

Analysis of the Implementation of the Independent Curriculum in Elementary Schools in Indonesia

Muhammad Fuadi^{1*}, Teuku Zulfikar², Sehat Ihsan Shadiqin³

Abstract

This research is a systematic literature review on implementing the Independent Curriculum in Elementary Schools in Indonesia. The method used in this study is qualitative, with data collection techniques using the library research method. The results of this systematic literature review research: The implementation of the Independent Curriculum was introduced to provide flexibility to schools in designing curricula that align with local needs and student development. In its implementation, the Pancasila student profile strengthening project is a co-curricular activity and does not need to be mapped to achieve Learning Outcomes. Then, the principles of the Pancasila student profile strengthening project are holistic, contextual, student-centered, and exploratory.

Keywords: *Implementation, Independent Curriculum, Elementary School*

History:

Received : 03 Dec 2023

Revised : 11 Dec 2023

Accepted : 13 Nov 2023

Published : 17 Dec 2023

¹MTsN 3 Pidie Jaya

^{2,3}Universitas Islam Negeri Ar-Raniry Banda Aceh

*Author Correspondent: presfuadi@gmail.com

Publishers: LPM IAIN Shaykh Abdurrahman Siddik Bangka Belitung, Indonesia

Licensed: This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Introduction

The development of the world of education from year to year continues to change, along with the challenges in preparing quality and competitive human resources in the global era (Mulia & Wahyu, 2020; Rusman, 2022). One of the problems faced by the Indonesian nation is the low quality of education at every level in the education unit (Herawan, 2017). International studies such as PISA (Programme for International Student Assessment) say that education in Indonesia has experienced a crisis that has lasted for quite a long time but has not improved. PISA scores in reading and math show that 70% of 15-year-olds are below minimum competence. Of the 41 countries, Indonesia's average reading, mathematics, and science scores are ranked 40th (Data, 2023).

Therefore, the Government continues to strive to improve the quality of national education by improving the curriculum (Hidayat, 2013). Curriculum implementation in Indonesia has undergone various changes and improvements, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised curriculum 1994), 2004 (Competency-Based Curriculum), and 2006 curriculum (Education Unit Level Curriculum), and in 2013 the Government through the Ministry of National Education changed to the 2013 Curriculum and in 2018 there was a revision to Curriculum 13 Revision (Ulinniam et al., 2021).

The Government, through the Ministry of Education at the end of 2019, launched the "Free Learning" policy to overcome the current problems in the world of education. Merdeka Belajar

focuses on developing students' potential by adjusting their needs to be more creative and innovative and keep up with the times. Then, it also issued a policy to develop the Independent Curriculum, which was given to education units as an additional option to restore learning during 2022-2024. The essence of Merdeka Belajar is to explore the greatest potential for teachers and students to innovate and improve the quality of learning. Therefore, equitable access to technology is necessary (Alam et al., 2020).

In independent learning, teachers and students are fully trusted in the learning process (Mulyasa, 2006). The presence of the Merdeka Belajar curriculum gave birth to four policy points, including (1) the abolition of the National Standard School Examination (USBN), (2) replacing the National Examination (UN) with the National Assessment, (3) simplifying the learning implementation plan (RPP), and (4) accepting new students (PPDB) more flexibly.

The existence of the IKM program is expected to be able to change the national education system for the better. Therefore, it takes the development of innovative thinking by teachers so that the desired goals can be achieved. Teachers and students are fully trusted in learning (Mulyasa, 2021; Susanti et al., 2022). Independence does not mean being free to carry out teaching activities without academic control (Rahman et al., 2023). Freedom of learning means independence for the educational environment in determining the best method in the learning process. Through independent learning, schools/madrasahs are given the right to design learning orientation patterns that will be developed and implemented according to the needs that occur in the public based on the national curriculum (Langke, 2021).

The implementation of the independent curriculum in the independent curriculum structure is divided into intracurricular and extracurricular activities and the Strengthening the Profile of Pancasila Students (P5) Project (Khairiyah et al., 2023). Implementing the independent curriculum aims to achieve the characteristics of the Pancasila student profile. The formation of the behavioral profile of Pancasila students is very important because of the State Basis of the Republic of Indonesia and its integration into the independent curriculum, both intracurricular, co-curricular, and extracurricular. This study was conducted to provide a literature review on implementing the independent curriculum in elementary schools in Indonesia, how the school carries out the implementation strategy, and the challenges faced in its implementation, both management and collaboration with stakeholders in the education unit to realize the profile of Pancasila students.

Method

This research uses the SLR (Systematic Literature Review) method, commonly called systematic literature review. SLR is a method used to identify, evaluate, and interpret all research question results that can answer predetermined questions (Hidayat et al., 2019). In this SLR method, researchers review journals according to prescribed steps and collect data obtained and collected through journals, books, websites, and literature sources mentioned in the regulations during the completion of research and other sources (Zuhriah et al., 2023).

The researcher's first step is to identify the topic to be researched. The researcher chose "Implementation of the Independent Curriculum" as the topic for the research. Literature review data was collected by searching Google Scholar articles using the Publish or Perish (PoP) application with the keyword "Implementation of the Independent Curriculum in Elementary Schools." Researchers limit the number of articles to 100 in 2019-2023. After that, researchers go through the selection stage and filter the content of the articles one by one. Based on the analysis, 25 articles that met the established criteria were identified. Researchers then selected six papers from various journals relevant to the research topic, which were comprehensively reviewed, analyzed, and revised.

Results and Discussion

The data search results have found several research articles that discuss the implementation of the independent curriculum in elementary schools. Table 1 describes the results of a review of articles related to this topic.

Table 1. Results of Research Article Analysis

No.	Researchers and Years	Journal	Heading	Results and Conclusions
1	(Sumarsih et al., 2022)	Jurnal Basicedu	Analysis of the implementation of the independent curriculum in schools Elementary school mover	The study results found an independent curriculum, a guideline for driving schools and fostering students with noble character, independence, critical thinking, creativity, cooperation, and diversity. The role of the principal encourages different types of participation, unique programs, and many innovations.
2	(Heryahya et al., 2022)	JOEAI (Journal of Education and Instruction)	Analysis of Primary School Teacher Readiness In the implementation of the Independent Curriculum	Teachers understand the essence of the Independent Curriculum policy, which can be understood in formulating learning objectives by integrating the value of the Pancasila student profile. Then, it also identifies various kinds of potential in students.
3	(Ummu Khairiyah et al., 2023)	ELSE (Elementary School Education Journal)	The phenomenon of implementing an independent curriculum in the formation of the character profile of Pancasila students of elementary school students	To realize the character of the Pancasila student profile can be implemented through activities in the school environment and through the Pancasila Student Profile Strengthening Project (P5). The successful character of the Pancasila student profile occurs when teachers can apply differentiated learning in educational units.
4	(Eva Dwi Endah Silvia et al., 2023)	Journal sipena	Vi-Implementation of an independent learning curriculum based on character education that cares for the environment in adiwiyata schools	Eco-friendly behavior strategies encourage student character development, including consistently implementing school norms and culture. In autonomous education, character paying attention to nature in the teaching process according to the curriculum has a great influence on the character-building process.

5	(Izzatil Muna et al., 2023)	Jurnal Profesi Keguruan	Implementa-tion of the In-dependent Curriculum in Mathematics Subjects at SD Nasima Semarang City	Implementing the Merdeka Curriculum in mathematics education at SD Nassima Semarang was successful from the planning, implementation, and evaluation stages. However, several obstacles remain to implement the independent curriculum, including limited teacher capacity and time for mathematics education in the Pancasila student awareness project. For this reason, the preparation and planning of the Merdeka curriculum must be carried out carefully so that there are no obstacles. For the Merdeka curriculum to be implemented optimally, there must be a good exchange of experiences with teachers through learning communities.
6	(Nina Indriani et al., 2023)	Khazanah Pendidikan Ilmiah Kependidikan	Implementa-tion of the in-dependent learning curriculum in the formation of the disciplinary character of students in elementary schools	The Merdeka Belajar curriculum is used as policy training to restore the importance of conducting assessments. The concept of Merdeka Belajar is part of the return of the national education system by the law, especially by guaranteeing school autonomy and linking the core competencies of the curriculum and their impact on disciplinary character education. They are used as an object. Therefore, it is important to develop a disciplined character and encourage the growth of good moral values.

From the literature analysis, it was obtained that the implementation of the independent curriculum is an effort to inform Indonesian education by integrating the value of the Pancasila student profile both in learning carried out by teachers and in the project of strengthening the Pancasila student profile implemented by the education unit. The Merdeka Curriculum is flexible and provides flexibility for schools to explore based on their facilities, infrastructure, and input. It also allows teachers to deliver learning materials meaningfully (Research & Education, 2022).

Implementing the Merdeka Curriculum in elementary schools in Indonesia involves several factors that influence its implementation. The Merdeka Curriculum was introduced to provide flexibility to schools in designing curricula more aligned with local needs and student development. Here are some aspects to consider in analyzing its implementation: Curriculum Flexibility, where the Independent Curriculum is designed to provide flexibility to schools in determining subject matter, teaching methods, and assessments appropriate to student characteristics and local needs. How well schools implement this flexibility can affect the success of implementation.

Then, the readiness of teachers to understand and implement the Independent Curriculum is very important, starting with understanding Learning Outcomes and Learning Objectives Flow to make Teaching Modules so that students can feel the impact. To support all that, adequate

training and development of resources need to be available so that teachers can adapt the curriculum well to achieve the goals of the curriculum. The periodic evaluation process is important for curriculum implementation to determine how the curriculum is successful and can be adjusted to student needs and educational development.

In implementing the Independent Curriculum, essays must be integrated into the value of the Pancasila student profile both in learning and in projects carried out in schools. Pancasila Student Profile is a program with an independent curriculum that aims to improve the quality of education through character education through intracurricular and extracurricular learning, school culture, and work culture (Safitri et al., 2022). The Pancasila Student Profile strengthening project provides opportunities for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. In this reinforcement project, students can explore and understand important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, etc., so that students can take concrete actions in answering these issues according to their learning stages and needs. This theme can change yearly, as determined by the central Government (Kemdikbud), based on prioritized issues.

Based on the Ministry of Education and Culture (Kemendikbud, 2022), the dimensions of the Pancasila student profile of skills and traits must be possessed by Indonesian students based on six dimensions of the Pancasila student profile, namely: 1) Faith, Fear of True Source, and Noble Morals. There are five key elements of faith, fear of the True Source, and noble character, namely: Religious morals, (b) Personal morals, (c) Morals to man, (c) Morality to nature, (d) State morals, 2) Global diversity. Indonesian students maintain a noble culture, place, and identity and always keep an open mind in interacting with other cultures and countries, thus fostering a sense of tolerance and enabling the formation of a positive, non-contradictory, and noble culture of the Indonesian nation (Nur et al., 2023). There are six key elements that learners must achieve: (a) Know and appreciate the culture of the Indonesian nation and the world; (b) Intercultural communication and interaction; (c) Reflection and responsibility for the experience of diversity; (c) Social justice; 3) Work together. Indonesian students must have the ability to collaborate, care for, and share among others; 4) They must be independent. Students must be able to self-regulate and understand themselves and situations to be able to take responsibility for learning and their environment; 5) Critical reasoning. It has become necessary for learners to acquire and process information and ideas, then analyze and evaluate reasoning and reflect and evaluate their thinking. 6) Be creative. Indonesian students are expected to be able to produce original ideas, original works, and actions and have flexibility in thinking to find alternative solutions to problems.

The Pancasila Student Profile strengthening project is designed to strengthen efforts to achieve competence and character through the Pancasila student profile, which is prepared based on the Graduate Competency Standards. The implementation is carried out flexibly, in terms of load, activities, and implementation time and is designed separately from intracurricular activities. Project objectives, content, and learning activities do not have to be tied to extracurricular goals and subject matter. In its implementation, it must meet the principles of the Pancasila Student Profile Strengthening Project, namely:

1. Holistic

Holistic means looking at something as a whole and comprehensive, not partial or incomplete. In the context of designing the Pancasila Student Profile Strengthening Project, a holistic framework encourages us to examine a theme as a whole and see the connection of various things to understand an issue in depth. Therefore, each project theme is not a thematic forum that gathers various subjects but rather a place to integrate various perspectives and knowledge content in an integrated manner. In addition, a holistic perspective also encourages us

to see meaningful connections between components in project implementation, such as students, teachers, schools, communities, and the realities of daily life.

2. Contextual

Contextual principles are related to efforts to base learning activities on real experiences faced in daily life. This principle encourages teachers and students to make the surrounding environment and the reality of daily life the main material of learning. Therefore, as organizers of project activities, schools must open space and opportunities for students to explore various things outside the scope of school. The project themes presented as much as possible can touch local problems in their respective regions. By basing the project on real experiences faced in daily life, it is hoped that students can experience meaningful learning to improve their understanding and abilities actively.

3. Exploratory

The exploratory principle relates to opening up a wide space for inquiry and self-development. The Pancasila Student Profile Strengthening Project is not in an intracurricular structure related to various formal schemes of subject arrangement. Therefore, this project has a wide area of exploration regarding the range of subject matter, time allocation, and adjustment to learning objectives. However, it is expected that teachers can still design project activities systematically and structurally to facilitate their implementation in planning and implementation. The exploratory principle is also expected to encourage the role of the Pancasila Student Profile Strengthening Project to fulfill and strengthen the abilities that students have gained in intracurricular lessons.

4. Learner-centered

The student-centered principle relates to learning schemes that encourage students to become learning subjects who actively manage their learning process independently. Teachers are expected to reduce their role as the main actors in teaching and learning activities that explain a lot of material and provide a lot of instruction. Instead, teachers should be facilitators of learning that provide plenty of opportunities for students to explore things at their prompting. The hope is that each learning activity can hone students' ability to take initiative and increase their power to make choices and solve problems.

The implementation of the Independent Curriculum has been very good and produces fun learning, and this can be seen from some literature analysis practices that have been researched. Moreover, the presence of the project to strengthen the profile of Pancasila students produces rusty and valuable students in accordance with Indonesian culture and world development so that they are expected to be able to adapt and face challenges in the future.

Conclusion

Based on literature studies from several sources that have been found above, it can be concluded that the implementation of the independent curriculum in elementary schools is an approach that gives schools more freedom to design curricula that suit the needs of students and their environment. Then, there is the Pancasila student profile strengthening project, a learning method where students learn by being actively involved in the real world and personally meaningful projects. This project provides opportunities for students to learn in different learning situations (in more informal situations, flexible learning structures, more interactive learning activities, and directly involved with the surrounding environment) and across subjects to strengthen character and general competencies (transversal or general competencies).

Reference

- Alam, M. N., Alam, M. S., & Chavali, K. (2020). Stock Market Response During COVID-19 Lockdown Period in India: An Event Study. In *Journal of Asian Finance, Economics, and Business* (Vol. 7, Issue (7)).
- Bernadeta Mulia, Yuliana Wahyu, L. N. (2020). Peran Guru Dalam Menyiapkan Mental Siswa Di Era Revolusi Industri 4.0. *Journal Literasi Pendidikan Dasar*, 1(1), 56–64.
- Data, O. (2023). *Selected indicators for Indonesia*. <https://data.oecd.org/indonesia.htm>
- Herawan, E. (2017). PENGENDALIAN MUTU PENDIDIKAN: KONSEP DAN APLIKASI. *Jurnal Administrasi Pendidikan*. <https://doi.org/10.17509/jap.v13i1.6384>
- Hidayat, R., Rahmatudin, J., & Sriwahyuni, A. (2019). KONTRIBUSI MODEL PEMBELAJARAN PROBLEM BASED LEARNING TERHADAP KEMAMPUAN. 1(2), 32–40.
- Hidayat, S. (2013). *Pengembangan Kurikulum Baru* (p. 27). Remaja Rosdakarya.
- Khairiyah, U., Asmara, B., Lamongan, U. I., Surabaya, U. M., Nahdlatul, U., Surabaya, U., Surabaya, U. N., Terbuka, U., Pancasila, P. P., & Khairiyah, U. (2023). SISWA SEKOLAH DASAR ELSE (*Elementary School Education*. 7(2), 172–178.
- Langke, R. (2021). Implementasi merdeka belajar di Madrasah. *Journal of Islamic Education Leadership*, 1(2), 125–135.
- Mulyasa. (2006). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan* (p. 11). Remaja Rosdakarya.
- Mulyasa. (2021). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan* (p. 39). Remaja Rosdakarya.
- Nur, D., Rahayu, O., Sundawa, D., Sosial, I. P., Pendidikan, F., Pengetahuan, I., Indonesia, U. P., Barat, J., Pendidikan, M., & Esa, Y. M. (2023). *Profil pelajar pancasila sebagai upaya dalam membentuk karakter masyarakat global*. 14(1), 14–28.
- Penelitian, J., & Pendidikan, I. (2022). *Implementasi kurikulum merdeka dalam pembelajaran pendidikan agama islam*. 1, 44–48.
- Rahman, M., Santoso, R., Nurhayati, N., Fazalani, R., & Alfiyanto, A. (2023). LEARNING STRATEGIES FOR THE MERDEKA BELAJAR CURRICULUM IN THE ERA OF SOCIETY 5.0 FOR OUT-OF-SCHOOL EDUCATION STUDENTS OF GORONTALO STATE UNIVERSITY. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(2), 5475–5478.
- Rusman. (2022). Tantangan Sumber Daya Manusia di Era Globalisasi. *Ilmiah Ilmu Manajemen*, 1(2), 78–84.
- Safitri, A., Wulandari, D., & Herlambang, Y. T. (2022). *Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia*. 6(4), 7076–7086.
- Susanti, Y., Guntur, M., Jaya, R., Rais, R., Alfiyanto, A., & Hidayati, F. (2022). Pengorganisasian Kelas dalam Pembelajaran Daring Masa Pandemi di MI. *At-Tafkir*, 15(1), 82–97. <https://doi.org/10.32505/at.v15i1.4352>
- Ulinniam, Hidayat, Ujang Cepi Barlian, & Yosol Iriantara. (2021). Penerapan Kurikulum 2013 Revisi di Masa Pandemi pada SMK IBS Tathmainul Quluub Indramayu. *Jurnal Pendidikan Indonesia*, 2(1), 118–126. <https://doi.org/10.36418/japendi.v2i1.74>
- Zuhriah, A., Khilmiatuzzahroh, H., Ta, I., Laelatul, J., & Putri, F. (2023). *Analisis Implementasi Pembelajaran Berdiferensiasi di Sekolah Dasar*. 1(1).