

Implementation of the Independent Curriculum: A Study of Teacher Competence in the Implementation of Learning

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ABSTRACT

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The implementation of an independent curriculum is something new for educators in carrying out the learning process and in conducting evaluations. Not all educators or schools have received socialization of the implementation of the curriculum, so that it raises challenges for the teachers themselves, especially in the aspect of carrying out learning and conducting assessments. The purpose of this study is to measure the level of teacher competence in carrying out learning and how the teacher's skills in assessing students. In this study the data that the authors used were questionnaire, interview and documentation techniques carried out at MAN Kota Bengkulu. The results of the study were analyzed using triangulation. The result is that the application of this curriculum emphasizes the talents and interests of students in developing their potential. The independent curriculum structure at the MA level is divided into 2 phases, namely Phase E class X, Phase F class X and class XI. Education units at MAN Kota Bengkulu can arrange subjects using a subject approach. Assessment of the Independent Curriculum at MAN Kota Bengkulu, there is a written report to parents at least once every 6 months, which contains an overview of children's learning, and reports or verbal communication with parents can be done at any time. The evaluation of the independent curriculum is to strengthen the implementation of authentic evaluation, especially on projects that raise the student profile of Pancasila.

Keywords: Teacher Competence, Independent Curriculum, Learning

INTRODUCTION

The Independent Learning Curriculum can be referred to as a form of evaluation of the 2013 Curriculum, this is as stated from the Ministry of Education and Culture website, that the Independent Curriculum is a curriculum with diverse intracurricular learning, where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. This curriculum is an option for all educational units that are in the process of collecting data are educational units that have the readiness to implement the Independent Learning curriculum. The development of a good curriculum is based on a number of foundations, namely philosophical, sociological, psychological, conceptual-theoretical, historical, and juridical foundations. The chosen philosophical foundation is expected to provide a basis for the development of all potential students to become superior Indonesia human beings as stated in the national education goals. Pancasila is a view of life, the basis of the state, and a national ideology that functions as one of the pillars of Indonesia's national state. In the context of education, Pancasila and the 1945 Constitution have been accepted as the foundation of national education [1].

Freedom of learning is a policy of the Ministry of Education and Culture of the Republic of Indonesia. The Independent Curriculum is implemented with the aim of training students' independence in thinking. The most important essence of freedom of thought is addressed to teachers. If teachers in teaching are not yet independent in teaching, of course students are also not independent in thinking. Teachers also have certain targets from the government such as accreditation, administration, and others. Of course, in this situation, students cannot flexibly develop in learning because they are only fixated on grades. With the existence of independent learning, students can develop their potential according to their talents and interests because students also have different abilities in

absorbing the knowledge conveyed by the teacher [2].

The implementation of the Independent Learning Curriculum, if carried out according to its function, will definitely run well. Learning using the old curriculum with the old method will certainly not be effective and inefficient anymore. In addition to making students not understand learning as a whole, teachers are also confused about how to make students understand the teaching material [3]. The implementation of the Independent Curriculum aims to answer complaints and problems that occurred in the previous curriculum. The implementation of the Independent Curriculum can be seen in schools. The implementation of this curriculum emphasizes the talents and interests of students in developing their potential. The implementation of this curriculum can make students competent according to their fields, and can develop in accordance with the development of science and technology today [4].

Assessment is a general term defined as a process taken to obtain information that is used in order to make decisions about students, curriculum, programs, and educational policies. Assessment is the process of selecting, collecting, and interpreting information to make decisions or assess the weaknesses of a product or program, or the extent to which the success of the chosen approach can solve the problem in order to achieve a goal. In the independent curriculum, there are two assessments or assessments, including First, Formative assessment, which is an assessment that aims to provide information or feedback for educators and students to improve the learning process. Educators can use formative assessment during the learning process to identify students' level of understanding, provide feedback to students and encourage them to correct their mistakes, and make improvements to the teaching process [5]. Second, summative assessment, which is an assessment carried out to ensure the achievement of the overall learning objectives. This assessment is carried out at the end of the learning process or can also be carried out at the same time for two or more learning objectives, in accordance with the consideration of the educator and the policy of the educational unit. In contrast to formative assessment, summative assessment is part of the assessment calculation at the end of the semester, the end of the school year, and/or the end of the level.

Based on observations in the field, it is known that MAN 1 and MAN 2 Bengkulu City are schools that have implemented an independent curriculum in the implementation of learning, although not all classes use it. From the results of interviews with several teachers, it is known that teachers have fully used the independent curriculum in carrying out learning and evaluating students. However, there are also teachers who say, even though schools have required the use of an independent curriculum, the implementation still uses learning as usual, namely the 2013 curriculum. The obstacles faced by teachers in implementing the independent curriculum are the lack of trainings carried out by the government, the ability of teachers to understand the use of the independent curriculum is limited.

Based on the results of research conducted by Javanisa et al, the implementation of the driving curriculum can motivate students so that their activeness in the learning process through discussion can increase. The researcher further discussed that teachers have an important role in the implementation of the independent curriculum to stimulate students in increasing learning motivation. Research conducted by Rahayu et al. in the same year found findings in the implementation of the driving school curriculum, there were several obstacles for teachers including (1) the flow of learning objectives of the driving school curriculum, (2) the management of the learning implementation space of the driving school curriculum, (3) the management of the training time of the driving school curriculum, and (4) the lack of information on the driving school curriculum [6]. Meanwhile, research conducted by Mariana found that teachers need to be provided with facilities by the principal of the driving school so that it affects the effectiveness of the driving school in improving the quality of education. Observing the findings of the study, another study stated that communication from the principal of the driving school as a leader can create a school culture that is influential in improving the performance of teachers and school residents in implementing the driving school program [7].

Based on the above background, there is a gap between the data in the field and the results of previous research, where teachers should have fully implemented learning and learning with the independent curriculum, so that meaningful learning is created and there is uniformity of teachers from each teacher, and there are no more complaints from teachers regarding the use of the independent curriculum. Therefore, to measure how teachers' competence in carrying out learning and conducting assessments, researchers will conduct research on teachers in MAN Bengkulu City. First, the researcher will discuss the learning process with the independent curriculum applied by teachers. Because the learning curriculum is the key to achieving the material delivered by teachers to students

and is a guideline for educational institutions in developing and adjusting national education goals.

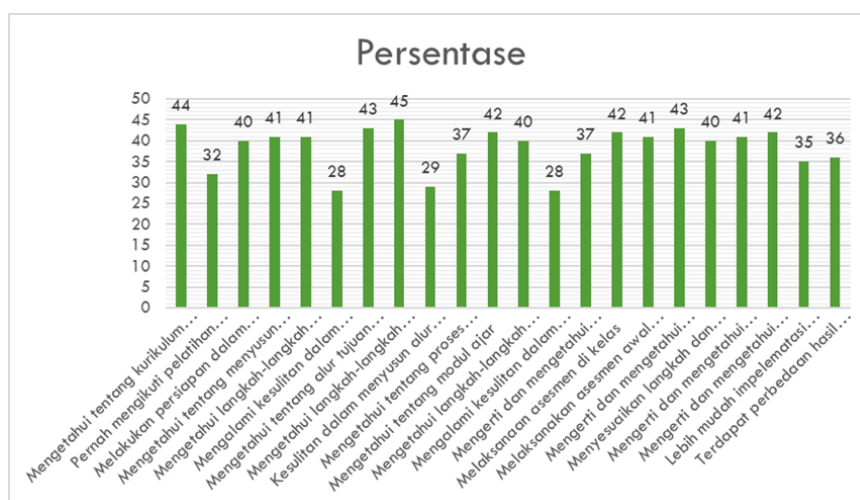
METHODS

This study is an evaluation of the competence of teachers in carrying out the learning and assessment process in MAN in the city of Bengkulu and children is compared with MAN 1 Rejang Lebong. This research was conducted by combining quantitative and qualitative research methods. The data in this study will be taken quantitatively through a questionnaire which will be disseminated to informants face-to-face or online consisting of teachers, principals and students.

The collection of research data will be carried out by questionnaires, interviews, and documentation to all teachers in MAN Bengkulu City. Questionnaires will be distributed to all respondents in all MAN Bengkulu City by direct distribution, as well as data collection using interviews. The population of this study is all teachers in MAN 1 and MAN 2 Bengkulu City totaling 142 people. Meanwhile, the sample of this study uses 25% of the total population, so the sample used is 36 people. To analyze the data, quantitative and qualitative data analysis will be used. Quantitatively using percentages. Meanwhile, qualitatively it will use Tringgulasi data analysis.

RESULTS

Based on the results of the research with the distribution of questionnaires, it is known that 44% of teachers know about the independent curriculum, have participated in training on the implementation of the independent curriculum as much as 32%, made preparations in implementing the independent curriculum as much as 40%, knew about compiling learning objectives (TP) as much as 41%, knew the steps in formulating learning objectives (TP) as much as 41%, experienced difficulties in the process of formulating learning objectives (TP) as much as 28%, know about the flow of learning objectives (ATP) as much as 43%, know the steps in compiling the flow of learning objectives (ATP) as much as 45%, difficulties in compiling the flow of learning objectives (ATP) as much as 29%, know about the process of preparing the flow of learning objectives (ATP) as much as 37%, know about teaching modules as much as 42%, know the steps in compiling teaching modules as much as 40%, experience difficulties in the process of preparing teaching modules as much as 28%, understand and know the striking differences between K13 and the independent curriculum as much as 37%, carry out assessments in the classroom as much as 42%, carry out initial assessments in classroom learning as much as 41%, understand and know the usefulness of the results of the initial assessment as much as 43%, adjust the steps and needs of each student as much as 40%, understand and know the implementation of formative assessments in classroom learning as much as 41%, understand and know the implementation of summative assessment in classroom learning as much as 42%, It is easier to impregate the previous curriculum with the independent curriculum by 35%, There is a difference in the results of students' achievements when using the previous curriculum and the independent curriculum by 36%. For more details, please refer to the following image.



Initial observations made by the researcher found that MAN Bengkulu City has implemented an independent

curriculum. In Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers article 10, which is regulated later in the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence, it is stated that there are four competencies that teachers must have, namely pedagogical competence, personality competence, social competence and professional competence. The following are four competitions that must be possessed by a teacher, namely [8]:

a. Pedagogic Competence

Pedagogic competence is the teacher's ability to process learning and control the classroom well which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students. The following sub-competencies are essential indicators of pedagogic competence, namely:

1. Understanding students has indicators that the use of cognitive development principles, understanding students by utilizing personality principles, and identifying students' initial teaching provisions.
2. In designing learning, there are indicators in understanding the foundations of education, applying learning and learning theories, determining learning strategies based on the characteristics of students, competencies to be achieved, and teaching materials, and learning designs.
3. In learning competence, there are indicators, namely arranging learning preparation, and implementing effective learning.
4. When designing and implementing learning evaluations, there must be essential indicators, namely by designing and implementing the evaluation of learning processes and outcomes continuously with various methods, analyzing the results of process evaluations and learning outcomes to determine the level of learning completeness. And use the results of learning assessments to improve the quality of programs to improve the quality of educational programs in the future.
5. The development of student competencies has essential indicators, namely by facilitating students to develop various academic potentials, and facilitating students to develop various non-academic potentials.

b. Personality Competencies

Personality competence is related to the appearance of the teacher as someone who has discipline, good appearance, responsibility, commitment, and being an example. Personality competencies are reflected in a stable, mature, wise, authoritative, and charismatic personality. According to Syaiful Sagala, personality competencies include:

1. Ability to develop personality.
2. Ability to interact and communicate.
3. Ability to carry out guidance and counseling.

c. Social Competence

Social competence is related to the teacher's ability as a social creature to interact with others. Social competence according to Slamet PH as explained by Syaifudin Sagala includes:

1. Understand and appreciate differences and have the ability to manage conflicts.
2. Carry out harmonious cooperation with colleagues, school principals, and other related parties.
3. Building teamwork that is compact, intelligent, dynamic, and agile.
4. Carry out communication (oral, written, described) effectively and pleasantly with all school residents, parents of students, with full awareness that each has a role and responsibility for learning progress.
5. Have the ability to understand and internalize environmental changes that affect their duties.
6. Have the ability to sit in the value system that applies in society.
7. Implementing the principles of good governance (participation, law enforcement, and professionalism).

d. Professional Competencies

Professional competence is related to the mastery of learning materials in a broad and in-depth manner, which includes mastery of subject curriculum materials in schools, mastery of the structure and methodology of the science. The following are the essential indicators of professional sub-competencies, namely:

1. The competence of mastering scientific substance is related to the field of study that has indicators, namely understanding the teaching materials in the school curriculum, understanding the structure, concepts and methods of science with teaching materials, understanding the conceptual relationship between related subjects, and applying scientific concepts in daily life.
2. Competence in mastering scientific structures and methods has indicators, namely mastering research steps and critical studies to deepen knowledge/material in the field of study professionally in a global context.

Based on the results of the research, it is known that the competence of teachers in carrying out learning in the independent curriculum has run smoothly, although in the learning process there are still several obstacles faced by teachers, such as difficulties in grouping interrelated themes, carrying out assessments and implementing P5-PPRA. There are also teachers who still do it like learning in the previous curriculum, learning is carried out by separating subjects, even though it should be based on themes. However, in terms of substance, the learning of the independent curriculum of teachers has been maximized in its implementation, such as creating interesting learning, using methods that are in accordance with the subject matter, good classroom management, teachers are able to invite students to be actively involved in learning, and so on. However, administratively, teachers still have difficulty writing their learning plans into Teaching Modules, various learning instruments, and so on.

Therefore, the researcher analyzed, basically teachers at MAN Bengkulu City have implemented learning with the independent curriculum, but administratively and learning documents the independent curriculum is still not optimal. Therefore, the school needs to provide training to teachers in compiling the administration of learning the independent curriculum.

Competence is a set of intelligent actions full of responsibility that a person must have as a condition to be considered able to carry out tasks in a certain field of work. Competencies are: "A set of knowledge, skills, and behaviors that must be possessed, lived, mastered, and actualized by teachers in carrying out professional duties. The Ministry of National Education formulates the definition of competence as knowledge, skills, and basic values that are reflected in the habit of thinking and acting [9]. Based on this theory, competency is an ability or skill that must be possessed by every teacher in order to be able to carry out his duties and obligations as a teacher well so that he can produce students who are qualified and in accordance with the goals that have been set.

The structure of the independent curriculum at the MA level is divided into 2 phases, namely Phase E class IX, Phase F class X and class XI. The education unit at MAN Bengkulu City prepares subjects using a subject approach. The proportion of learning materials consists of two, namely intracurricular learning and the project to strengthen the profile of Pancasila students. Both intracurricular learning and the project to strengthen the profile of Pancasila students are carried out flexibly both in terms of lesson content and implementation time with an allocation of learning load of twenty percent per year. Meanwhile, the material learned and understood by teachers on the Merdeka Teaching Platform is self-training, inspirational videos, student assessments, evidence of work and teaching tools.

In an interview with a researcher at MAN 2 Bengkulu City, in the implementation of the Independent Curriculum, it has a simpler and more in-depth curriculum. In the Independent Curriculum, learning focuses on essential knowledge and the development of students' abilities according to the phase. Deeper, meaningful, unhurried and fun learning. Furthermore, learning is more independent. Schools in the implementation of the independent curriculum are given authority in the development and management of the curriculum as well as the teaching-learning process that is adjusted to the character of the educational unit and students.

The understanding that occurs is that the concept of freedom of learning is freedom of thought. Regarding this kind of understanding, the essence of freedom of thought must first be possessed by educators. Therefore, there have been

various criticisms in mentioning that many school principals and educators are not ready and do not have the competence to create individual assessments. Thus, it is necessary to have the ability to translate various basic competencies from the curriculum so that this affects the learning that occurs. The paradigm of independent learning is an effort to respect the changes that must occur for learning in schools today.

Furthermore, related to the problems in the implementation of the Independent Curriculum, the lack of literacy is sometimes accompanied by a lack of references. There are still textbooks for students and teachers that are currently published by the book center, which are of poor quality as expected. Teachers' limitations in obtaining references for the implementation of independent learning can be an obstacle for teachers to create learning activities that suit the needs of students. Then the difficulty of digital or internet access is also an obstacle for teachers to implement the Independent Curriculum. An unstable internet network will make it difficult for teachers to access materials that are a source of learning. In fact, some schools still do not have adequate digital and internet facilities.

The Independent Curriculum Assessment at MAN 1 Bengkulu City, there is a written report to parents at least once every 6 months, which contains an overview of the child's learning, and reports or verbal communication with parents can be done at any time. Independent curriculum evaluation is to strengthen the implementation of authentic evaluation, especially in projects that raise the profile of Pancasila students. Strengthening developmental assessments and the use of assessment results in planning learning in accordance with the level of student achievement. Strengthening the implementation of authentic assessments, especially as part of the project to strengthen the profile of Pancasila students.

The independent curriculum is the name of a new curriculum that has been ratified as a perfect curriculum from the 2013 curriculum and the emergency curriculum. This curriculum will be implemented comprehensively in 2024 after a K-13 evaluation [10]. This independent curriculum can overcome the learning crisis and improve the quality of Indonesia's education. The independent curriculum is a recovery of learning because this curriculum refers to the pandemic which has many obstacles and obstacles in the learning process in the Education unit [11].

The essence of this independent curriculum is independent learning. This is conceptualized so that students can explore their respective interests and talents. For example, if two children in a family have different interests, then the benchmarks used to assess are not the same. Then children also cannot be forced to learn something they don't like so that it will provide autonomy and independence for students and schools. The implementation of the independent curriculum is open to all educational units of PAUD, ELEMENTARY, JUNIOR HIGH, SMA, SMK, Special Education, and Equality. In addition, the education unit determines the choice based on the readiness questionnaire for the implementation of the independent curriculum which measures the readiness of teachers, education personnel and education units in curriculum development. The most appropriate choice refers to the readiness of the educational unit so that the implementation of the independent curriculum is more effective if it is more in line with the needs [12].

The independent curriculum in which there is a USBN assessment, namely the implementation of the National Elementary School Examination (USBN), which takes place with an exam organized by the school, In the evaluation process, the school can use a written or oral test, or use a written paper or portfolio, providing an opportunity for the school to develop guidelines and become an authority that naturally supports children's knowledge. Based on the researcher's interviews, there is such a thing as the Freedom of Learning Policy. This policy covers four things:

1. The National Standard School Exam (USBN) can be developed by each school
2. The National Examination (UN) is the minimum test of competence and personality
3. Freedom for educators to plan lesson plans (RPS)

Flexibility in New Student Admission Regulations.

CONCLUSION

Based on the discussion above, the author draws the conclusion that the Implementation of the Independent Curriculum aims to answer complaints and problems that occurred in the previous curriculum. The implementation of the Independent Curriculum can be seen in driving schools. The implementation of this curriculum emphasizes

the talents and interests of students in developing their potential. The structure of the independent curriculum at MA is divided into 2 Phases, namely Phase E class IX, Phase F class X and class XI. Education units in MAN Bengkulu City can prepare subjects using a subject approach. The proportion of learning materials consists of two, namely intracurricular learning and the project to strengthen the profile of Pancasila students. Both intracurricular learning and the project to strengthen the profile of Pancasila students are carried out flexibly both in terms of lesson content and implementation time with an allocation of learning load of twenty percent per year.

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