

PROBLEMS OF THE INDEPENDENT LEARNING CURRICULUM IN PRIMARY SCHOOLS

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ABSTRACT

This research will investigate the use of the Merdeka Belajar Curriculum, This is an innovation in the Indonesia education system that strives to allow students the freedom to develop their abilities and improve the quality of their learning. The study's findings will contribute to a better understanding the use of the Independent Learning Curriculum and provide suggestions for educators on how to implement learning approaches that center on student freedom and autonomy. The outcomes of this study additionally indicate that there are still certain issues with this independent curriculum.

Keywords: Independent Learning Curriculum, Indonesian Education System

INTRODUCTION

Law No. 20 of 2003 states that the aim of National Education is to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic and responsible (Darmawan, 2020).

Education can be said to be a process of changing the attitudes and behavior of a person or group in the context of maturation through efforts to develop physical and spiritual potential given by teachers to students, regardless of whether the learning and learning process is effective or not. The education in question is a person's efforts made on oneself or a need to fulfill a deficiency. The factor that education is due to development, a person's awareness of increasing their own potential to become better.

Education is a person's development through self-motivation or external forces that motivate a person to pursue education. Education aims to help people achieve their maximum potential by improving abilities, behavior, morals, independence and skills.

Curriculum is a methodical strategy for organizing education. The curriculum consists of various components, including learning objectives, teaching techniques, learning materials, evaluation, and time management. The aim of the curriculum is to provide educators with clear knowledge and guidance on how to build their skills. The curriculum is organized in accordance with educational changes, and is updated by teachers and students as it is implemented.

A situation that is considered significant requires in-depth problem solving. Problems often refer to various problems or obstacles that develop in a particular subject, such as politics, economics, society or culture. In the world of academia or science, problematic thinking also refers to the process of understanding certain issues or events. Problematization is the process of analyzing various aspects of an issue or topic.

Understanding difficulties allows people to better understand problem solving and find solutions to the challenges they face. To standardize education, the government issued RI Regulation Number 19 of 2005. This regulation is intended to improve the quality of education in Indonesia. In this law, the government states that teaching staff must pay attention to the quality of learning in order to advance education. Because the government has prioritized the quality of education, teachers must respond and follow up by organizing activities to improve students' skills and capacity.

The independent curriculum is an educational concept or idea adopted by the Indonesian government in order to perfect the Indonesian education system. The independent curriculum provides students with various opportunities to think critically, perfect skills, and build character.

The curriculum is a collection of learning programs that function as a means of obtaining information and experience through school-related activities. Curriculum design is important because it sets out the objectives, content, learning resources (or teaching materials), and how they are used to achieve learning goals. Curriculum development is the process of improving the quality of education; education does not create a curriculum. The aim of the independent curriculum is to build human potential while instilling self-confidence, courage and independent critical thinking in the learning process.

In terms of sociological research, the curriculum must be able to pass on traditions from one generation of students to future generations. The program should also instill curiosity and a drive for lifelong learning. Educators must also understand students' roles and responsibilities in their educational experience. Furthermore, the curriculum is described as a set of plans that include objectives, resources, procedures and lesson content which functions as a guide for implementing learning activities with predetermined objectives. This curriculum will also experience adjustments to learning methods.

Learning outside the classroom will follow learning in the classroom. Students will be more comfortable studying because they can communicate openly with the teacher. Because this method will only irritate parents and children, this learning outing can help them become independent, brave, well-mannered and well-mannered individuals. Children's intelligence and talents vary depending on the lesson topic they choose.

The free learning concept promoted by Nadiem Makarim aims to provide students with an enjoyable learning experience without the pressure of grades. The curriculum must be updated to reflect developments in science and technology (IPTEK) in the current educational environment. Since 2013, the Indonesian Ministry of Education and Culture has used the independent curriculum.

What is meant by “free learning” relates to government programs designed to improve the quality of education and prepare students to face future challenges. The free learning curriculum has been included in education policy over the past two months. During the COVID-19 epidemic, the Ministry of Education and Culture must take adequate and comprehensive measures to protect students' rights and obligations.

The curriculum is the main learning tool both for organizing learning activities and gaining information and experience through various learning activities. School leaders and teachers must be prepared to face new obstacles when adopting an independent curriculum. During this procedure, teachers may use teaching modules offered by the center. The independent curriculum must examine new ideas in order to raise the profile of Pancasila students.

With a learning method that emphasizes character development, evaluation focuses on individual student traits rather than academic achievement. Therefore, the new policy structure for the independent curriculum is expected to teach students how to function in society. Self-directed learning empowers instructors to create curriculum and learning procedures. It is important for instructors to adapt curricular materials to the needs of society and students. Instructors must understand student psychology and be able to use methods and the aim of establishing the independent learning curriculum is to develop the abilities of graduates, both hard abilities and soft abilities, so that they are better equipped and in line with the needs of the times. Furthermore, the aim of this curriculum is to equip graduates to become strong and approachable leaders in the country's future. To encourage students to study broader knowledge before starting work, the Minister of Education and Culture has developed a program called the Merdeka Curriculum B.

When the curriculum was updated, several problems developed. This is an educational phenomenon. Although the aim of creating and updating the curriculum is to improve the general standards of education, these stages are challenging to achieve. Because the current autonomous learning curriculum is a new curriculum created by the government, its performance is influenced by various elements, including the presence of instructors. Therefore, the education department is trying to adapt this curriculum to the needs of Indonesian students. The Merdeka Belajar curriculum aims to develop students' soft skills and character in line with the Pancasila Student Profile.

In accordance with Government Regulation Number 57 of 2021 concerning National Education Standards, Article 38, the school curriculum as referred to in paragraph 1 is developed by considering diversity, taking into account educational units, regional capabilities and student needs.

Changes must be made in line with class readiness to avoid confusion among educational unit managers regarding the concept of independent learning policy. The national education system modifies the curriculum to expand educational opportunities. This shows that colleges and universities have great potential to develop new teaching techniques.

Therefore, the responsibility for curriculum development lies with the leadership of the institution and its employees. Educating children is one of the main responsibilities of an educator. Students are the future generation of the nation who will always face advances in science, technology and globalization. The Independent Learning Curriculum provides a way to create a personalized curriculum based on school knowledge and apply it through reflection.

RESEARCH METHODOLOGY

This research utilizes various references, including several previous studies which can be collected and integrated to obtain results. The chosen approach is determined by the research objectives. The aim of this research is to highlight the challenges instructors face in the classroom, as well as their involvement in implementing an open curriculum. Data analysis is a strategy for analyzing data by transforming research data into a reference that can be used to draw conclusions. To find relevant references, the analysis procedure will include selecting, sorting, comparing, and merging.

Researchers searched for fifty journal articles that used the keyword learning communities in early childhood based on the steps above. These articles relate to the topic of early childhood education. Next, use Google Scholar to select seven journals that are relevant to the selected topic. These journals were selected to conduct analyzes and summarize similar research. Furthermore, the research findings are discussed thoroughly in this journal article.

RESULTS AND DISCUSSION

Problem" comes from the English "problem", which means "problem" or "issue." A problem is "something that cannot be solved", according to the Big Indonesian Dictionary (2008:1103). Problems are problems that arise under certain conditions. Problems with integrated thematic learning can arise when applied in the field. The term "problematic" refers to an unresolved problem. Therefore, a problem, or problematic, is something that is needed to resolve differences that occur between facts or theories.

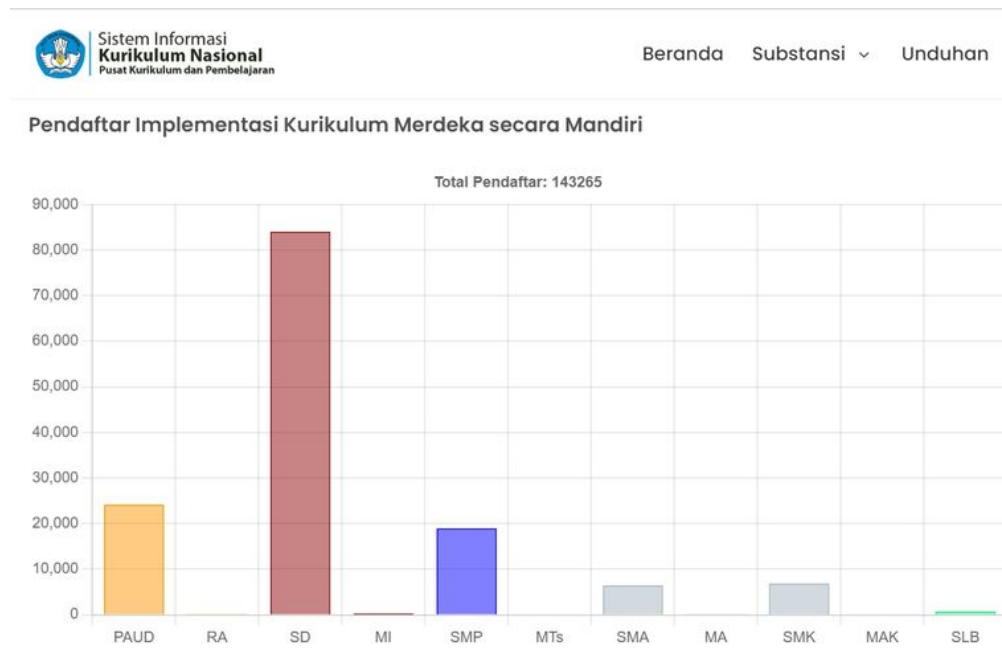
The Merdeka Belajar curriculum is very important because it is a learning approach that considers students' needs. Indonesia must establish an independent learning curriculum policy as a result of the COVID-19 pandemic. When it comes to how best to implement a self-paced learning curriculum in their schools, educational managers and principals face a major problem.

Schools also have to adapt to curriculum changes when students learn remotely. As an alternative curriculum, the free curriculum provides "Freedom to Learn" to teachers and administrators to write, manage and develop the school curriculum while still considering students' needs and potential. This research seeks to offer an overview of the open curriculum as a free learning strategy in schools. The educational curriculum must be adapted to the needs and characteristics of students over time, so that it always develops. Curriculum development plans must consider students' interests, views, learning outcomes, experiences and needs. School seats in Indonesia have changed eleven times. This name originates from 1947.

Table. 1 Research Results on the Problems of the Independent Curriculum in Elementary Schools.

No	Title / Content	Note
1	Problems of Implementing the 2022 Independent Learning Curriculum (Faridahtul Jannah, Thooriq Itifa' Fathuddin, Putri Fatimattus Az Zahra 2022).	The findings of this research indicate that there are several problems in implementing their curriculum in elementary schools. One of the most serious problems is that teachers do not understand how to create an independent syllabus for learning. Apart from that, teachers are also unable to adapt the independent curriculum to their students. The independent curriculum encourages teachers to be more creative in arranging learning modules, learning objectives and the flow of learning objectives. This means that teachers can no longer prepare teaching and learning activities haphazardly every week. This school's efforts are solely aimed at increasing the visibility of Pancasila students. PS is still given to students throughout the day, not just during class hours. Studying is also important. Outside the classroom, students are encouraged to be more active and imaginative.
2	Analysis of the Problems of Implementing the Independent Curriculum in Elementary Schools (Mei Nur Rusmiati, Riswati Ashifa, Yusuf Tri Herlambang 2023).	To implement an independent curriculum in elementary schools, there are many challenges. One of them is that teachers do not understand how to make independent lesson plans. Apart from that, the lack of teacher innovation in teaching is also another obstacle. It cannot be denied that the problems associated with the changed system require that all structures work together to build and complete this new system so that it achieves the desired goals perfectly. The Merdeka Belajar curriculum was created with the aim of identifying the identity of Indonesian education. So, the term "change minister change curriculum" will no longer exist. An independent curriculum is a curriculum that has various types of learning in the classroom to help students understand concepts and strengthen their abilities. This independent curriculum also increases the achievement of the Pancasila student profile which is designed in accordance with the themes set by the government.
3	Development of the Independent Curriculum in Education Units and Implementation of the Independent Curriculum in 21st Century Learning (Mulik Cholilah, Anggi Gratia Putri Tatuwo, Komariah, Shinta Prima Rosdiana, Achmad Noor Fatirul5 2023).	The results of this research indicate that teachers must be given the opportunity to act as learning leaders and use the Merdeka Teaching Platform and prioritize project-based learning. Apart from that, this will have an impact on achieving learning goals effectively and efficiently. As a result, everyone involved, including instructors, school personnel, students, and parents, requires frequent interaction, both online and offline. Because educators must adapt to current trends. Therefore, educators must be able to operate and apply PMM in their learning process. Teachers are undoubtedly the most crucial people in implementing a well-planned independent curriculum.
4	Teacher Problems in Implementing the Independent Curriculum (Enjelli Hehakaya, Delvyn Pollatu 2022).	The results of this research show that teachers face many problems. The independent learning curriculum gives teachers more creative freedom to create or design learning methods. This curriculum is regulated by the Minister of Education. Teachers must contribute proactively and, more significantly, respond to current developments, such as curricular changes. The Central Government determines the Pancasila student profile, learning outcomes, curriculum framework, as well as education and evaluation principles as the curriculum to be implemented in

		schools and classrooms. The independent learning curriculum takes a curiosity and ability approach, with a national education system and standards aimed at creating a Pancasila student profile.
5	Implementation of the Independent Curriculum in Improving the Quality of Education (Shinta Ledia, Betty Mauli Rosa Bustam 2024).	The findings of this study show that an independent curriculum is very important for improving the quality of education because it makes learning fun and full of discovery and creativity, thereby encouraging students to learn. Teachers are encouraged to improve their professional skills in learning activities in order to improve the quality of education. The Merdeka Curriculum is a unique learning paradigm that focuses on increasing student activities outside the classroom while allocating extra time to help students improve their talents. The independent curriculum has recently been implemented in schools, depending on the readiness and needs of each school. This curriculum, which emphasizes learning tailored to the child's needs and abilities, will certainly enable children to develop according to their interests, potential and skills.
6	Implementation of the Independent Curriculum in Improving the Quality of Education (Shinta Ledia, Betty Mauli Rosa Bustam 2024).	The findings of this research indicate that there are many problems in implementing the independent learning curriculum during the planning stage. Teachers face difficulties in utilizing technology, designing learning models that are in accordance with the independent learning curriculum based on the Strengthening Pancasila Student Profile (P5) Project, and a lack of resources and infrastructure. Furthermore, the implementation stage creates difficulties in adapting to the idea of reading, writing and arithmetic (calistung), trying to use learning methods that support the Independent Curriculum, and managing time for project-based learning. However, the independent learning curriculum faces several problems. These challenges include difficulties in incorporating the principles of writing, reading, and arithmetic (calistung) into an independent curriculum for lower class children, difficulties in implementing monotonous learning paradigms, and time management problems for project-based learning.
7	Implementation of the Merdeka Curriculum Post the Covid - 19 Pandemic (Selamat Ariga 2022).	The findings of this study examine government policies that address the establishment of an independent curriculum in schools as an alternative choice for learning recovery. The independent curriculum emphasizes the use of learning communities and technology to exchange practices between instructors, students, and academics. The independent curriculum is starting to be prepared to be implemented in ready-to-use schools as part of the efforts of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to alleviate the learning crisis caused by the COVID-19 pandemic. In this article, we will study government policy regarding the implementation of an independent curriculum in schools as an additional option for learning recovery. The focus of implementing the independent curriculum is to enable teachers and students to share practices with technology and learning communities.



Discussion

Teachers may find it difficult to implement an independent learning curriculum, which is disruptive to students who have not fully participated in learning. The independent curriculum is aimed at middle and high school. The independent curriculum focuses on preparing students for the next level of schooling at primary school and early childhood education levels. As a result, the independent elementary school curriculum focuses on preparing Pancasila-minded students with a variety of educational resources and approaches. Educational institutions and schools in cities and districts are given the freedom to develop curricula that comply with this curriculum.

Therefore, learning methods in elementary schools that use the independent curriculum will be different in the end. Therefore, the way learning will be implemented in elementary schools that use the independent curriculum will be different, but the focus will remain on Pancasila values.

This curriculum strengthens the profile of Pancasila students through projects based on topics determined by the government. The Pancasila Student Profile is a graduate or alumnus who has the characteristics and talents needed to uphold the basic values of Pancasila. This curriculum strengthens the Pancasila Student Profile through projects based on topics determined by the government. This profile explains national education goals, and these graduates will function as a barometer, directing educational policy and assisting teachers in shaping the character and competence of their students. This is the goal of national education, graduates will be the main barometer in directing education policy, including the role of teachers in shaping students' personalities and talents.

The Merdeka Curriculum can be used in all educational institutions, including PAUD, SD, SMP, SMA, vocational school for special and equivalency education, as well as further education. Their first step in implementing the independent curriculum was to provide a readiness questionnaire to teachers, school administrators, education staff and educational units to assess their readiness to develop the curriculum. This is intended to answer the need for a more efficient and successful implementation of the Independent Curriculum in these educational institutions.

The independent curriculum groups learning into three types, namely intracurricular learning which can take place at any time, co-curricular learning which strengthens the Pancasila Student Profile and focuses on interdisciplinary learning which focuses on general character and competence, and extracurricular learning which is customized. for the benefit of the students and the resources available in the unit. education.

The curriculum in Indonesia has undergone significant changes to improve and follow current trends. From 1947 to 1997, the curriculum was changed. Apart from that, the 2006 curriculum was revised and refined into the KTSP curriculum (Education Unit Level Curriculum). In 2013, the government through the Ministry of National Education re-implemented the 2013 Curriculum (Kurtilas), and in 2018 a curriculum revision was carried out. The aim of modifying the curriculum from year to year is to make the education process more efficient. The 2013 curriculum is a continuation of the 2006 curriculum, so the portions displayed in it are an expansion of the previous curriculum components.

Curriculum development and updating is very important and must be done. The new curriculum in Indonesia, the Merdeka Curriculum, focuses on students' ability to accept learning, so independent learning allows students to pick and choose how they learn. Although learning is based on student abilities, agreement on learning objectives is the basis for the process of developing subsequent learning activities.

Therefore, so that the achievement of graduation goals is maintained and not delayed, the independent curriculum must be based on the Indonesian National Qualifications Framework (KKNI). Optimizing the Independent Teaching Platform (PMM) is a way to accelerate the development of an independent curriculum in educational units. This will also have an impact on achieving learning objectives effectively. It is very important for related parties to be able to implement the Independent Teaching Platform (PMM) in learning because education must be adapted to current developments.

CONCLUSIONS

There are various advantages and disadvantages in implementing this new curriculum, namely the autonomous learning curriculum, as well as various emerging challenges, such as teachers who do not understand the character of students and teachers who do not understand this new learning model. Continuous training is very important when introducing a new curriculum, especially an independent curriculum. This study found that educators continue to struggle in developing learning modules, summative assessments, and diagnostic assessments. Educators have tried to take part in several trainings, but face many challenges that hinder the implementation of the independent curriculum.

Researchers recommend that educators prepare to adopt the new curriculum. Teachers must have the knowledge, skills, and attitudes to create an engaging learning environment that meets their students' abilities and interests. Additionally, they must be able to reflect on their thinking at any time to adapt to changes and achieve their goals. Therefore, educators must be able to help students develop their potential to the maximum.

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