



Implementation of Independent Learning Curriculum in Elementary Schools

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Abstract

This research aims to: 1) Describe curriculum, curricular, co-curricular, and extra-curricular planning in implementing the independent learning curriculum at SDK Pagal I, Cibai District. (2) Describe the implementation of the curriculum, curricular, co-curricular, and extra-curricular in implementing the independent learning curriculum at SDK Pagal I, Cibai District. (3) Describe the evaluation of the curriculum, curricular, co-curricular, and extra-curricular in implementing the independent learning curriculum at SDK Pagal I, Cibai District. Through an in-depth case study approach, this research tries to delve into the depth of the issue using qualitative methods involving interviews, observation and documentation. The main respondents of this study were school principals and class I and IV teachers. 1) Independent curriculum planning at SDK Pagal I, Cibai District, has still not reached the maximum level. The main obstacle lies in the difficulty in planning co-curricular activities, where the teacher's lack of understanding and limited references are the main obstacles. 2) The implementation of the Independent Curriculum at SDK Pagal I has not reached the maximum level, especially in co-curricular activities. 3) Evaluation of the implementation of the Merdeka Curriculum at SDK Pagal I places more emphasis on aspects of the use of learning methods, use of learning media, availability of adequate facilities, and challenges in implementing co-curricular activities. Further efforts are needed to improve and enrich the implementation of the independent curriculum in these schools.

Keywords: Curriculum, Independent Learning Curriculum, Elementary School

Abstrak

Penelitian ini bertujuan untuk: 1) Mendeskripsikan perencanaan kurikulum, kegiatan kurikuler, kokurikuler, dan ekstrakurikuler dalam implementasi Kurikulum Merdeka. 2) Mendeskripsikan pelaksanaan kurikulum, kegiatan kurikuler, kokurikuler, dan ekstrakurikuler dalam implementasi Kurikulum Merdeka. 3) Mendeskripsikan evaluasi kurikulum, kegiatan kurikuler, kokurikuler, dan ekstrakurikuler dalam implementasi Kurikulum Merdeka.

Pendekatan ini menggunakan studi kasus untuk menggali secara mendalam isu tersebut dengan menggunakan metode kualitatif. Teknik yang digunakan adalah wawancara, observasi, dan dokumentasi. Responden utama dalam penelitian ini adalah kepala sekolah serta guru kelas I dan IV SDK Pagal I, Kecamatan Cibal, Manggarai, NTT. Perencanaan Kurikulum Merdeka di SDK Pagal I, Kecamatan Cibal, masih belum mencapai tingkat maksimal. Hambatan utama terletak pada kesulitan dalam merencanakan kegiatan kokurikuler, bahwa kurangnya pemahaman guru dan keterbatasan referensi menjadi kendala utama. Pelaksanaan Kurikulum Merdeka di sekolah tersebut belum mencapai tingkat maksimal, terutama dalam kegiatan kokurikuler. Evaluasi pelaksanaan Kurikulum Merdeka lebih menekankan pada aspek penggunaan metode pembelajaran, penggunaan media pembelajaran, ketersediaan fasilitas yang memadai, serta tantangan dalam pelaksanaan kegiatan kokurikuler. Karena itu, implikasi lebih lanjut sangat diperlukan untuk meningkatkan dan memperkaya implementasi Kurikulum Merdeka di sekolah tersebut.

Kata Kunci: Implementasi, Kurikulum Merdeka, Sekolah Dasar

Introduction

The curriculum is the basic foundation of the educational process. In response to the dynamics of the times and continuously developing needs, education systems in various countries, including Indonesia, frequently revise and adapt the Ubhiyati curriculum (Muhammedi, 2016). In Indonesia, one of the newest forms of adaptation in the world of education is the introduction of the "Free Learning Curriculum," which was initiated by the Minister of Education, Nadiem Makarim.

The Independent Learning Curriculum prioritizes an approach that gives students the freedom to learn independently, both in the school environment and outside of school. The independent learning curriculum encourages teachers and students to solve problems intelligently creatively, think critically, and be able to work together on a topic. This new approach is expected to improve the quality of the teaching and learning process by focusing on character development and the use of technology in learning (Tono Supriatna & Nugraha, 2022). Even though it has good intentions and an innovative concept, the implementation of a new curriculum is certainly not free from various challenges. In the context of elementary schools, this implementation requires special attention, considering that elementary schools are the initial base for the formation of students' character and basic skills. (Suputra et al., 2023)

Implementation of the Independent Curriculum refers to Law Number 20 of 2003 concerning the National Education System. Article 35, paragraph (2) states that curriculum development is carried out by referring to national education standards. Article 36, paragraph (1) states that the primary and secondary education curriculum is developed by taking into account educational units, regional potential, and students. Apart from this law, there is also Government Regulation Number 57 of 2021 concerning National Education Standards, where in Article 40 paragraph (1) it is stated that the Independent Curriculum is one of the operational curricula that can be used by educational units. In article 41, paragraph (2), it is stated that the Independent Curriculum is developed by referring to National Education Standards.

Furthermore, the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162/M/2021 concerning the Independent Curriculum stipulates the Independent Curriculum as an operational curriculum that can be used by educational units. This decision also regulates the structure, content, and learning in the Independent Curriculum.

Several research issues that need to be looked at to study the implementation of the independent curriculum include infrastructure readiness, teachers' understanding of the new curriculum, appropriate teaching methods, and assessments that are relevant to the curriculum being implemented (Noorhapizah et al., 2023). Apart from that, adapting to technology as one of the pillars of the Independent Learning Curriculum is also a challenge in itself, especially in schools that are in remote areas or that have limited resources, such as at SDK Pagal 1, Cibai District. Thus, it is important to carry out research regarding the implementation of the Independent Learning Curriculum at SDKPagal 1.

Through this research, it is hoped that we can find a real picture of the implementation of the curriculum at the elementary school level in Cibai District, identify the obstacles faced, and provide recommendations for solutions for the parties involved. So far, a number of studies have examined the obstacles to implementing this curriculum. (Susilowati, 2022) in her research results said that the problem faced by teachers in its implementation is that there are still many teachers who do not understand the concept of independent learning. Teachers find it difficult to prepare teaching modules and assess students. Meanwhile, (Ayu Rizki Septiana & Moh. Hanafi, 2022) raised a similar problem. Teachers have difficulty adapting teaching themes, and it is difficult to develop teaching modules by combining learning activities with projects to strengthen Pancasila student profiles (Palangda, Walukow, et al., 2023). Teachers also find it difficult to implement several dimensions of strengthening the Pancasila profile, which include faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, critical reasoning and independence at every phase in one semester, lack of readiness and training on digital literacy, which causes teachers to have difficulty understanding and using the independent teaching application (Palangda, Naharia, et al., 2023). However, other research also needs to be expanded, especially in suburban schools such as Manggarai Regency, to provide *feedback* to the government and schools in evaluating the implementation of the independent curriculum.

Research Method

The type of research used in this research is descriptive qualitative with a case study approach. Qualitative research is a research process to understand events that occur both individually and socially, reports in the form of a general description obtained from informants regarding these events. The things described in this research are about the implementation of the independent curriculum at SDK Pagal I, Cibai District. The subjects of this research were the principal, class teacher, and class students. Research on implementing the independent curriculum includes the dimensions of planning, implementation, and evaluation of curricular, co-curricular, and extra-curricular activities. The data collection techniques used were

interviews, observation, and documentation. Interviews were conducted with the principal, several class teachers, and several students. Using triangulation data testing techniques. Triangulation consists of three, namely, source triangulation, technique triangulation, and time triangulation.

Source triangulation is carried out by checking the correctness of data from different sources that are related to each other. For example, to check the truth about the implementation of the independent learning curriculum at SDK Pagal I, Cibai District, the data that will be collected will be obtained from the school principal, teachers, and students. The data is then described for differences and similarities and then analyzed to draw conclusions. Technical triangulation is carried out by checking the correctness of data obtained from different sources but using the same technique. For example, data is obtained by conducting interviews, observation, and documentation. If using this technique the data obtained is different, then the researcher must carry out further research to obtain the correct data. Time triangulation is carried out by checking the correctness of the data and how it was collected at different times. If different data is produced, the data is checked repeatedly to determine the certainty and correctness of the data. Next, the research data will be analyzed using the Miles & Huberman model, which consists of stages of data reduction, data presentation, and drawing conclusions.

Results

Independent Curriculum Planning at SDK Pagal I

Curriculum planning is a process carried out to make decisions by designing programs regarding learning objectives and methods used to achieve predetermined learning objectives. In the 2022/2023 academic year, almost all schools in Indonesia have implemented the independent learning curriculum, although in stages. In elementary schools, the curriculum is implemented in the first year, namely in class I and class IV. In the next school year, it will be implemented in all classes. The implementation of the independent curriculum goes through three stages, namely, planning, implementation, and evaluation.

SDK Pagal I is one of the elementary schools implementing the independent curriculum in the 2022/2023 school year. In this initial stage, the independent curriculum is implemented in class I and class IV. Based on the results of the interview with the Principal, Mr. YFJ, it is known that planning for the independent curriculum at SDK Pagal I, especially for class I and Class IV, is still at an early stage. Planning for curricular and extra-curricular activities is carried out by preparing school programs and increasing teacher competency. As a further step, the school forms a committee or drafting team in accordance with applicable operational standards to design teaching modules, learning outcomes, flow of learning objectives, and other programs. In terms of extra-curricular activities, schools always plan them carefully so that their implementation is more focused by preparing supporting facilities to develop students' talents and interests.

Mr. YFJ's statement was reinforced by several teachers, such as Mrs. KD, FDH, GJ, and YP, who teach in class I and class IV. They stated that planning curricular and extra-curricular activities was easier than co-curricular activities. In planning curricular activities,

teachers need to prepare a flow of learning objectives, teaching modules, learning outcomes, and learning media in accordance with students' learning objectives. On the other hand, planning co-curricular activities is considered difficult due to teachers' lack of knowledge regarding these activities in the independent curriculum, limited references, and lack of experience regarding co-curricular activities. Meanwhile, extra-curricular activities are considered easier because teachers can determine activities that suit students' talents and interests, as well as provide the necessary facilities.

Through the results of these interviews, the research team concluded that independent curriculum planning at SDK Pagal I has still not reached the maximum level. The main obstacle lies in the difficulty in planning co-curricular activities, where the teacher's lack of understanding and limited references are the main obstacles. Therefore, further efforts are needed to increase teachers' understanding of co-curricular activities in the independent curriculum through training and increasing available reference sources. Socialization also needs to be strengthened so that teachers can better understand the role and implementation of co-curricular activities in the context of the independent curriculum.

Implementation of the Independent Curriculum at SDK Pagal I

Curriculum implementation is the process of implementing programs that have been designed and are at the planning stage. The independent learning curriculum at SDK Pagal I will be implemented starting in the 2022/2023 school year for class I and class IV. Success in implementing the independent learning curriculum is not only seen in the planning process but from the implementation of the learning process.

Based on the results of the researcher's interview with the Principal, Mr. YFJ, it is known that the implementation of the Independent Curriculum at SDK Pagal I in the 2022/2023 academic year is limited to class I and Class IV. Even though curricular activities and learning processes run smoothly, there are limited facilities and learning media that are still minimal. Teachers and students carry out learning activities according to a predetermined schedule.

Even though curricular activities run systematically, with a flow of learning objectives from initial, core, to closing activities, co-curricular activities have not yet been implemented. Mr. YFJ indicated that teachers were more focused on delivering material and had not implemented the Pancasila Student Profile Strengthening Project (P5) as a project-based activity to strengthen student character. Teachers experience difficulties in implementing co-curricular activities because of their lack of knowledge regarding the implementation of these activities.

Mr. YFJ's statement was supported by several teachers, such as Mrs. KD, FDH, GJ, and YP, who stated that curricular and extra-curricular activities were running smoothly. However, co-curricular activities have not been implemented due to a lack of teacher knowledge and experience. Even though they often participate in socialization and training related to the Merdeka Curriculum online, the information they receive is only general in nature, without detailed explanations regarding co-curricular activities. Meanwhile, extra-curricular activities such as scouts and sports have gone well. Class IV students also confirmed their participation in these extra-curricular activities, accompanied by several teachers.

From the results of interviews and observations, researchers concluded that the implementation of the Independent Curriculum at SDK Pagal I has not reached the maximum level, especially in co-curricular activities. Even though curricular and extra-curricular activities are running smoothly, the integration of the Project for Strengthening the Pancasila Student Profile (P5) as one of the co-curricular activities has not been carried out thoroughly. Teachers are still in the adjustment stage to the Independent Curriculum as the new curriculum. Further efforts are needed to improve teachers' lack of knowledge and increase the implementation of co-curricular activities in accordance with the principles of the Independent Curriculum.

Evaluation of the Independent Curriculum at SDK Pagal I

Curriculum evaluation is a planned process carried out to obtain information that will be taken into consideration in making a decision regarding the curriculum that is being implemented or has already been implemented. Curriculum evaluation aims to improve the curriculum. The evaluation carried out on the implementation of the independent curriculum aims to test the effectiveness, efficiency, relevance, and feasibility of the plan and implementation of the independent curriculum in educational unit institutions. It is hoped that the results of this evaluation can be used as a reference for determining the next steps regarding the implementation of the independent curriculum. Several important elements of the independent curriculum will be evaluated, namely, curriculum structure, learning outcomes, learning and assessment, use of teaching tools, and operational curriculum of educational units.

The evaluation carried out on the implementation of the independent curriculum aims to test the effectiveness, planning, and implementation of the independent curriculum in educational unit institutions. It is hoped that the results of this evaluation can be used as a reference for determining the next steps regarding the implementation of the independent curriculum. Several important elements of the independent curriculum will be evaluated, namely, curriculum structure, learning outcomes, learning, assessment, and use of teaching tools.

The results of interviews with the Principal, Mr. YFJ, and several grade I and IV teachers, such as Mrs. KD, FDH, GJ, and YP, highlight several aspects that need to be evaluated during the implementation of the Merdeka Curriculum. This evaluation includes the learning process, curriculum implementation, and achievement of results as expected. In the evaluation stage, the focus is divided into two main aspects, namely, elements that need to be maintained and those that need to be improved during the implementation of the independent curriculum.

According to Mr. YFJ, in curricular activities, it is important to maintain opportunities for students to learn according to their needs, with the teacher's role more as a guide. This point is strengthened by maintaining attention to student activity during the learning process. Meanwhile, in extra-curricular activities, what needs to be maintained is to provide opportunities for students to choose activities that suit their talents and interests while still facilitating these activities. However, there are also aspects that need to be improved during the implementation of the Independent Curriculum. In curricular activities, Mr. YFJ emphasized the need for teachers to carry out learning well, choose methods according to students' needs, prepare learning media that supports understanding of the material, and provide adequate facilities. As for co-curricular activities, it is hoped that they can be implemented in

the future. In the context of extra-curricular activities, improvements need to be made by providing optimal opportunities for students to develop their talents and interests. By detailing the results of the interview, the researcher concluded that the evaluation of the implementation of the Merdeka Curriculum at SDK Pagal I places more emphasis on aspects of the use of learning methods, use of learning media, availability of adequate facilities, and challenges in implementing co-curricular activities. Further efforts are needed to improve and enrich the implementation of the independent curriculum in these schools.

Solutions to the Problems of Implementing the Independent Curriculum at SDK Pagal I

Based on the results of interviews with Mr. YFJ, Mrs. KD, FDH, GJ, and YP, several solutions to overcome difficulties during the implementation of the Independent Curriculum at SDK Pagal I, include:

1. Teachers should be active in learning activities, participate in socialization, and take part in training to increase their understanding of the Independent Curriculum.
2. It is recommended that teachers read more books or other sources related to the Independent Curriculum.
3. The government should hold face-to-face outreach with teachers to increase the effectiveness of understanding regarding the implementation of the Independent Curriculum.
4. When conducting outreach or training, the presenter is expected to explain in detail each activity contained in the Independent Curriculum, including curricular, co-curricular, and extra-curricular activities.
5. The government is expected to provide adequate facilities to support the implementation of the Independent Curriculum.
6. Teachers are reminded to pay attention to the selection of media and learning methods that suit students' learning needs.

It is hoped that these solutions can help improve the quality of implementation of the Independent Curriculum at SDK Pagal I, with a focus on increasing teacher understanding, the effectiveness of socialization, provision of facilities, and improving the quality of learning.

Discussion

Independent Curriculum Planning

Based on the research results, independent curriculum planning at SDK Pagal I, Cibai District, has still not reached the maximum level. The main obstacle lies in the difficulty in planning co-curricular activities, where the teacher's lack of understanding and limited references are the main obstacles. Therefore, further efforts are needed to increase teachers' understanding of co-curricular activities in the independent curriculum through training and increasing available reference sources. Socialization also needs to be strengthened so that teachers can better understand the role and implementation of co-curricular activities in the context of the independent curriculum.

In line with the research of Wuwur (2020) explained that there are several problems faced by teachers in implementing the independent learning curriculum, especially at the planning stage, namely the lack of teacher understanding of the independent curriculum, teachers have difficulty implementing creative and innovative learning methods. There were changes in designing learning from the previous curriculum, namely the 2013 curriculum with the independent curriculum, which resulted in teachers experiencing many difficulties. In an independent curriculum, teachers must design learning according to student's needs by looking at the situation and circumstances of the surrounding environment. The preparations carried out include analyzing the initial objectives of the material that the teacher will teach to students in the learning process, compiling learning outcomes, and the flow of learning objectives. After that, the teacher prepares learning tools prepares assessment formats so that learning outcomes can be known.

Azzahra et al. (2023), in their research entitled "Implementation of the Independent Curriculum in Natural Sciences Learning at SDN 4 Purwawinangun concluded that the learning planning carried out is in the early stages. The planning carried out still uses examples of learning plans provided by the Ministry of Education and Culture. Ujang Cepi Barlian, Siti Solekah, (2022) in their research stated that SDN 244 Guruminda Bandung City had made an independent curriculum learning plan in the form of learning tools in accordance with the guidelines for making independent curriculum learning tools, namely analyzing learning outcomes (CP) to develop learning objectives and flow. Learning objectives, planning diagnostic assessments, developing teaching modules that adapt learning to the achievement stages and characteristics of students, and planning formative and summative assessments.

Thus, it can be concluded that planning for implementing the independent curriculum consists of analyzing learning outcomes. By analyzing learning outcomes, teachers will find it easier to understand competencies, materials, and learning objectives according to the stages of the education level. After that, the teacher designs a flow of learning objectives, which are used as a guide in developing teaching tools and compiling teaching modules. Finally, carrying out an assessment, namely, a diagnostic assessment carried out by teachers to determine students' initial competencies. Formative assessments are carried out by teachers at the beginning of learning until the end of each meeting, and then summative assessments are carried out by teachers to measure students' abilities after the material ends or at the end of the semester. Apart from that, planning the Pancasila Profile Strengthening Project (P5) is one of the activities to increase understanding and strengthen students' character, as well as assessment planning.

Implementation of the Independent Curriculum

From the results of interviews and observations, the implementation of the Independent Curriculum at SDK Pagal I has not reached the maximum level, especially in co-curricular activities. Even though curricular and extra-curricular activities are running smoothly, the integration of the Project for Strengthening the Pancasila Student Profile (P5) as one of the co-curricular activities has not been carried out thoroughly. Teachers are still in the adjustment stage to the Independent Curriculum as the new curriculum. Further efforts are needed to

improve teachers' lack of knowledge and increase the implementation of co-curricular activities in accordance with the principles of the Independent Curriculum.

In line with research conducted by Wilan Budi Utami, Sulthoni (2022) states that strengthening the profile of Pancasila students in the implementation of the independent curriculum has obstacles, including not fully understanding the meaning of "freedom to learn" so that they have not been able to optimize strengthening the profile of Pancasila students, limited time available. Informed by the teacher, limited time for learning activities, little lesson substance, limited knowledge of technology possessed by the teacher, students' very poor understanding of the subject and so on. To overcome this, teachers are expected to always innovate so that the learning strategies carried out can run smoothly so that they can strengthen the student profile of Pancasila as a character possessed by students.

Rosmana et al. (2023) concluded that teachers must be able to adapt to existing policies in line with changes in educational policies, especially the curriculum. Even though the independent learning curriculum has just been implemented, teachers must continue to adapt to existing changes. The final goal of the Pancasila Student Profile states that learning activities are to shape the personalities of students. Because learning in the Merdeka Belajar Curriculum is determined by the teacher. So, to be able to interpret each student's behavior correctly, the teacher must understand the meaning and dimensions of the Pancasila Student Profile.

Intan Maharani & Arinda Putri (2023) revealed that the P5 Program, as an implementation of the Independent Curriculum, aims to shape the profile of Pancasila students through creative, critical, communicative, collaborative, and character education. However, the implementation of this program is faced with inhibiting factors that need to be overcome so that it can run effectively. These inhibiting factors include resource readiness, teacher understanding, and readiness, as well as limited time and space. To overcome these inhibiting factors, integrated efforts are needed. Increasing investment in education is an important step in improving resource readiness, including meeting the required facilities and infrastructure. Teacher training and development also need to be strengthened so that they have a deep understanding of the Independent Curriculum and are able to implement it well. Overall, it is important to overcome these inhibiting factors so that the P5 Program can run optimally and achieve the expected goals. The P5 program can be an important step in realizing education that is holistic relevant, and encourages the formation of a strong Pancasila student profile.

Thus, it can be concluded that the implementation of the Merdeka Curriculum at the elementary school level emphasizes project-based learning in realizing the Pancasila Student Profile. This project is learning that combines several project-based or practical subjects regarding understanding the material and solving problems that are solved directly by students.

Project-based learning aims to develop soft skills and character according to the Pancasila student profile, namely emphasizing the main material so that they have enough time to explore learning material for basic competencies such as literacy and numeracy. Apart from that, it is easier for teachers to carry out learning that suits students' abilities.

Evaluation of the Implementation of the Independent Curriculum

Based on the research results, the evaluation of the implementation of the Merdeka Curriculum at SDK Pagal I places more emphasis on aspects of the use of learning methods, use of learning media, availability of adequate facilities, and challenges in implementing co-

curricular activities. Further efforts are needed to improve and enrich the implementation of the independent curriculum in these schools.

In line with research conducted by Zainul Mustofa & Setiyono (2023) stated that curriculum evaluation plays a very important role in the scope of education. If you don't carry out an evaluation, you won't know what the strengths and weaknesses are and what needs to be improved and maintained in planning and implementing the curriculum. Evaluation is carried out to obtain feedback from several parties who have important roles, such as parents, teachers, curriculum developers, and the community. The results of these evaluation activities will be used as guidelines for improving further curriculum development so that it can achieve the educational goals that have been set. (Uspitasari et al. (2023) concluded that the implementation of the independent curriculum in elementary schools has been running even though it is not optimal and needs to be implemented enhancement. The evaluation carried out through the CIPP model in terms of evaluating the context, input, process, and product of implementing the independent curriculum at the elementary school level, namely Bontang Elementary School, is included in the successful category. If viewed from a context perspective, it has been met, namely learning outcomes that are in accordance with the scope of the material, as well as material that suits the needs of students, according to S. G. Santi. I. Maureen (2023), cContext evaluation aims to explain the school principal's readiness to implement the independent curriculum, as well as the suitability of the program objectives designed to student needs. Input evaluation is carried out to find out how the planning and strategies used by schools in implementing the independent curriculum include preparing facilities and infrastructure, namely electricity and the internet, to support learning activities. Process evaluation is carried out to explain the extent of success in implementing the independent curriculum through the strategies that have been implemented by the school. Product evaluation aims to find out the final results of implementing the independent curriculum, and then a more in-depth assessment is carried out.

Thus, it can be concluded that evaluation of the implementation of the independent curriculum is very important. The aim is to find out the extent of success in implementing the independent curriculum through the strategies used by the school. Evaluation starts from planning activities to the final results related to what needs to be maintained and improved.

Based on the research results, the solution to overcome difficulties in implementing the independent curriculum is: 1) Teachers should be active in learning activities, participate in socialization, and take part in training to increase their understanding of the Independent Curriculum. 2) It is recommended that teachers read more books or other sources related to the Independent Curriculum. 3) The government should hold face-to-face outreach with teachers to increase the effectiveness of understanding regarding the implementation of the Independent Curriculum. 4) When conducting outreach or training, the presenter is expected to explain in detail each activity contained in the Independent Curriculum, including curricular, co-curricular, and extra-curricular activities. 5) The government is expected to provide adequate facilities to support the implementation of the Independent Curriculum. 6) Teachers are reminded to pay attention to the selection of media and learning methods that suit students' learning needs.

In line with research conducted (Azzahra et al., 2023), it is explained that the efforts made by schools, especially school principals, are by providing facilities and infrastructure in

decent and sufficient conditions to meet learning needs in the classroom. Apart from that, school principals also increased the intensity of sending teachers to attend seminars, workshops, training, and MGMP as an effort to increase knowledge and skills in teaching.

Wuwur (2020) claims that there are several solutions that can be implemented by schools, including: 1) Training and developing the competence of teachers and educational staff. Increasing the ability of teachers and education staff to apply creative and innovative learning methods will help create a more conducive and supportive learning environment for students. 2) Increased support from parents and the community. The role of parents and the community is very important in supporting the implementation of an independent curriculum in elementary schools. Therefore, efforts are needed to increase their understanding and participation in the educational process. 3) Improvement of facilities and infrastructure. Efforts to improve facilities and infrastructure such as classrooms, laboratory facilities, libraries, and textbooks will help in creating a more conducive and supportive learning environment for students. 4) Increased supervision and monitoring. Efforts are needed to increase supervision and monitoring of the implementation of the independent curriculum in elementary schools. This can help in identifying obstacles and problems that arise during the implementation process and finding appropriate solutions. 5) Developing cooperation between education *stakeholders*. Collaboration is needed between educational stakeholders such as teachers, school principals, parents, and the community to create a conducive and supportive learning environment for students to develop their abilities and potential. 6) there is encouragement for teachers to take part in the teacher mobilization program. (Fauzi, 2023) concluded that, solutions that could be an effort to overcome problems during implementing the independent curriculum, namely, 1) Expanding knowledge related to learning methods. 2) Attend workshops. 3) Sharing with fellow educators. By implementing these solutions, it is hoped that the implementation of the independent curriculum in elementary schools can run better and provide optimal benefits for student development.

Conclusion

Based on the results of research regarding the implementation of the independent learning curriculum in case studies at SDK Pagal I, Cibai District, it can be concluded that Planning for the independent curriculum at SDK Pagal I, Cibai District, has still not reached the maximum level. The main obstacle lies in the difficulty in planning co-curricular activities, where the teacher's lack of understanding and limited references are the main obstacles. Therefore, further efforts are needed to increase teachers' understanding of co-curricular activities in the independent curriculum through training and increasing available reference sources. Socialization also needs to be strengthened so that teachers can better understand the role and implementation of co-curricular activities in the context of the independent curriculum. The implementation of the Independent Curriculum at SDK Pagal I has not reached the maximum level, especially in co-curricular activities. Even though curricular and extra-curricular activities are running smoothly, the integration of the Project for Strengthening the Pancasila Student Profile (P5) as one of the co-curricular activities has not been carried out thoroughly. Teachers are still in the adjustment stage to the Independent Curriculum as the new

curriculum. Further efforts are needed to improve teachers' lack of knowledge and increase the implementation of co-curricular activities in accordance with the principles of the Independent Curriculum.

Evaluation of the implementation of the Merdeka Curriculum at SDK Pagal I places more emphasis on aspects of the use of learning methods, use of learning media, availability of adequate facilities, and challenges in implementing co-curricular activities. Further efforts are needed to improve and enrich the implementation of the independent curriculum in these schools. Solutions implemented to overcome all difficulties during implementing the independent curriculum at SDK Pagal I include: 1) Teachers should be active in learning activities, participate in socialization, and attend training to increase their understanding of the Independent Curriculum. 2) It is recommended that teachers read more books or other sources related to the Independent Curriculum. 3) The government should hold face-to-face outreach with teachers to increase the effectiveness of understanding regarding the implementation of the Independent Curriculum. 4) When conducting outreach or training, the presenter is expected to explain in detail each activity contained in the Independent Curriculum, including curricular, co-curricular, and extra-curricular activities. 5) The government is expected to provide adequate facilities to support the implementation of the Independent Curriculum. 6) Teachers are reminded to pay attention to the selection of media and learning methods that suit students' learning needs.

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