



Implementation of Independent Learning Curriculum for High School Students: Study on Sangihe Islands Regency

Jerry RH Wuisang^{1*}, Johny Taroreh², Vonny Silvia Macpal³

Universitas Negeri Manado, Minahasa, Indonesia¹

Universitas Negeri Manado, Minahasa, Indonesia²

Universitas Negeri Manado, Minahasa, Indonesia³

Corresponding Email: jerrywuisang@unima.ac.id*

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Abstract

This study aims to analyze the implementation of the Independent learning curriculum for high school students in the Sangihe Islands Regency. This curriculum carries a more flexible and competency-based approach, focusing on empowering students to learn according to their interests and talents. This study uses a qualitative approach with a case study method, involving interviews with principals, teachers, and students as well as direct observation in several schools. The data collected were analyzed thematically to identify supporting and inhibiting factors in curriculum implementation. The results of the study indicate that the support of the principal and teacher readiness are the main factors supporting the implementation of the Independent learning curriculum, with several schools already utilizing technology for more interactive learning. However, the biggest challenges are the lack of teacher understanding of the basic concepts of the curriculum, limited supporting facilities, and limited time to implement project-based learning optimally. Nevertheless, students show enthusiasm for this curriculum because they get more freedom to determine how to learn according to their interests. This study suggests the need for increased training for teachers and the provision of more supportive facilities to maximize curriculum implementation. In addition, closer cooperation between the central and regional governments is essential to create more consistent and effective education policies.

Keywords: Independent learning curriculum, High School Students, Sangihe

Introduction

Education in Indonesia continues to experience changes and updates to meet the challenges of globalization and developments. One of the government's efforts to improve the quality of national education is through the implementation of the Independent Learning Curriculum, launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022). This curriculum aims to provide flexibility to educational units

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and educators in adjusting learning according to student characteristics, local potential, and future needs.

The Independent Curriculum emphasizes project-based learning, character development, and strengthening literacy and numeracy competencies. According to the Director General of Teachers and Education (2022), this approach provides more space for students to develop their potential optimally. The implementation of this curriculum in various regions has also become a concern, especially in island areas such as the Sangihe Islands Regency, which has geographical challenges and limited educational infrastructure.

The Sangihe Islands Regency, which is located on the northern border of Indonesia, has unique and quite complex geographical conditions. Many schools in this area face limitations in terms of technology, human resources, and access to the latest training on the Independent Curriculum. Suryana (2022) stated that the challenges of implementation in island areas are more difficult than in urban areas, given the limited access and infrastructure available.

One of the main problems in implementing the Merdeka Curriculum in Sangihe is the lack of intensive training for teachers. Nasution (2023) found that many teachers in remote areas do not fully understand the Merdeka Belajar philosophy, so its implementation in the classroom has not been optimal. In addition, adaptation to project-based learning is still an obstacle, especially in planning, implementing, and evaluating project activities. In addition to the human resource aspect, another factor that is an obstacle is the limited supporting facilities. Ardiansyah and Putri (2022), the success of project-based learning is highly dependent on the availability of laboratory facilities, creative teaching materials, and information technology. In many schools in Sangihe, internet connectivity is still a problem, thus hampering the integration of technology into the learning process.

From the student's perspective, the challenges of implementing the Independent Curriculum are also related to mental readiness and learning culture. Handayani (2023) emphasized that more independent and creative learning requires a change in students' mindsets, which were previously more accustomed to conventional methods. Lack of motivation for independent learning and a weak literacy culture are factors that influence the effectiveness of implementing this curriculum.

However, there are also supporting factors that encourage the successful implementation of the Independent Curriculum in Sangihe. One of them is the enthusiasm of the principal and teachers to continue learning and innovating even in the midst of limitations. Lestari (2023) showed that schools that have visionary leadership and a strong learning community tend to be more successful in implementing curriculum changes.

By considering these various problems, this study aims to examine in depth how the Independent Learning Curriculum is implemented in high school students in the Sangihe Islands Regency, what are the supporting and inhibiting factors, and how teachers and students perceive the curriculum. The results of the study are expected to provide useful recommendations for improving curriculum implementation in the island region.

Literature Reviews

Independent Curriculum Concept

The main impetus for the birth of the Independent Learning Curriculum was an evaluation of the 2013 Curriculum which was considered too dense in material, less adaptable to current developments, and not fully capable of building 21st-century skills, such as creativity, critical thinking, communication, and collaboration (Setiyani & Pramudibyanto, 2022). In addition, the COVID-19 pandemic that hit in 2020 accelerated the urgency of this change, because it showed the need for an adaptive and competency-based learning system, not just mastery of material (Handayani et al., 2022). Therefore, the Independent Learning Curriculum was developed with a simpler, more flexible approach, and focused on strengthening character through the "Pancasila Student Profile" as the vision of national education (Kemendikbudristek, 2022).

In Arabic, the commonly used word curriculum is *manhaj*, which means the path of light taken by humans in all areas of life (Gofur, 2022). The independent curriculum has two words, namely curriculum and independence. Independence means something that symbolizes freedom and is not bound, so independent learning can be interpreted as the freedom of students to learn and obtain their interests and talents, as well as the abilities they want to have and develop, based on their abilities (Aryanti, 2023).

The Independent Curriculum is an innovation in education policy in Indonesia that was introduced in 2021 in response to the need for more flexible and student-centered learning. This curriculum aims to develop holistic competencies, prioritize project-based learning, and provide space for schools and teachers to make adjustments according to student characteristics and local contexts (Kemendikbudristek, 2022). One of the main foundations of the Independent Curriculum is the importance of realizing the Pancasila Student Profile, which describes students as individuals who believe, are globally diverse, work together, are independent, think critically, and are creative (Permendikbudristek No. 56/M/2022).

Rizki and Fahkrunisa (2022), Pancasila Student Profile is a portrait of student graduates who have the character and competence to maintain the noble values of Pancasila. Based on this, in the Pancasila student profile, the goals and vision of education are translated into the character and daily competence of students through school culture, intracurricular, co-curricular and extracurricular learning in a format that is easy to understand by all education stakeholders. In addition, students are also encouraged to carry out various mini projects that can improve the abilities and characteristics of students to match the portrait of graduates described in the Pancasila Student Profile (Purnomo et al., 2023).

Characteristics of Independent Curriculum

In independent curriculum learning, it has the following characteristics: 1) Project-based learning that hones soft skills and also develops character in accordance with the profile of Pancasila students. The learning that is carried out is not only based on textbooks, but can be developed into projects so that soft skill abilities develop in accordance with the profile of Pancasila students. 2) The material is essential so that it can deepen the competency of literacy

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and numeracy materials. In learning, students are expected to be able to understand and master the material in each subject. 3) Flexible for teachers to carry out differentiated learning according to the abilities of students and make adjustments to the context of local content. Teachers are expected to be able to present learning with different methods that are adjusted to the abilities of students (Nafi'ah dkk., 2023).

The Purpose of the Independent Curriculum

The independent curriculum is intended to create a form of teaching that is free to choose, deepening students' abilities in Indonesia as a developed country where the form is simple and not bound in studying lessons and expanding students' abilities (Febia Tsuraya, Dkk, 2022). The Independent Curriculum is designed to accommodate the needs of 21st century education with the main goal of forming students with strong character and competence in facing global dynamics. The main objective of the Independent Curriculum is to develop the potential of students holistically, so that they are able to become lifelong learners who are faithful, devoted to God Almighty, have noble character, are independent, think critically, are creative, work together, and are globally diverse, as summarized in the concept of "Pancasila Student Profile" (Kemendikbudristek, 2022). This curriculum also aims to provide flexibility for educational units and educators in developing potential according to the context and needs of students, so that the learning process becomes more meaningful and relevant (Yuliana & Raharjo, 2023).

Principles of Independent Curriculum

The principles of independent curriculum in its implementation are:

1. Simple principle, meaning the design must be easy to understand and implement. This principle is a continuation of previously regulated policies and practices, clear and logical, where there is much support in realizing the curriculum in educational units gradually (Fitriyah Zahroul Chumi, 2022).
2. The principle of focusing on students' abilities and characters, an important point in this principle is the reduction of lesson materials that are considered not too necessary, so that learning can be centered on students so that teachers can more easily understand students' abilities.
3. Flexible principle. Arif Rafman Prasetyo (2020), argues that what is meant is that it contains solid things but its manifestation is still adjusted to regional conditions, time, abilities and student conditions. The curriculum prepares students not only for the present, but also for their future without being limited by anything.
4. The principle of alignment in the Independent Learning Curriculum refers to the importance of alignment between learning objectives, learning processes, and the desired outcomes. This principle emphasizes that the curriculum must be structured in such a way that every step in education, from planning to evaluation, can support each other and be achieved in a consistent manner.
5. The principle of mutual cooperation. will encourage active participation of parents and communities in the learning process, such as through collaborative projects that connect schools with the community (Sari & Ningsih, 2023).

Research Method

This study uses a qualitative descriptive approach with the aim of obtaining an in-depth picture of the implementation of the Independent Learning Curriculum for high school students in the Sangihe Islands Regency. The qualitative approach was chosen because it is able to reveal the meaning, understanding, and subjective experiences of participants regarding the implementation of the new curriculum in their social context (Creswell, 2016; Miles, Huberman, & Saldana, 2018). This research design allows researchers to understand the various implementation dynamics that occur in the field.

The main instruments in data collection are semi-structured interviews, participant observation, and documentation studies. Semi-structured interviews were used to explore the views, experiences, and challenges faced by teachers, students, and principals in implementing the Independent Learning Curriculum (Sugiyono, 2022). Observations were carried out by paying attention to classroom learning activities, project implementation, and the implementation of diagnostic assessments (Moleong, 2021). In addition, documents such as lesson plans, student project portfolios, and school evaluation reports were collected to enrich the research data.

The participants of this study were selected using purposive sampling technique, with the main criteria being active involvement in the implementation of the Merdeka Belajar Curriculum in their respective schools. Participants consisted of 9 subject teachers, 3 principals, and 18 students from grades X, XI, and XII in three high schools in the Sangihe Islands Regency. According to Etikan et al. (2016), purposive sampling is effectively used in qualitative research to obtain in-depth information from relevant individuals.

The data collection procedure was carried out in several stages. The first stage was to coordinate and request official permission from the education office and the principal. The second stage was to conduct observations in class to see the implementation of project-based learning and literacy activities (Merriam & Tisdell, 2016). The third stage was to conduct in-depth interviews with teachers, students, and principals using the interview guidelines that had been prepared. All interview processes were recorded and transcribed verbatim for analysis.

Data analysis was conducted using thematic analysis techniques developed by Braun and Clarke (2006). The analysis process began by reading all interview transcripts and observation notes carefully, then conducting initial coding to identify emerging themes. The data were then categorized into major themes such as "teacher readiness", "infrastructure challenges", "student adaptation", and "innovative strategies in learning". To ensure data validity, source triangulation, method triangulation, and member checking were conducted with participants (Patton, 2015).

Result and Discussion

School Readiness in Implementing the Independent Learning Curriculum

Based on the results of interviews with school principals, teachers, and curriculum staff in several high schools in the Sangihe Islands Regency, it is known that school readiness in

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implementing the Independent Learning Curriculum is still in the development stage. Most schools have conducted internal socialization and formed a new curriculum implementation team. Teachers are starting to become familiar with the main concepts such as project-based learning and formative assessment. However, from the respondents' statements, it was found that not all teachers felt ready enough to change their learning approaches, especially those who were accustomed to traditional learning models. This indicates a need for capacity building through ongoing training.

In relation to infrastructure, interviews showed a gap between schools in the city center and those in remote areas. Schools in urban areas generally have supporting devices such as computer laboratories, digital libraries, and stable internet connections. In contrast, schools on small islands still face limited facilities, which makes it difficult to implement technology-based projects. This finding is in accordance with Suryana's research (2022) which emphasizes that educational infrastructure is one of the main determinants of the success of implementing the Independent Curriculum, especially in 3T areas (frontier, outermost, and disadvantaged).

Interviews also revealed that teacher readiness was influenced by their involvement in learning communities and online training provided by the Ministry of Education, Culture, Research and Technology. Teachers who were active in learning communities reported being more confident in designing differentiated learning and diagnostic assessments. In contrast, teachers who did not receive enough training found it difficult to understand paradigm shifts. This reinforces the findings of Etikan et al. (2016) which stated that strengthening teacher competencies through learning communities greatly influences readiness to face curriculum changes.

Principal leadership was also an important factor that emerged from the interviews. Principals who were visionary, supported innovation, and actively encouraged teacher professional development were proven to be able to accelerate school readiness in adopting the Independent Curriculum. This finding is in line with the results of research by Miles, Huberman, and Saldana (2018) which emphasized that the success of educational innovation is highly dependent on the support of organizational structures and transformative leadership in schools.

Based on the results of interview analysis and comparison with previous research, it can be concluded that school readiness in implementing the Independent Learning Curriculum in Sangihe Islands Regency is at the "quite ready" level but not evenly distributed. Limited facilities, disparities in teacher competency, and geographical challenges are still the main obstacles. Therefore, continuous strengthening in the form of training, provision of supporting facilities, and local-based adaptation strategies need to be the main focus to strengthen school readiness in facing this curriculum change.

Implementation of Project-Based Learning

Based on the results of interviews with teachers in several high schools in the Sangihe Islands Regency, the implementation of project-based learning (Project-Based Learning/PjBL) in the Independent Curriculum has begun to be implemented, although with varying degrees of

success. Most teachers understand the importance of projects as an effort to improve students' critical thinking skills, creativity, collaboration, and communication. Teachers said that they have begun to integrate small projects into subjects, especially through the Pancasila Student Profile Strengthening Project (P5). However, several teachers also stated that there were difficulties in designing projects that were relevant and in accordance with the characteristics of students.

In terms of implementation, the results of interviews showed that collaborative-based projects were more widely chosen because they made it easier to manage the classroom and increase interaction between students. Teachers who have participated in the Independent Curriculum training are more confident in guiding students to design, implement, and present the results of their projects. On the other hand, teachers who have not received much training tend to only give simple group assignments that do not fully meet the principles of PjBL. This finding is in line with Suprpto's research (2022) which shows that the effectiveness of project-based learning is greatly influenced by the teacher's readiness to design meaningful projects.

Interviews also revealed several challenges faced by teachers in implementing PjBL, including time constraints, limited supporting facilities, and lack of project management skills in students. Teachers stated that time in regular learning units is often not enough to complete an ideal project, especially in the context of schools with tight schedules. As stated by Thomas (2000), the success of project-based learning requires careful time planning and flexibility in implementing the curriculum.

From the students' perspective, most students admitted to being enthusiastic about the project approach because it provides more space for expression and creativity. They feel more motivated to learn because learning becomes more real and contextual. This is in line with the results of Hmelo-Silver's (2004) study which stated that project-based learning can increase students' intrinsic motivation and in-depth understanding of concepts. However, some students have difficulty working together in teams, especially in terms of communication and division of tasks.

In addition to teacher readiness and student characteristics, support from the principal and facilities are important factors in the success of PjBL implementation. Based on interviews, schools that support project activities by providing tools and materials, and giving teachers the freedom to innovate, are more successful in implementing projects with good quality. This supports Bell's (2010) findings which emphasize that positive learning environment support greatly influences the success of implementing project-based learning.

Overall, the results of this study indicate that the implementation of project-based learning in the Independent Curriculum in Sangihe Islands Regency is at a promising early stage, but still requires strengthening in various aspects. Continuous teacher training, more flexible learning time management, facility support, and strengthening student collaboration skills are key factors in improving the quality of PjBL. Therefore, collaboration between all school parties needs to be continuously strengthened so that project-based learning can truly have an impact on improving students' 21st century competencies.

Student Perceptions of the Independent Learning Curriculum

Based on the results of interviews with a number of high school students in the Sangihe Islands Regency, perceptions of the Independent Learning Curriculum tend to be positive, although there are several important notes. Most students stated that learning in the Independent Curriculum feels more enjoyable because they are given more freedom to explore the material through project-based learning methods and practical activities. They feel more active in the learning process compared to the previous curriculum which was considered more teacher-centered. This is in line with the findings of Rahmawati and Fauzi (2022) who stated that the Independent Curriculum encourages students to be more independent and responsible in their learning process.

However, there were also several students who expressed confusion about the new assessment system which prioritizes formative assessment over traditional written exams. They felt unclear about the assessment criteria for the projects and assignments given. The need for clarity is supported by research by Kusumawardhani (2023) which revealed that the transition to a more flexible assessment system requires adaptation from both teachers and students so as not to cause confusion. In addition, some students in remote areas complain about limited supporting facilities, such as the internet and practice tools, which causes the implementation of project-based learning to be less than optimal.

Interviews also showed that the Pancasila Student Profile Strengthening Project (P5) received mixed responses from students. Some students felt that the P5 activity was very useful for developing character and soft skills, such as leadership, cooperation, and empathy. However, some students considered this activity burdensome because it had to be done outside of main class hours. This is in accordance with the findings of the research by Simanjuntak and Sihombing (2022) which stated that the success of P5 is highly dependent on careful planning and the relevance of the project to students' interests. Student motivation for implementing P5 is higher if the project given is in accordance with their daily lives and is able to show real results.

From further interviews, students also considered that teachers play an important role in the successful implementation of the Independent Curriculum. Teachers who are creative, open, and able to guide students in exploring the material are considered to be very helpful in the adaptation process. Conversely, teachers who still apply the old learning pattern without modification make students feel confused about the direction of learning. These results strengthen the findings of the OECD (2020) that the role of teachers as creative facilitators is the key to success in implementing a competency-based curriculum and student independence.

Overall, it can be concluded that students' perceptions of the Independent Learning Curriculum in Sangihe Islands Regency are positive but still face challenges in terms of understanding the assessment system, availability of facilities, and variations in the quality of implementation between teachers. The implications of these results indicate the importance of further training for teachers, provision of adequate learning facilities, and more intensive communication between teachers and students regarding the objectives and mechanisms of

new learning. By considering these factors, it is hoped that the implementation of the Independent Curriculum can further improve students' learning experiences and outcomes.

Supporting Factors for the Implementation of the Independent Learning Curriculum

Based on the results of interviews with teachers, principals, and students in the Sangihe Islands Regency, one of the main factors supporting the implementation of the Independent Learning Curriculum is the full support from the school. The principal plays an active role in directing teachers to take part in training related to the Independent Curriculum and providing teachers with the freedom to innovate in learning. This is in line with research by Supriatna and Wibowo (2022) which emphasizes that school managerial support is an important foundation in implementing an independence-based curriculum.

The second supporting factor is the enthusiasm of teachers in implementing new learning methods, such as project-based and problem-based learning. Teachers who have a high enthusiasm for learning, even though they come from a background of old curriculum experience, show their sincerity in understanding the principles of the Independent Curriculum. Research by Sari and Prasetyo (2023) also shows that teachers' enthusiasm for innovation is the key to adapting the new curriculum effectively.

Active student participation is also an important supporting factor. Interviews revealed that most students felt happier with a more flexible and creative learning model. They welcomed the Pancasila Student Profile Strengthening Project (P5) which provided space for character development and creativity. This finding supports Wahyuni's (2022) research which found that student participation increased significantly in a more student-centered learning environment.

The availability of training and digital resources also strengthens the implementation of the Independent Curriculum. Interviewed teachers stated that the existence of digital learning platforms such as Merdeka Mengajar greatly helped them in designing competency-based learning. This is in line with research from UNESCO (2021) which emphasizes the importance of access to technology in supporting education reform in the digital era.

Furthermore, collaboration between teachers in the Learning Community (Kombel) is an internal factor that facilitates the implementation of the Independent Curriculum. Teachers in several schools form regular discussion groups to share experiences, good practices, and solve problems faced. A study by Johnson et al. (2018) shows that professional collaboration increases the effectiveness of implementing curriculum changes in schools.

Finally, support from parents, although still varied, also helps the success of the implementation. In interviews, several teachers stated that intensive communication with parents regarding the goals and mechanisms of the Independent Curriculum made parents better understand the importance of project-based and character-based learning. Research by Epstein (2011) also emphasized that parental involvement in children's education significantly affects student learning outcomes.

Inhibiting Factors in the Implementation of the Independent Learning Curriculum

Although there are many supporting factors, the implementation of the Independent Learning Curriculum in the Sangihe Islands Regency also faces a number of obstacles. One of the main obstacles is the limited understanding of teachers regarding the core concepts of the Independent Curriculum. Interview results show that some teachers still apply traditional learning approaches because they feel unprepared or do not fully understand the essence of competency-based learning. This is in line with the findings of Rachmadtullah et al. (2023) which states that the success of the new curriculum is highly dependent on the pedagogical readiness of teachers.

In addition, supporting facilities for project-based learning in several schools, especially in remote areas, are still very limited. Teachers complain about the lack of laboratories, teaching aids, and adequate internet access. Research by the World Bank (2020) shows that the disparity in facilities between urban and rural areas is a serious obstacle to equalizing the quality of education based on a modern curriculum.

Limited time is also an important problem. Teachers find it difficult to divide their time between implementing regular learning and the P5 project which requires quite complex planning, implementation, and evaluation. This finding is reinforced by a study by Bell (2010) which states that Project-Based Learning requires more flexible time management than traditional learning methods.

The next obstacle is resistance to change, both from teachers and students. Some teachers feel comfortable with the old learning patterns so they tend to be skeptical of new approaches. Some students also expressed confusion when faced with a process-based and formative assessment system that is different from the numerical value-based evaluations they are used to. According to Kotter (2012), resistance to change is a natural reaction in every organizational transformation effort, including in the world of education.

Inconsistency in implementation policies between educational units also complicates the implementation of the Independent Curriculum. Teachers complain that the technical guidance provided often changes and is not synchronized between the center and regions. This is consistent with the McKinsey report (2020) which states that inconsistent education policies hinder the success of curriculum reform in many developing countries.

Finally, the lack of systematic monitoring and evaluation of the implementation of the Independent Curriculum causes many obstacles not to be immediately identified and resolved. Based on interviews, several teachers felt that there was no follow-up from the supervision carried out so that continuous improvement was difficult to carry out. Research from Fullan (2007) also emphasized that curriculum reform without consistent monitoring and evaluation risks failing to achieve the expected goals.

Conclusion

Based on the results of research conducted on the implementation of the Independent Learning Curriculum in the Sangihe Islands Regency, it can be concluded that despite the

significant challenges, this curriculum has great potential to improve the quality of education in the area. The Independent Learning Curriculum, which offers a more flexible, competency-based learning approach, and provides space for student creativity and initiative, has received significant support from several parties, especially school principals who have a vision and commitment to make educational changes. Principals who actively provide support in the form of training for teachers and create an environment conducive to innovation are very important to ensure the successful implementation of this curriculum. In addition, the enthusiasm and readiness of teachers to change their teaching methods to be more project-based are also important factors in the implementation of this curriculum. The courage of teachers to try new approaches and adopt more active and creative learning methods greatly supports the achievement of the objectives of the Independent Learning Curriculum.

Another major supporting factor is the use of technology in the learning process. Digital platforms such as freedom to learn make it easier for teachers to access learning materials that are more interactive and tailored to students' needs. The existence of this technology also allows teachers to provide a more interesting and comprehensive learning experience for students. Not only that, the existence of Learning Communities that facilitate collaboration between teachers is also a positive contribution to improving the quality of learning. In this community, teachers can share experiences and strategies with each other, which helps them to continue to develop and improve their professionalism in teaching.

However, the implementation of the freedom to learn Curriculum is not free from a number of challenges that must be overcome. One of the main obstacles is the lack of in-depth understanding of the basic concepts and philosophy of this curriculum by most teachers. Although training and workshops have been conducted, there are still teachers who have difficulty adapting the new methods offered by this curriculum, especially in terms of formative assessment and project-based learning. This limited understanding results in a lack of optimal implementation in the classroom, thus hampering the main objective of this curriculum, which is to provide a more relevant learning experience based on student needs. In addition, the problem of limited educational facilities is also a significant obstacle. Schools in remote areas, such as those in the Sangihe Islands, often do not have adequate facilities, such as stable internet access, digital learning devices, and other resources needed to support technology-based and project-based learning.

In addition, limited time to implement project-based learning is also a major obstacle. With limited class hours, teachers often find it difficult to integrate project-based approaches with the material that must be delivered in a limited time. This makes some important aspects of more creative and in-depth learning forced to be sacrificed. Another obstacle is resistance to change from some teachers who feel more comfortable with the traditional learning methods they have mastered. These rapid and challenging changes sometimes create uncertainty among teachers, who feel burdened to immediately adapt to new methods. Finally, the problem of inconsistent policies between the central and regional governments is also an inhibiting factor in the implementation of this curriculum. Differences in understanding or policies between the center and regions often cause confusion for teachers in implementing the curriculum in the right way.

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Although there are various challenges in implementing the Independent Learning Curriculum, the supporting factors that exist indicate that this curriculum has great potential to improve the quality of education in the Sangihe Islands Regency. Therefore, it is important to continue to improve training for teachers so that they better understand the basic concepts of the curriculum, as well as provide adequate facilities to support the implementation of technology-based learning and projects. Continuous support from the government, both central and regional, as well as closer cooperation between teachers, principals, and the community, are also needed to overcome existing obstacles. Thus, the Independent Learning Curriculum can be implemented better and provide significant benefits for the development of education in the area.

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