



Teacher's Perspective on Implementation of Independent Curriculum in School of Activator

Ujang Syarip Hidayat^(✉), Septiana Putri Juariyah, and Aulia Rahma

Elementary Teacher Education, Nusa Putra University, Sukabumi, Indonesia
{ujang.syarif, septiana.putri_PGSD18, aulia.rahma_PGSD18}@nusaputra.ac.id

Abstract. The goal of this research was to gather data, identify, and analyze the teacher's perspective on implementing the Independent Curriculum of the school of activator where the presence of the Independent Curriculum led to various responses and responses from education stakeholders. The researcher uses the descriptive-qualitative research method with the aim of providing an overview or information about a condition that occurs. Interviews and observations were used as data collection techniques in this study. The findings show that teachers in Sukabumi elementary schools have a positive outlook and receive positive feedback, despite a lack of understanding of the meaning and implementation of the Independent Curriculum. In the future, various strengthening and special training will be required for teachers to equip them with the meaning and implementation of the Independent Curriculum. The Independent Curriculum is a form of improvement from the 2013 Curriculum initiated by the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia by offering various advantages including being more flexible, simple, and in-depth with a focus on essential materials and developing student competencies. The Independent Curriculum brings fresh air to improve education in Indonesia, which is experiencing a variety of learning crises as a result of the COVID-19 pandemic.

Keywords: teacher's perspective · independent curriculum · independent learning · school of activator

1 Introduction

Education provides lessons that are so important for humans about the world around them, developing perspectives in looking at life. Real education comes from the lessons our life teaches us. Therefore, many governments recommend good education starting at an early age, so that when they grow up, they have good Human Resources (HR). Education can erase wrong beliefs in our minds. It can also help in creating a clear picture of things around us, it can also clear up all confusion. People with high education usually will be wiser in solving a problem, this is because they have studied the science of education in life [1].

© The Author(s) 2023

P. Hartanto and J. Suprapmanto (Eds.): ICEHoS 2022, ASSEHR 763, pp. 200–208, 2023.

https://doi.org/10.2991/978-2-38476-088-6_23

Through education, a person can develop knowledge, insight, values, and character even though some are inherited from culture. The new educational model is delivered through the implementation structure of the school program, in particular, the program to promote the transition of educational units to improve the learning outcomes of students who take part in good education in terms of cognitive (literacy and computing) and non-cognitive (character) competencies to achieve the Pancasila Student Profile [2]. The Pancasila student profile is the character and abilities that are built in everyday life and live in each student through school culture, intracurricular, cocurricular, and extracurricular learning [3].

Education always takes place at home as well as at school. At home parents are the main teachers of Education and at school, Teachers are the main educators. No matter how sophisticated technology is, it cannot replace the role of the teacher because the touch of the teacher to students has a uniqueness that technology cannot provide. Teachers must continue to study and learn in order to keep up with the rapid advancement of technology following technological developments so that their knowledge is updated and does not lag behind students in terms of the use and utilization of technology. Teachers must be able to guide and direct students in using technology effectively in order to benefit the learning process [4].

The curriculum is a necessary device for supporting the learning process at every level of education. The development of the times is often the background for changes and improvements to a curriculum. This, of course, was not immediately done without a clear reason, with various considerations to answer various educational problems that occurred at that time such as the learning crisis and learning loss which for several years occurred as a result of the impact of the COVID-19 pandemic which paralyzed various sectors. Life in the world, including the education sector. This pandemic period forced 1.7 billion students to undergo learning that was not done directly and encountered various difficulties and losses in learning [5].

Responding to these problems, so that education in Indonesia continues to run as it should, the Indonesian government through the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI) does not remain silent by making breakthroughs and new steps as a form of optimizing learning. The Ministry of Education and Culture, Research and Technology RI initiated a new curriculum as a form of improvement from the previously implemented curriculum. The curriculum is the Independent Curriculum. The Independent Curriculum's main focus is the achievement of concrete learning outcomes, namely the achievement of behavioral knowledge, abilities, and results. In addition, this new curriculum is considered capable of adapting to existing problems because the nature of this curriculum is carried out with flexibility or flexibility [6].

The concept and direction of the new curriculum which is an antidote to the problems that occur in Indonesian education are experiencing various challenges that are both support and rejection from all elements of education. The new curriculum which is considered rushed must be taken from the positive side of this policy. In addition, if viewed from the essence of the difference between the new curriculum and the previous curriculum, namely the 2013 curriculum, it is found that there are differences in the mandate or structure of the two curricula. The 2013 curriculum carries the mandate

of a science-based approach or a scientific approach (scientific approach) while the independent curriculum carries the mandate of a project-based learning approach [7]. Each curriculum has its framework that provides a sublime foundation for character development. However, the manifestation of character can occur when students can learn from experience, learning can be done with project-based learning which is included in the mandate of the Independent Curriculum [8].

The Independent Curriculum is considered capable of restoring and restoring the position of teachers with such flexibility. The freedom of teachers in the learning process is the meaning of independence in real learning. The system of this curriculum is to provide the widest opportunity for teachers to design learning according to the characteristics of students. This curriculum can remove the stigma circulating in the community which says that teachers must “deposit” learning outcomes according to the competencies set by the curriculum [9]. The implementation of education with flexibility is needed in Indonesian education which seems to have many regulations in its implementation. The Independent Curriculum can be a solution so that education is not shackled to the old paradigm because the hallmark of this new curriculum is to uphold flexibility between schools, educators, and students in learning [7]. The implementation of this flexible independent curriculum is where students are given the freedom to be independent in choosing elements of education by emphasizing democracy in education [10].

Based on the above background, this study discusses the teacher’s perspective in implementing the Independent Curriculum at the School of activator.

2 Methodology

In this study, researchers used descriptive qualitative research methods. The use of qualitative descriptive methods aims to reveal an event or fact, provide a description, or information, and analyze a certain condition or situation. The technique used in this research is interview and observation with data collection using a random sampling technique. A qualitative descriptive research method is a research method based on postpositivism philosophy that is used to investigate the condition of natural objects (as opposed to experiments) [11].

3 Literature Review

A. Definition of Curriculum

The curriculum has an understanding expressed by experts, the curriculum is a series of plans that are structured to guide learning in schools such as documents, general levels, the actualization of plans in class, and student experiences that have been recorded by experts so that the experience is implemented in the learning environment and influences the learning process was learned. The curriculum includes all lessons planned and implemented by the school to achieve educational objectives [12].

A curriculum is a required tool that serves as a guide in the implementation of education and learning in schools. The curriculum was created as a reference for developing the quality of education of the times. The curriculum changes that occur are intended as

an effort to adjust the characteristics of education with various challenges and opportunities in the context of adjusting to the times that continue to change rapidly [7]. The urgency of implementing education is very essential because state education can build a communal community with a high civilization, namely a civilization that is flexible and able to think progressively and has a personality based on a cultured character [13]. The Independent curriculum is a breath of fresh air for the improvement of education in Indonesia, which had slumped during the COVID-19 pandemic, although its global effectiveness still needs to be proven. The idea of developing the Independent Curriculum originated from several shortcomings in the 2013 Curriculum, including too dense material, rigid implementation, and boring material [14].

B. Curriculum Development in Indonesia

The curriculum changes and develops from time to time according to the conditions and situations at that time. The 1947 curriculum was called the 1947 Lesson Plan with the influence of the Dutch and Japanese colonial education systems. The atmosphere of fighting spirit for independence makes education emphasize the formation of sovereign and independent human character in line with other nations [15].

The 1952 curriculum was called the 1952 Unraveled Lesson Plan with the national education system. The characteristic of the curriculum is that the content of learning is associated with everyday life. The 1964 curriculum is called the 1964 Education Plan, which has the characteristics that the government wants the people to get academic education from the elementary school level, learning is directed at moral, intelligence, emotional, personality, and physical development. The 1968 curriculum changed, and the development aimed at the previous year changed to fostering the spirit of Pancasila, basic knowledge, and special skills. Want people to have a strong personality, be physically fit, and enhance intelligence, physical, moral, character, and religious beliefs.

Continued on the 1975 curriculum which has a goal-oriented, integrative, effective, and efficient approach in both power and time, adheres to the development of PPSI (Instructional System Development Procedure) with the goal of achieving specific goals that can be measured and formulated in the form of student behavior, influenced by behavioral psychology by emphasizing stimulus-response or question-answer. The 1984 curriculum is oriented towards instructional objectives so that learning must be efficient and effective. This curriculum uses the CBSA approach which provides opportunities for students to be physically, mentally, intellectually, and emotionally involved in order for students to have the best learning experience possible. The material used uses a spiral technique where the higher the grade, the deeper and deeper the understanding. The material presented is adjusted to the readiness of students. The 1994 curriculum changed the semester students to a quarterly system whose division was divided into three stages because children would get enough material.

A competency-Based Curriculum is a set of plans about competencies and learning that must be achieved by students, assessments, teaching and learning activities, and empowerment of educational resources in developing school curricula. The characteristics of this curriculum are emphasizing the achievement of student competence, oriented to learning systems and diversity, varied learning delivery, utilizing other learning resources that meet educational standards, and process evaluation and results of student achievement competence.

The 2005 curriculum called the KTSP curriculum (Education Unit Level Curriculum) implements existing regulations, but the essence of the content and direction of development leads to the achievement of the competency package, not whether or not the project matter is completed as characterized by the competency-based curriculum. The KTSP curriculum provides an opportunity for schools to prepare their education plans with predetermined standards such as standard objectives, curriculum structure, content, and education to the syllabus.

The 2013 curriculum has differences from the KTSP curriculum where the competency standards are changed to core competencies, developing scientific knowledge (observing, asking questions, gathering information, associating, and communicating) and authentic assessment on evaluation [15].

C. Independent Curriculum

Until now, the curriculum in Indonesia has often undergone several changes to improve the previous curriculum and adapt it to the needs of the times at that time. Changes in the curriculum should answer various educational problems for the sake of progress in improving the quality of education. This is because education is a way for its citizens to have knowledge and noble character values [7]. To answer all challenges in education, the Ministry of Education and Culture of the Republic of Indonesia launched a curriculum program called the Independent Learning Curriculum. This new curriculum aims to restore the dignity and worth of education due to the lack of optimal learning (Learning Loss) and less than optimal learning as a result of the COVID-19 pandemic.

The Independent Curriculum is a curriculum with a variety of intracurricular learning opportunities in which the content is optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the freedom to select various teaching tools in order to tailor learning to students' learning needs and interests [16]. Learning activities in the Independent Curriculum are carried out by the achievements of students. Learning activities are not generalized, but there is a need for adjustments to the level of students. So that learning is carried out more flexibly according to the abilities of students [17].

The Independent Curriculum has several advantages over the 2013 Curriculum, including providing a wider space for teachers and students to be creative and decide on learning priorities (essential material); education units and teachers have the authority to develop curriculum and its completeness according to the needs and context of the school at this stage enabling schools to develop curricula by the potential of the surrounding environment so that links and matches of graduates will appear, and administratively there is no coercion in its implementation so the education unit can decide whether to apply or not according to the capabilities and readiness they have [14].

An independent curriculum is defined as a learning design that allows students to study in a calm, relaxed, fun, stress-free, and pressure-free environment, allowing them to demonstrate their natural talents. Independent learning emphasizes independence and creative thinking. The start of the school of activator program is one of the programs presented by the Ministry of Education and Culture in the launch of independent learning. This school program is intended to assist each school in developing a generation of lifelong learners who are as unique as Pancasila students. All of this necessitates the role of a teacher [18].

D. Elementary School Teachers' Perspectives in Implementing the Independent Curriculum of School of Activators

The role and challenges of teachers are a major concern in the existence of a new curriculum policy. Teachers play an important role in improving learning quality by implementing the new curriculum. Creating effective, meaningful and quality learning is the role and function of a teacher. To create quality learning, teachers need to carry out a learning and assessment process that prioritizes mastery of knowledge, attitudes, and skills possessed by students. In addition, teachers also need to hold the principles of objectivity, comprehensiveness, and continuity and refer to goals. In implementing this, teachers need to work together with educational institutions to make breakthrough innovations in managing to learn with new curriculum policies, especially during the pandemic. However, there are still teachers who do not have critical awareness in understanding the nature of the teacher's role in learning so they do not have a progressive, adaptive, and futuristic attitude towards life and the times.

Teachers who do not have such critical awareness will find it difficult to develop learning with this new curriculum policy because the COVID-19 pandemic's impact on education is still being felt. And must be addressed, one of which is the teacher's role as the door of education. In realizing their roles and functions, teachers can actively involve all components of education, from internal components such as the implementation of new curriculum policies to external components, namely creating an educational environment. The involvement of each of these components can work well if there is good cooperation in motivating fellow teachers in the scope of education. In addition, cooperative relationships are used to reflect on themselves in implementing learning following changes in the new curriculum [7].

4 Results and Discussion

In this study, the population is the educators of one of the elementary schools in the Cicantayan sub-district, Sukabumi district. The population is an object generalization area with specific qualities and characteristics chosen by the researcher to be studied and from which conclusions are drawn [19]. Meanwhile, the sampling technique used in this study was random sampling, which involved randomly selecting sample members from the population without regard for the existing strata in the population [19]. The sample of this study was 2 class teachers in one of the elementary schools in the Cicantayan sub-district, Sukabumi district. The sample is a subset of the population in terms of size and characteristics [19].

Based on the findings of this study's interviews and observations, which was located in one of the elementary schools in the Cicantayan sub-district, Sukabumi district, the teachers' responses were positive and enthusiastic about the emergence of the Independent Curriculum which is expected to provide convenience in the implementation of learning which previously had many obstacles during the pandemic. However, not all teachers have a deep understanding of the meaning of the Independent Curriculum. EN class teacher who apply the Independent Curriculum in their classroom learning activities can not conclude whether the implementation of the Independent Curriculum provides answers to all the problems that occur in the world of education as a result of the

COVID-19 pandemic which is still sweeping the world. This is because the implementation has not been around for a week, so it takes time to find out the effectiveness of the implementation of the independent curriculum. Meanwhile, the YG teacher explained that he still did not understand the concept and nature of the independent curriculum. He explained that the lack of understanding was since the implementation of the curriculum in the district was still relatively new and there was no special training to discuss the Independent Curriculum's meaning and its implementation. Previously, teachers at the school were only provided with socialization about changing the 2013 curriculum to the Independent Curriculum which only explained the curriculum changes, so they only studied the Independent Curriculum through various available media, both print media, and various online platforms.

Several elementary schools in Sukabumi Regency have not yet fully implemented the Independent Curriculum. This is in line with the explanation of the Head of the Sukabumi District Education Office, Mohammad Solihin, who said that the Independent Learning Curriculum was required only for contract schools. The Independent curriculum has not been implemented in all schools in Sukabumi Regency [20]. This means that in Sukabumi Regency the implementation of the Independent Curriculum has not been effective. In addition, the teacher also explained that basically there is no discernible distinction between the Independent Curriculum and the previous curriculum., namely the 2013 Curriculum, but it still takes time to adapt and harmonize all related learning components including the role of schools, principals, teachers, and students so that the Independent Curriculum's implementation can be successful and help to alleviate the current learning crisis. In addition to the ineffective implementation of the Independent Curriculum in several Sukabumi schools, the Independent Curriculum is not implemented in all classes at these elementary schools, but only in grade I and grade IV elementary schools which are following Sukabumi Regency regulations.

Learner-centered education focuses on the personalities, experiences, perspectives, backgrounds, talents, interests, capacities, and learning needs of students. New educational strategies should encourage interaction between teachers and students in this context. Creative practice in education should assist learners in working on building their knowledge by defining things that are very important to them, while also strengthening their self-confidence and individuality [21].

5 Conclusion

Based on the various explanations provided above, it is possible to conclude that the curriculum is absolute to be attention material and become a guide in learning. With the changing times so rapidly, the curriculum also changed to keep pace with the changing times that occurred and as an answer to the problems that occurred in Indonesian education. The Independent curriculum, which recently emerged as an improvement from the previous curriculum, has begun to be applied in the implementation of learning in schools in Indonesia. However, in some areas, the implementation is still not effective and comprehensive, such as in several schools in Sukabumi Regency.

The presence of the Independent Curriculum raises various responses and perspectives from education stakeholders. Several teachers at elementary schools in Sukabumi

Regency positively welcomed the presence of the Independent Curriculum which hopes to provide convenience in learning, especially during the current pandemic. However, not all of these teachers have an understanding of the meaning and implementation of the Independent Curriculum which is still quite new and its implementation in Sukabumi Regency is not yet comprehensive. Teachers should have critical awareness regarding curriculum changes that occur and develop learning with the Independent Curriculum policy. The reasons for the lack of critical awareness and understanding of the implementation of the Independent Curriculum are the new implementation of the Independent Curriculum in Sukabumi and the lack of special training to discuss the meaning and implementation of the Independent Curriculum. Various special pieces of training to equip teachers about the Independent Curriculum are required over time in order for the implementation of the Independent Curriculum in Sukabumi Regency to bring about positive changes and be a solution to various problems that arise.

References

1. Angga, C. Suryana, I. Nurwahidah, AH Hernawan, and Prihantini, "Comparison of 2013 Curriculum Implementation and Independent Curriculum in Elementary Schools," *J. basicedu*, vol. 5, no. 4, pp. 2541–2549, 2021, [Online]. Available: <https://doi.org/10.31004/basicedu.v5i4.1230>
2. A. Mutiara, W. Wagiran, and R. Pristiwati, "Development of an Electronic Enrichment Book of Fable Stories Containing Profiles of Pancasila Students The Elements of Gotong Royong as Reading Literacy Media in Elementary Schools," *J. Basicedu*, vol. 6, no. 2, pp. 2419–2429, 2022.
3. I. Nurasih, A. Marini, M. Nafiah, and N. Rachmawati, "The Value of Local Wisdom: A New Paradigm Project for the School of activator Program to Realize the Pancasila Student Profile," *J. Basicedu*, vol. 6, no. 3, pp. 3639– 3648, 2022, doi:<https://doi.org/10.31004/basicedu.v6i3.2727>.
4. HE Mulyasa, *Become a teacher who drives independent learning*. Earth Literacy, 2021.
5. W. Andriani, M. Subandowo, H. Karyono, and W. Gunawan, "Learning loss in online learning during the corona pandemic," in *National Seminar on Learning Technology*, 2021, vol. 1, no. 1, pp. 484–501.
6. M. Suryaman, "Orientation for Independent Learning Curriculum Development," in *National Seminar on Language and Literature Education*, 2020, vol. 1, no. 1, pp. 13–28.
7. Marwah Suhadi, Awalia and Robi'ah, "Teachers and the Challenges of the New Curriculum: Analysis of the Teacher's Role in the New Curriculum Policy," *J. Basicedu*, vol. 5, no. 4, pp. 2247–2255, 2021, [Online]. Available: <https://jbasic.org/index.php/basicedu>
8. L. Sapitri, "Literature Study of Curriculum Applicable in Indonesia During the COVID-19 Pandemic," *Inov. Curriculum*, vol. 160, 2022.
9. AT Daga, "Curriculum Development Policy in Elementary Schools (An Overview of the 2006 Curriculum to the Independent Learning Policy)," 2018.
10. N. Susilawati, "Freedom of Learning and Independent Campus in View of Humanism Education Philosophy," *J. Sikola J. Kaji. Educator. And Learning*, vol. 2, no. 3, pp. 203– 219, 2021.
11. S. Tarsito, "Quantitative, Qualitative and R&D Research Methods," Alf. Bandung, 2014.
12. A. Nurhayati, "Innovation Curriculum: A Study on the Development of Islamic Boarding School Education Curriculum," Tulungagung: Teras, 2010.

13. YT Herlambang, "Ethnic wisdom education in developing character," *EduHumanioral J. Educator. Basic Campus Cibiru*, vol. 7, no. 1, 2015.
14. L. Ayundasari, "Implementation of A Multidimensional Approach in Learning History of the Independent Curriculum," *Sej. and Culture J. History, Culture, and Its Teaching* , vol. 16, no. 1, pp. 225–234, 2022.
15. Azhar, "Development of Curriculum in Indonesia from Classical to Modern," *Angew. Chemie Int. Ed.* 6(11), 951–952. , vol. 13, no. April, pp. 15–38, 1967.
16. DSElementary School, "Independence Curriculum Directorate of Elementary Schools." p. 1. [Online]. Available: <https://ditpsd.kemdikbud.go.id/hal/kurikulum-independen>
17. T. Marlina, "Urgence And Implications Of Implementing Independent Curriculum In Elementary School/Madrasah Ibtidaiyah," In *National Seminar Of Economic Education, 2022*, vol. 1, no. 1, pp. 67–72.
18. R. Rahayu, R. Rosita, YS Rahayuningsih, AH Hernawan, and Prihantini, "Implementation of the Independent Learning Curriculum in School of activators," *J. basicedu* , vol. 6, no. 4, pp. 6313–6319, 2022.
19. PD Sugiyono, "Educational Research Methods: Quantitative, Qualitative, R&D Approaches (26th Printing)," Bandung CV Alf. , pp. 1–334, 2019.
20. CS Timuria, "In Sukabumi Regency, the Independent Curriculum Has Not Been Applied To All Schools," *SuaraSukabumi.id* , 2022. <https://www.Suarasukabumi.id/Pendidikan/pr-5133927371/di-kab-sukabumi-kurikulum-independen-not-yet-applied-to-all-schools> (accessed Jul. 29, 2022).
21. D. Sibagariang, H. Sihotang, E. Murniarti, and UK Indonesia, "The Role of Motivating Teachers in Free Education for Learning in Indonesia," *Din. Educator.* , vol. 14, no. 2, pp. 88–99, 2021.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

