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Original Research Article

Analysis of Implementation of the Independent Curriculum in Science Learning at SMP Negeri 1 Tanah Grogot Kalimantan Timur, Indonesia

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Abstract

Independent learning is a concept of learning that creates an atmosphere of free and independent learning for students. In addition, the independent curriculum also implements the development of soft skills and character through a project to strengthen the profile of Pancasila students. One of the schools that implements the Independent Curriculum is SMP Negeri 1 Tanah Grogot. The purpose of this research is to 1)Describe the application of science learning using the Independent Curriculum at SMP Negeri 1 Tanah Grogot. (2) Describe students' responses to learning science. (3) Describe the factors that support science learning. (4) Describe the factors that hinder science learning. This type of research uses qualitative research with descriptive methods. Based on the research results, there were 3 strategies implemented at Tanah Grogot 1 Public Middle School, namely the Education Unit Operational Curriculum (KOSP), learning processes and tools in science subjects (Intracurricular), and the application of projects to strengthen Pancasila student profiles (p5). Internal supporting factors, namely the majority of young teachers who want to train themselves, master the use of information technology, as well as motivation within the teacher to be able to provide a fun learning experience for students. While the external supporting factors include the existence of independent training for teachers and the presence of fellow teachers, principals, and school supervisors who are members of the learning community. As for the inhibiting factors, namely the teacher still does not understand how to implement the Independent Curriculum in schools, especially the implementation of the Pancasila Student Profile Strengthening Project, the small number of teachers, as well as obstacles in adjusting teaching schedules and differences in the learning system between grade 7 using the Independent Curriculum and grades 8 and 9 which is still gradual.

Keywords: Independent Curriculum, Science Learning, SMP Negeri 1 Tanah Grogot.

INTRODUCTION

In order for the nation to progress, it needs the main weapon in the process, that is the function of education. Education can change a person's existence, individuals cannot become anything without education. Education is also the goal in adapting to the environment because education will add development and progress in science (Sakinah, 2020). One way to make education and science more advanced is by updating the curriculum. The curriculum holds important and essential obligations in the realm of education. A full curriculum is needed in the course of education so that the goals in the curriculum can produce adequate graduates according to their fields (Baderiah, 2018).

As a very prominent part of education, the curriculum must make changes. In theory or practice, the curriculum is an education that not only has a continuous static nature, but can also change and can have a dynamic nature (Huda, 2017). In the independent curriculum there is what is called the nature of progressivism where this trait is in line with different learning designs, namely a form of effort in the course of learning by supervising the learning interests of each student. However, it still makes the teacher not feel burdened. Teachers must be able to research themselves, design learning based on mapping student learning needs. Then the progress movement is in accordance with the science learning component in the

Independent Curriculum which consists of two components,

The independent curriculum is considered as a description of learning that can make students given the opportunity to learn in a fun, relaxed, stress-free and pressure-free manner, and calm so that students' natural talents can be demonstrated. The focus of independent learning is a creative mind and freedom. Therefore, the Ministry of Education and Culture made one of the programs at the time of expulsion of independent learning, namely the driving school program. The program was created to support each school in order to produce generations of students who have the personality of Pancasila students throughout their lives. Therefore the teacher is needed in making it happen. This is in accordance with what was said by Ainia (2020) which mentions the teacher as a special point that gives clear things to students.

An independent curriculum should be able to make students develop in line with their respective fields and have the ability. With an independent curriculum, students are given quality, varied, expressive, critical, applicable, and progressive learning. Strong commitment, cooperation, real implementation, and seriousness from all parties are needed so that changes to the new curriculum can be carried out, so that the Pancasila student spirit is embedded in each student (Sari, *et al.*, 2020).

The independent curriculum is a curriculum that has variations in its internal learning and students can adapt to the maximum and their skills can be stronger. Teachers can adjust teaching resources according to what is needed and the interests of students freely. The government determines development plans with specific themes so that a strong Pancasila student profile can be achieved. This plan is not aimed at achieving learning objectives that are limited and have nothing to do with technical components (Kemdikbud, 2021).

In East Kalimantan there are already many schools that implement the Independent Curriculum, one of which is Tanah Grogot 1 Public Middle School. At that school, the Independent Curriculum has begun to be implemented for students in the new 2022/2023 school year. In science learning itself, science teachers state that they still experience difficulties in implementing the Independent Curriculum, because the Independent Curriculum has learning content that is different from the previous curriculum. Therefore the need for school readiness in implementing the Independent Curriculum. Based on these problems, it is necessary to identify the implementation of the Independent Curriculum in schools which is studied in depth, so that later it can become material for improving the progress of the Independent Curriculum.

METHODS

Researchers use qualitative descriptive research methods, namely research that does not use the calculation method, but collects data, analyzes it, and then interprets it (Fadli, 2021). Then for the approach, the researcher utilizes a phenomenological approach. The goal is that the experiences experienced by humans while alive can be studied and understood, then also to find the essence or nature of what humans experience (experience) so that experience can be understood as it really is (Fadli, 2021).

The informants in this research were all students of class VII at SMP Negeri 1 Tanah Grogot who were taken as samples (samples). Sampling used a purposive sampling technique, namely sampling that was convinced by the researcher with a certain assessment (Sugiyono, 2015). Apart from that, there were also other supporting informants, namely the school principal, vice principal for curriculum, and science teacher at SMP Negeri 1 Tanah Grogot.

This research uses instruments, namely:

1) Interview guidelines, the guidelines used are in a semi-structured form, interviews are used as a data collection technique if the researcher wants to do a preliminary study so that the problems that must be studied can be found. However, it can also be used to find out the depth of the respondent. The interview was carried out with the aim of writing down feelings, opinions, emotions, and other things related to someone in the organization. Interviews were conducted with the school principal, deputy head of curriculum, science teacher and students at SMP Negeri 1 Tanah Grogot.
2) The Observation Sheet is a research instrument for collecting data through field observations. Observations are made with the aim of providing researchers with an understanding of and capturing a variety of information. Observations made were direct observations of participant/informant behavior and interactions in research settings, namely the implementation of the Independent Curriculum at SMP Negeri 1 Tanah Grogot.
3) Documentation records in research are supporting data to strengthen data from interviews and observations. The documentation can be in the form of writing, pictures, photos and others according to the needs of researchers. Retrieval of documentation aims to complete the research data.

This type of research triangulation utilizes technical triangulation, namely data will be collected and tested. This technique consists of three techniques, namely observation, interview, and documentation techniques in order to find a conclusion (Alfansyur & Mariyani, 2020).

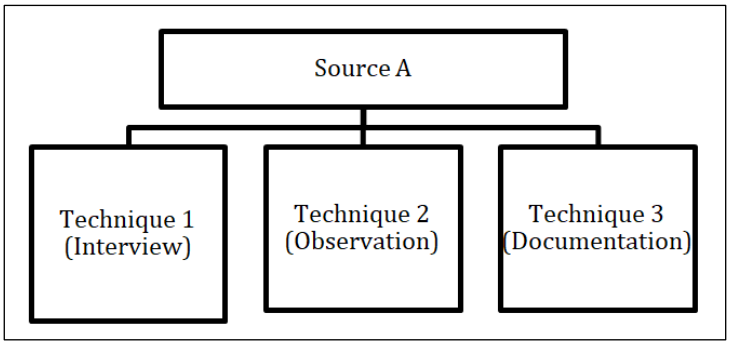

Figure 1: Intake flow of the research process

RESULTS AND DISCUSSION

The course of the research started with observation, only after carrying out open interviews with the principal, and several teachers, as well as conducting closed interviews with several students so that factors related to the Analysis of Implementation of the Independent Curriculum at Tanah Grogot 1 Public Middle School which is addressed at Jalan Bhayangkara Number 41, Tanah Paser, Tanah Grogot District, East Kalimantan, Postal Code 76251.

The results of the implementation of the Independent Curriculum in science learning at Tanah Grogotini 1 Public Middle School obtained data regarding the implementation of Science learning using the Independent Curriculum, student responses to learning Science using the Independent Curriculum, supporting factors for implementing the Independent Curriculum in science learning, and inhibiting factors for the implementation of the Independent Curriculum in science learning. The research data was obtained through direct interviews with research subjects, field observations, and documentation studies at SMP Negeri 1 Tanah Grogot. The following is a discussion of the results of this study.

Implementation of Science Learning Using the Independent Curriculum at SMP Negeri 1 Tanah Grogot

The Merdeka curriculum is a curriculum in which learning in schools varies. Content will be maximized so that students have enough time to learn stronger concepts and competencies. Teachers can adjust teaching resources according to what is needed and the interests of students freely. The plan is to strengthen the achievement of Pancasila student profiles by the government with predetermined themes. The plan is not intended to achieve learning objectives that are limited and have nothing to do with technical components.

Based on the researcher's interview with the Deputy Head of Curriculum at SMP Negeri 1 Tanah Grogot Ibu E as a science subject teacher, the researchers obtained results that were in line with what was mentioned by Rahayu *et al.*, (2022), where the independent curriculum is considered as a description of learning that can make students given the opportunity to learn in a fun, relaxed, stress-free and pressure-free manner, and calm so that students' natural talents can be shown. The focus of independent learning is a creative mind and freedom.

His explanation is also relevant to Ainia (2020), the teacher is a special point that gives clear things to students. Arviansyah and Ageng (2022) say that independent learning is driven by teachers, meaning that teachers are pressured to be creative, active and enthusiastic, skilled and innovative to become providers of the change movement in schools.

Figure 2: Interview with Mrs. E

As for the results of research at Tanah Grogot 1 Public Middle School which was conducted by researchers on the Principal, Deputy Principal, and the Science Teacher at Tanah Grogot 1 Middle School, data

were obtained regarding the teacher's understanding of the concept of the Independent Curriculum. The teacher already understands enough about the general concept of the Independent Curriculum, namely the Independent Curriculum is a curriculum in which the learning concept places more emphasis on adjusting to the interests and needs of students. In contrast to the 2013 Curriculum, in the Merdeka Curriculum teachers are given the freedom to determine the flow of learning and provide in-depth and conceptual learning. This is in accordance with what was said by Nisak *et al.,* (2023), The Independent Curriculum is a curriculum in which learning in schools is varied, where the content will be maximized so that students have sufficient time to learn concepts and competencies are strengthened. The discussion regarding the analysis of the implementation of science learning using the Independent Curriculum at Tanah Grogot 1 Public Middle School is divided into three discussions, namely the Education Unit Operational Curriculum (KOSP), learning processes and tools in science subjects (intracurricular), and the application of the Pancasila Student Profile Strengthening Project (P5). The discussion is as follows:

a. **Education unit operational curriculum (KOSP)**

The implementation of the Independent Curriculum requires each school to independently design a curriculum which is then called the Education Unit Operational Curriculum (KOSP). In this document, there are all learning projects carried out in educational units, as a guideline for all learning implementations. The operational curriculum of the educational unit must be developed in line with the conditions and what is needed by students and the education unit at SMP Negeri 1 Tanah Grogot to make it more meaningful.

The Education Unit Operational Curriculum (KOSP) is the main license that functions as a guideline for implementing learning actions in schools. SMPN 1 Tanah Grogot itself has not developed KOSP independently, as was stated by Mr. N as the principal of SMP Negeri 1 Tanah Grogot who said SMP 1 Tanah Grogot has just started implementing the Independent Curriculum in the 2021/2022 academic year for grade 7 or just started in second semester. Schools themselves have not yet developed the KOSP concept independently but are still following an example from the documents provided by the Ministry of Education and Culture.

According to the Ministry of Education and Culture's BSKAP (2022), an education unit is said to be entering the initial stage of implementing the Independent Curriculum if it has made minor adjustments to the sample KOSP document provided by the Ministry of Education and Culture and can be said to be entering a developing stage if it has modified the KOSP document on organizational members as well as learning preparation in line with the unit's circumstances education. So, the school is in a very early stage in implementing the Independent Curriculum in the aspect of developing the KOSP document.

b. Learning processes and tools in science subjects (intracurricular)

Science learning (intracurricular) at Tanah Grogot 1 Public Middle School in its implementation there are processes and learning used in these subjects. The explanation in more detail is described as follows:

1) Learning process

Based on the results of interviews and field observations, the science teacher has conducted a verbal diagnostic assessment at the beginning of learning to identify prior knowledge, learning difficulties and student learning readiness. This is in line with the principles of learning in the Independent Curriculum, namely learning that is structured taking into account the stages of change and the level of student learning achievement that are in line with their learning needs and the characteristics as well as student growth. Where this can be done in the early school year with the teacher trying to find out how student learning is prepared by conversing with students, question and answer sessions, discussions, or other appropriate methods (BSKAP, 2022).

Then, the Independent Curriculum has the characteristics of student-centered learning methods. However, based on the results of interviews and field observations, the learning method used is not fully student-centered and still requires teacher guidance in learning. This is done because it adjusts to the readiness of the teacher and students themselves. This shows that the school is still in the early stages of implementing the Independent Curriculum where the teacher has used a variety of learning methods, but the teacher still dominates the role as an instructor directing student activities throughout learning (BSKAP, 2022). Meanwhile, a school can be said to be in the advanced stage of implementing the Independent Curriculum if the teacher is more competent in serving as a provider by giving students the opportunity to be able to learn more independently and be responsible for the course of learning (BSKAP, 2022). In addition to student-centered methods, the Independent Curriculum also emphasizes learning that adapts to student learning styles and demands (differentiated learning). The implementation of differentiated learning has not yet reached the maximum stage where the teacher is in the early stages of learning the implementation of the Independent Curriculum.

Implementation of learning including assessments need not only pay attention to the condition of students, but also school facilities and infrastructure. Several limitations were found in school facilities and infrastructure, including low electricity voltage, only

one student computer, while the internet network was quite adequate. Assessment is carried out in writing, while learning such as practicum or projects is mostly carried out in the classroom. For teacher assessments, they have tried to use assessments that are in accordance with the abilities of the majority of students. Even though most of the student learning outcomes have been averaged, there are still some students with low learning outcomes.

In terms of aspects of cooperation with parents or family in learning, teachers and new schools coordinate through report cards, unless there are problems or obstacles to students. The communication still tends to be one way. This shows that the school has entered the early stages of implementing the Independent Curriculum in education units where teachers through education units inform students' progress in learning to parents or guardians when taking report cards and students experience learning problems and the communication still tends to be one-way (BSKAP, 2022). Meanwhile, to enter the advanced stage, teachers in educational units must communicate that involves three parties.

2) Learning media

The learning device in the form of an RPP has a difference from the previous curriculum where the RPP follows the structure in general. The independent curriculum makes teachers more flexible and free to make, choose, develop, and structure lesson plans. RPP in the Merdeka Curriculum is now known as the teaching module (Maulida, 2022). Science learning at SMP Negeri 1 Tanah Grogot has started to apply teaching modules as educational tools.

The results of the observations that the researchers made show that in carrying out the teaching and learning process in class, the teacher has designed it in teaching modules, then also used several textbooks that are based on the Independent Curriculum, as a support the teacher also uses learning videos originating from the internet or websites as additional references. So that the learning process is not only limited to using teaching modules, but also needs to be equipped with several other learning tools to support the process of student learning activities. The stages of implementing the Independent Curriculum in the aspect of learning devices have begun to enter the developing stage where teachers can determine material sourced from teaching modules and textbooks,

Teaching modules have core components in their preparation which include assessments, learning objectives, meaningful understanding, learning activities, trigger questions, and student and teacher reflection (Maulida, 2022). Making Learning Objectives (TP) must be in line with the Learning Outcomes (CP) that have been approved by the government to be contextualized by the teacher in line with the conditions and characteristics of the school environment. After the TP is compiled, the next learning implementation design is the creation of a Learning Objective Flow (ATP) (Ruspa et al., 2022). Learning Objectives Flow or ATP is an arrangement of educational goals that have been arranged harmoniously and makes sense in the full learning achievement stage from the beginning to the end (Kejarcita, 2022).

The use of ATP in science subjects at SMP Negeri 1 Tanah Grogot itself is currently adopting ATP provided by the government in the Merdeka Teaching Platform (PMM). Science teachers at SMPN 1 Tanah Grogot have used the Science Learning Objective Flow (ATP) from the Merdeka Teaching Platform (PMM) provided by the Ministry of Education and Culture where according to him the ATP is in accordance with the needs of students. The implementation of the Independent Curriculum in this aspect is included in the initial stage where the teacher makes adjustments to the course of the learning objectives provided by the Ministry of Education and Culture according to what students need. Meanwhile, to enter the advanced stage, the course of learning objectives needs to be developed by the teacher himself guided by the Learning Outcomes (BSKAP, 2022).

The Merdeka Teaching Platform (PMM) is a place where the government has provided facilities to facilitate teachers in teaching and learning activities. PMM provides guidelines for teachers to improve teaching practice, especially during the transition period of implementing the Independent Curriculum in schools, for example as a reference for various learning tools such as ATP, Teaching Modules, learning videos, and so on.

The use of RPP in the Independent Curriculum is called the Teaching Module. Science learning at Tanah Grogot 1 Public Middle School itself has started using teaching modules as learning tools which are supported by other learning tools such as textbooks based on the Independent Curriculum and learning videos. So that it can be said that the stages of implementing the Independent Curriculum in this aspect of learning tools have entered a developing stage where teachers can determine material sourced from teaching modules and textbooks, as well as other teaching materials so that they are in line with the local context and what students need (BSKAP , 2022).

c. Implementation of the Pancasila student profile strengthening Project (P5)

Through school culture, namely intracurricular and extracurricular activities, the implementation of the Pancasila learning profile is carried out which is centered on forming student character in their daily lives (Adit, 2021). The implementation of program-themed learning is an option based on the Independent Learning Curriculum which can be trusted to support

the recovery of student character learning with a Pancasila student profile. SMP Negeri 1 Tanah Grogot carries out the P5 action (Project of Strengthening Pancasila Student Profiles) to implement the Independent Curriculum every Saturday. In this activity, the program is designed by the teacher then students will complete it. Stage P5 is carried out for 4 weeks. P5 aims to make students' characters stronger and in accordance with the Pancasila student profile format (Kemendikbud, 2021).

Implementation of the Pancasila Student Profile Strengthening Project (P5) in educational units requires a program module that describes a series of program actions and serves as a reference for students. At SMPN 1 Tanah Grogot itself, P5 activities have compiled project modules and implemented them according to the conditions of the students and the school environment. The project module is flexible where education units are allowed to add or reduce the number of components according to their respective contexts (Farhana, 2023).

The time allocation for project implementation itself has adjusted to government regulations, which is around 360 JP per year for class VII junior high school level (BSKAP, 2022). Even though P5 activities have started to be implemented in schools, the implementation itself is still not optimal because it is still constrained by the understanding and tight schedule of each teacher. The preparatory phase for the current education unit in implementing the Pancasila Student Strengthening Project itself is only entering its initial stage where teachers are still in the stage of understanding the P5 concept and the school is still carrying out the project internally (not involving outsiders). From the results of the interviews, the informants did not find any obstacles or difficulties in using learning resources.

Table 1: Completeness of project module components

Component	Sub-Components	Information
General information	The personality of the module author	Available
	Facilities and infrastructure	Available
	target students	Available
	Appropriateness of themes and topics for educational units	Available
Core components	Program overview	Available
	The dimensions and sub-elements of the Pancasila Student Profile are related	Available
	Specific goals for the level	Available
	General program action flow	Available
	Assessment	Available
	Trigger question	Not available
	Enrichment and remedial	Not available
	Student and teacher reflection	Available
Attachment	Teacher worksheet	Available
	Teacher and student reading materials	Available
	Glossary	Not available
	bibliography	Not available

In the process of implementing the Pancasila Student Profile Strengthening Project (P5), researchers also examined how students responded to the Independent Curriculum in science learning, as well as what were the driving factors and inhibiting factors in implementing the Independent Curriculum in science learning at SMP Negeri 1 Tanah Grogot. The more complete explanation is described as follows:

1) Student responses to the implementation of the independent curriculum in science learning

Response is a response or impression after someone has made an observation of an discovery activity to create a good or bad attitude (Khairiyah, 2019). Student responses are student responses and reactions given during learning takes place (Aisyah *et al.*, 2016). Students at SMP Negeri 1 Tanah Grogot have different responses related to the implementation of the Independent Curriculum in Science Learning which is carried out by the teacher.

Some student responses were obtained from the results of interviews conducted by researchers with 10 students with different cognitive levels and learning styles about learning science in class VII with the Independent Curriculum. The students who were interviewed showed a fairly good response, where they showed a liking for how science learning was taught by the teacher. The students mentioned that the science lessons they took were enjoyable, even though some students could not understand the material easily.

Some of the students who were interviewed preferred narrative material, while some others claimed to prefer computational material. Some students show a positive response to learning by preparing themselves before the start of learning takes place, such as by

starting to read the material first, completing assignments on time given, and by preparing books and stationery to record the material to be delivered. In terms of the application of learning methods, most students prefer to be explained directly by the teacher, some others prefer writing, practicum or projects, and do not like getting assignments to read.

The results of the interview above show that in general students have a positive response to learning science using the Independent Curriculum. Then, each student has their own characteristics in learning science, some have more potential in the field of calculations and some are more inclined to memorize material. In addition, there needs to be differentiated learning to be able to adjust the learning style of each student.

2) The supporting factors for science learning use the implementation of the independent curriculum

The learning process can occur with the presence of supporting factors in the implementation of science learning using the implementation of the Independent Curriculum at SMP Negeri 1 Tanah Grogot which can be divided into 2 factors, namely, internal and external supporting factors. Internal supporting factors include, namely, that the majority of teachers in schools are young teachers who want to train themselves and are qualified and master the use of technology and information, as well as motivation within the teacher to be able to provide a pleasant learning experience for students. While the external supporting factors include the existence of independent training for teachers who do not require leaving the area, then by prioritizing an adequate internet network so that if there are learning media that require the internet there are no obstacles.

3) Factors inhibiting science learning using the implementation of the independent curriculum

In addition to the supporting factors in the process of implementing the independent curriculum, there are also inhibiting factors in the implementation of science learning using the implementation of the Independent Curriculum at SMP Negeri 1 Tanah Grogot divided into internal and external inhibiting factors. Internally inhibiting factors, namely teachers still do not really understand how to implement the Independent Curriculum in schools, especially the implementation of the Pancasila Student Profile Strengthening Project, obstacles in dividing the P5 implementing teacher team due to the small number of teachers, as well as obstacles in adjusting teaching schedules and differences in learning systems between grade 7 which uses the Independent Curriculum and grades 8 and 9 which are still in stages.

While external inhibiting factors are additional tasks that take up quite a bit of time which makes it difficult for teachers to develop knowledge and also the ability to be able to learn and implement the Independent Curriculum. As well as being a supporting factor, self-training can also be an inhibiting factor because it can cause misunderstanding of teachers. However, this can be overcome by holding discussions between teachers during the MGMP. If at the time the MGMP is not carried out on a regular basis it can lead to continuous misunderstandings. it could have been overcome by holding discussions between teachers during the MGMP. If at the time the MGMP is not carried out on a regular basis it can lead to continuous misunderstandings. it could have been overcome by holding discussions between teachers during the MGMP. If at the time the MGMP is not carried out on a regular basis it can lead to continuous misunderstandings.

Figure 3: Observing students

CONCLUSION

After finding the research, there are 3 programs held at SMP Negeri 1 Tanah Grogot. 1) Education Unit Operational Curriculum (KOSP), (2) Learning Processes and Tools in Science Subjects (intracurricular), and (3) Implementation of Projects to Strengthen Pancasila Student Profiles (P5). This strategy was implemented to strengthen the character of students who compete with the Independent Curriculum learning method. When the implementation of the program went well, apparently there were still students who sometimes did not remember implementing the

program recommended by the teacher. Therefore, teachers always carry out programs with various innovations so that programs are implemented smoothly and the objectives of the independent curriculum can be achieved for students' characters to become stronger.

Internal supporting factors, namely the majority of young teachers who want to train themselves, master the use of information technology, as well as motivation within the teacher to be able to provide a pleasant learning experience for students. While the external supporting factors include the existence of independent training for teachers and the presence of fellow teachers, principals, and school supervisors who are members of the learning community. As for the inhibiting factors, namely teachers still do not understand how to implement the Independent Curriculum in schools, especially the implementation of the Pancasila Student Profile Strengthening Project, inadequate teacher resources, and obstacles in adjusting teaching schedules and differences in learning systems between grade 7 using the Independent Curriculum and grades 8 and 9 which is still in stages.

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