of Education and Culture, 2022b)

Science and Technology learning as a new subject in this curriculum has a role in realizing the Pancasila Student Profile. Science and society (IPAS) is a science that studies the interaction of inanimate objects and living things in the universe and how they interact with each other. IPAS also studies human life as an individual and as a social creature that interacts with its environment. It is hoped that through this learning, students will be able to cultivate their curiosity to investigate the phenomena that surround them. It is possible that he can also actively participate in maintaining, guarding, and preserving his environmental resources well. In other words, he or she can develop the ability of inquiry to find and create solutions to real problems. However, in reality, not many students are able to take an active role in the application of their knowledge into daily life. (Azzahra et al., n.d.) This journal article discusses the implementation of the Independent Curriculum in overcoming class retention in elementary schools in Indonesia. (Aegustinawati & Sunarya, 2023). This study uses a qualitative approach and involves homeroom teachers of class IV-A at SDN Tengah 03 Jakarta. At the same time, a driving teacher as an informant. The results of the study show that the success of the implementation of the Independent Curriculum rests on effective planning, implementation, and assessment and prioritizes important principles in the curriculum. The active role of all educational components is also important to overcome classroom retention. This article also highlights challenges in curriculum implementation, such as limited teacher understanding and limited resources. Thus, the phenomenon that occurs in the implementation of the use of the Independent Curriculum, especially in grade IV of elementary school, the researcher conducted an assessment to find out whether the Independent curriculum can be implemented in the Science and Technology Subject Class IV-A at SDN Tengah 03 Jakarta. So hereby the researcher made a study entitled

“Analysis of the Implementation of the Independent Curriculum for Science Subjects in Class IV-A SDN 03 Tengah Jakarta”.

## METHOD

This study uses a qualitative approach and uses descriptive analysis techniques. Descriptive research aims to describe the facts and characteristics of subjects and objects as a whole. The purpose of this study is to find various problems related to the field of education and human behavior. (Marcelino et al., n.d.). This research will be carried out at SDN Tengah 03 which is located at Jl. Chain Perak RT. 004/005, East Jakarta City, DKI Jakarta. The reason why the researcher chose the location at SDN Tengah 03 is the main factor in the researcher taking this school is because the researcher wants to know how the condition of the school is still new with the existing system in the school, including one of the schools that is a pilot or pilloting project in implementing the Independent Curriculum. The time for conducting the research will be carried out in the even semester of the academic year, 2023/2024.

The research was conducted to see how the use of modules in the Independent Curriculum to be implemented in Natural Sciences (IPA) and Social Sciences (IPS) subjects at the elementary school level in grade IV which was originally independent in the Independent Curriculum was taught simultaneously under the name of natural and social sciences (IPAS). learning planning, (Teaching Module) then learning in the classroom will run effectively and learning targets can be achieved.(Azzahra et al., n.d.). This aims to see whether students at SDN Tengah 03 can learn more fun through project-based learning (PJBL) and to see how the quality progress in learning methods and the characteristics of the Pancasila profile are progressing.

The data processing process uses a descriptive qualitative approach, which involves in-depth analysis of field data. The results of this analysis are discussed to draw conclusions that describe the actual conditions in the field, accompanied by suggestions for further research. The research was conducted at SDN Tengah 03, East Jakarta, involving the principal, homeroom teacher, and school students as research subjects. This research method uses observation, interview, and documentation techniques to collect relevant data. The data analysis process includes data reduction, narrative presentation of data, and drawing verified conclusions to ensure accuracy. Thus, this study aims to provide a comprehensive understanding of the implementation of the independent curriculum in the context of education in elementary schools.

## RESULTS AND DISCUSSION

This analysis itself focuses on the use of independent curriculum teaching modules, especially in science subjects and how teachers implement innovative and creative learning to students. The analysis stage used is a data collection technique, where there are two data collection techniques, namely field studies and literature studies. At this stage, the researcher analyzed the documents and observation results of how the stages of the implementation of the Independent curriculum at SDN Tengah 03 began from the creation of the sam pai teaching module with the learning process in the classroom.

### Vision and Mission of SDN Tengah 03

Table 1. Rubric of the school vision and mission assessment instrument in accordance with the characteristics of the independent curriculum.

No.	Elements (Vision Formulation)	Valuation					Information
		Not Appropriate	Less Appropriate	Enough Appropriate	Appropriate	Very Appropriate	
		1	2	3	4	5	
<b>A</b>	<b>VISION</b>						
1	Oriented and describe School Expectations				V		Appropriate
2	Rational and clear				V		Appropriate
3	Reflects the needs of educators who real (realism).			V			Appropriate

	4	Able to arouse enthusiasm, creativity, and Motivation to Realize Fill in the vision.			V			Appropriate
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<b>B</b>		<b>MISSION</b>						
	1	Mission in accordance with the vision (no opposite).			V			Quite suitable
	2	The mission formulation is clear, concise and directed.				V		Appropriate
	3	Mission formulation is easy and can be used to formulate goals and Organizational Programs (school).					V	Perfect fit

	4	Real and realistic and Implementable).				V		Appropriate
<b>Sum</b>				9	16	5	30	
<b>Total Score</b>		30 : 40 X 100					75	
<b>Final Score</b>		75					Good	

The principal of SDN Tengah 03 East Jakarta focused on the Ministry of Education and Culture's policies in tackling Learning Loss and 21st Century Learning when starting the implementation of the independent curriculum. So, as a driving school, it is now implementing an independent curriculum rather than a prototype curriculum. However, the principal remains optimistic that SDN Tengah 03 East Jakarta can implement this change. This is in accordance with the Decree of the Minister of Education No. 56 of 2022 concerning guidelines for the implementation of the curriculum. This guideline aims to restore learning (Independent Curriculum) as an improvement of the previous curriculum.

The Independent Curriculum is one of the efforts to reform education in Indonesia that gives greater freedom to schools and teachers in designing the learning process. In the context of the Independent Curriculum, the role of teachers is very central and dynamic and in terms of assessment in the assessment rubric in accordance with the characteristics of the Independent Curriculum of SDN Tengah 03 is quite good by getting a good grade (B). One of the guidelines set is that education units must develop a curriculum with the principle of diversification in accordance with the conditions of the educational unit, regional potential, and student needs (Minister of Research and Development, 2022). In realizing Independent Learning, there will certainly be steps taken by the school regarding changes to the Independent curriculum as a complement to the previous curriculum in accordance with the school's vision and mission.

### Independent Curriculum Component Planning Strategy

The Independent Curriculum is one of the efforts to reform education in Indonesia that gives greater freedom to schools and teachers in designing the learning process. In the context of the Independent Curriculum, the role of teachers is very central and in realizing Independent Learning, of course, there will be steps taken from the school regarding changes to the Independent curriculum as a refinement of the previous curriculum. Based on an interview with Mrs. Sugesti as the principal at SDN Tengah said that:

“SDN Tengah 03 East Jakarta has indeed started using the Independent Curriculum in 2022 in accordance with the direction of the Ministry of Education and Culture”

In addition, the researcher interviewed Mrs. Farida as the homeroom teacher of class 4a and also the driving teacher of generation 9 at SDN Tengah 03 said that:

"Yes, that's right, in 2022 we at SDN Tengah 03 have started using the Independent Curriculum which starts from grades II and IV in a gradual way"

With this, based on the results of the interview, it is stated that SDN Tengah 03 has made efforts, namely by upgrading the curriculum to the Independent curriculum in 2022 in class IV-A.

No.	Learning Administration Components	Valuation					Information
		Not Appropriate	Less Appropriate	Enough Appropriate	Appropriate	Very Appropriate	
		1	2	3	4	5	
1	Calendar Education				V		Appropriate
2	Program Annual				V		Appropriate
3	Utilization Diagnostic Assessment Results		V				Less suitable
4	Flow Purpose Learning			V			Quite suitable



5	Teaching Module			V			Quite suitable
6	Teaching Materials/Teacher's Books and Student Books				V		Appropriate
7	Schedule Lesson				V		Appropriate
8	Program Valuation		V				Less suitable
9	List of Values / Assessment Results	V					Not suitable
10	Agenda Daily				V		appropriate
11	Attendance Learners				V		appropriate
<b>Sum</b>		1	4	6	24		35

In the preparation of the flow of teaching objectives in the Independent curriculum, teachers must pay attention to several components so that the implementation of the independent curriculum is carried out properly in accordance with the direction of the Ministry of Education and Culture. For grades in accordance with the assessment rubric a; The goals made by the homeroom teacher of class IV-A are quite good with a score of 63.63 (C), it is hoped that teachers will pay more attention to this so that students have learning outcomes that are in accordance with the ATP of the Independent curriculum.

The stages of curriculum implementation are not a regulation or standard set by the Government. This stage is designed to assist educators and educational units in setting targets for the implementation of the Independent Curriculum. The readiness of educators and educational units is certainly different, therefore this implementation stage is designed so that every educator can confidently try to implement the Independent Curriculum. The confidence in question is the belief that educators can continue to learn and develop their ability to do their best in implementing the

curriculum, and more importantly, in educating. The ability to continue learning is an important capital for educators.

At this stage, the teachers of SDN Tengah 03 have tried their best to prepare and take part in the driving school that began to use the Independent curriculum, even though it was not yet comprehensive and perfect, it did not limit the enthusiasm of teachers, especially Mrs. Farida who was the first class to use the Independent curriculum, so with good grades, the researcher can convey in terms of his analysis that the flow of learning objectives prepared by the guardian of class IV-A is very good.

### **Implementation of the Independent Curriculum in Science and Technology Subjects**

In the development of the Independent curriculum at SDN Tengah 03, there are many important roles involved, especially for school principals, classroom teachers and parents of students in its implementation. For Mrs. Farida herself, the Independent curriculum is a new thing because in class IV-A it is also part of a trial class in the implementation of the Independent curriculum and IPAS subjects, so there must be some adaptations in its implementation.

According to the characteristics of the Independent curriculum which refers to the implementation of the project to strengthen the profile of Pancasila, of course, there must be several changes in the planning process to the implementation of learning. Of course, there have been some changes because the characteristics of the Merdeka curriculum and the 2013 curriculum are very different.

After conducting an interview with Mrs. Sugesti as the principal, the following are the results of the interview:

"It is hoped that the changes in the independent curriculum are assigned to teachers related to more flexible lesson hours and and in the reporting it is fulfilled in one year in one year, not in every week, the second focuses on essential material because many parents of students complain about the density of subjects in the 2013 curriculum so that in this independent curriculum the material provided is more flexible according to the interests of students' talents and the variety of teaching materials used in the The independent curriculum can support teachers to be more creative in compiling teaching materials and in terms of assessment, the independent curriculum is divided into 3 phases (phase A, grades 1-2, Phase B, 3-4, Phase C, 5-6).

In addition, the researcher interviewed Mrs. Farida as the homeroom teacher of IV-A and the driving teacher of generation 9 at SDN Tengah 03 stated that:

"For changes in the independent curriculum, there is in reporting, where in the previous curriculum the reporting had to be required by teachers every week to report the administration which in the Independent curriculum was simplified to Only twice for 1 year as well In terms of providing more flexible or focused material on essential materials, many students or parents also complained about the density of class hours. digitalization to make learning more active"

This can be concluded by researchers in increasing the learning interest of students of the Independent Curriculum is very focused on essential material which looks at students in several aspects not only in academics. The curriculum is an important component of learning at every level of education. Indonesia's learning system has undergone curriculum changes since 1947, with a very modern curriculum, until the 2013 curriculum, despite the growth of the highly digital era (Muhsam et al., 2021).

### **Strengthening the Pancasila profile on learning outcomes**

strengthening the Pancasila profile which is the core of every learning in the Merdeka curriculum, namely strengthening character and special learning activities aimed at strengthening efforts to achieve elements and subelements in the dimension of the Pancasila student profile. The weight of the lesson hours is around 20-30% of the total lesson hours.

With that, the researcher also interviewed Mrs. Sugesti as the principal of the school following the results of the interview:

"For P5 itself, it has been carried out at SDN Tengah 03, which is 2 times every year because we are also still adapting to implement this Independent curriculum which is more specialized for grades 4 and 2."

The researcher also interviewed Mrs. Faridah as a homeroom teacher IV-A who has implemented the Independent curriculum how to apply it, here are the results of the interview:

"For P5 itself or the strengthening of the Pancasila student profile itself, it is held per semester at least once, so in those 2 semesters it is held two or two times a year for this P5 activity focused on the development of creative and innovative children's character"

With this, researchers can conclude that the Merdeka curriculum does have a different character from the previous curriculum, namely a curriculum that prioritizes students' interests, talents, and the character of strengthening the Pancasila profile as the essence of the focus of learning.

Teacher's Adaptation in increasing the learning interest of SDN Tengah 03 students in processing material by adjusting the Teaching Module and writing in sequence the material that will be delivered to students. With teachers demanding the material to be delivered to students, teachers become easy in delivering material. So that students are more focused on understanding the teacher's explanation.

Teachers must master the material in delivering the material. If the teacher does not master the material, the learning process will not be achieved properly, and the learning outcomes are not good and the students' interest in learning is reduced. Teachers must always provide actual insights and be well prepared in delivering material. Having a lot of insight will attract students, because they are currently in need of a lot of insight, so that the teacher's lesson will create an effective stimulus for student learning. Not only the technology-based curriculum in the Independent curriculum but also parents must play a role in which the theory conveyed by the Minister of Education and Culture of the Republic of Indonesia is:

"Support from parents is one of the keys to the successful implementation of the Independent Curriculum. Thus, concretely, parents can be friends and learning companions for children. Understand the competencies that children need to achieve in their phase. Parents can also learn the textbooks used in the Independent Curriculum through [buku.kemdikbud.go.id](http://buku.kemdikbud.go.id). The Ministry of Education and Culture continues to strive to present and provide books that are more fun, less crowded, and more interesting illustrations with more touching and relevant themes"

As for the preparation of learning outcomes (CP) in the Independent curriculum, of course there are several changes, the researcher also interviewed Mrs. Sugesti as the principal, here are the results of the interview:

" Yes, of course, in the preparation of learning outcomes in the independent curriculum, it is more flexible because it is adjusted to the characteristics of children"

The researcher also interviewed Mrs. Faridah as the homeroom teacher of class IV-A following

the results of the interview:

"In the learning outcomes in the Independent curriculum, there are several changes where the learning outcomes are adjusted to the characteristics of children who refer to the teaching modules of the independent curriculum"

The learning outcomes (CP) must be adjusted to essential learning It is the ultimate goal of a learning activity that is closely related to the formation of students' character. The Pancasila Student Profile (PPP) can be reflected in the content and/or learning methods.

### **CONCLUSION**

The Independent Curriculum is generally intended to explore students' interests and talents according to their wishes. This focuses more on the application in school culture and KBM to create the Pancasila Student Profile. The curriculum also affects the speed and teaching methods used by teachers to meet the needs of students. For this reason, the Ministry of Education and Culture developed the Independent Curriculum as an important part of efforts to recover learning from the crisis that we have experienced for a long time. In the Independent Curriculum, SDN Tengah 03 teachers are expected to have high flexibility and creativity to accommodate the individual needs of students and create an inclusive and fun learning environment.

With this more active and diverse role, it is hoped that the quality of education in Indonesia can improve and be able to produce a generation that is more competent and characterful. With this, it can be concluded that the role of teachers and parents in the implementation of the Independent Curriculum as facilitators for students and directs students to be more active in learning so that the goal of independent learning education can run well. After the researcher looked at several documents that had been taken during the research and interviewed the principal and homeroom teacher as well as the driving teacher and students of class IV-A.

The researcher analyzed both the components of the Merdeka curriculum and also the teaching module that has been made by the guardian of class IV-A, it turns out that there are still some gaps in terms of the preparation of the IPAS teaching module, especially in the attachment section, the researcher's hope for Mrs. Farida and other teachers can learn and implement this Merdeka curriculum even better so that learning becomes in accordance with the character of the Merdeka curriculum itself in accordance with the direction of the Ministry of Education and Culture of the Republic of Indonesia. stated that each child must be independent to learn according to their

interests, talents and character so that they can form creative, innovative and active students in accordance with the vision and mission of the school SDN Tengah 03.

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