Implementation of the independent curriculum to driving schools in East Luwu District

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ABSTRACT

The problem in the research is how to implement the independent curriculum in driving schools in East Luwu Regency. The type of research used is field-based qualitative (field research) and uses a phenomenological research approach. The research data sources are primary data and secondary data. The data collection methods were observation, interviews, documentation and reference tracking. The results of this research show that the implementation of the independent curriculum in driving schools consists of (1) It is more straightforward and more in-depth because this curriculum focuses on essential material and the development of student competencies in each phase. (2) More independence in learning means the elimination of specialization for students at the educational level. Students can choose subjects according to their interests, talents and aspirations. (3) More relevant and interactive because this curriculum's learning process is carried out through project activities, which will provide wider opportunities for students to explore actual issues actively. (4) Teacher flexibility to carry out differentiated learning based on the students' abilities. The implication is that in some schools, challenges and obstacles are still encountered, including those related to three things: the capacity of teachers' human resources, limited availability of ICT facilities and difficulties in accessing internet networks. This must be done because it dramatically impacts the effectiveness of the teaching and learning process and student learning achievement.

Keywords: Implementation; curriculum; independence; school; mobilization

1. INTRODUCTION

Education is the process of changing attitudes and behaviour through learning and training. In implementing education, the environment must be connected to forming students with good character education. The main aim of education is to improve human resources by forming human character who is faithful and devout. Character education is almost unheard of in education because schools do not only focus on cognitive aspects but always teach how to behave correctly. Character education must continue to be carried out more optimally so that these character values become guidelines for developing the nation's next generation.

The independent curriculum is one of the innovations in educational progress, where teachers are required to know the needs of students depending on their interests, needs, environment and culture. This curriculum allows the concept of learning that takes place at school or outside school and also demands creativity in teachers and students.

In the independent learning curriculum, learning objectives lead to forming a Pancasila student profile. The Ministry of Education and Culture emphasizes the development of Pancasila students in its vision and mission. Therefore, a learning outcomes guide is published for each subject in elementary schools, which is linked to the Pancasila student profile. The Pancasila student profile (P5 Program) strengthens orientation towards developing students' character. Apart from the P5 program, the independent curriculum has three main characteristics, namely 1) Simplification of content, focus on essential material. (2) Project-based learning that is collaborative, applicable and cross-subject. (3) Formulating learning outcomes and setting lesson hours that give schools flexibility to design operational curricula according to students' ability levels.

This independent learning curriculum has several advantages. This curriculum focuses on essential material and developing student competencies in each phase. The learning process will be more in-depth, meaningful, less rushed, and fun. The independent learning curriculum, which is the main objective, includes:

1. The government, in this case, the Ministry of Education and Culture, wants to emphasize that schools have the authority and responsibility to develop a curriculum that suits the needs and context of each school.

2. With this curriculum option policy, changing the national curriculum can occur smoothly and gradually.

The Independent Learning Program is a policy considered transformative in education. Of course, there are various changes that teachers will feel. The changes felt by the teacher confront him with various obstacles that need to be adequately overcome. Differences in digital access and unequal internet access are also obstacles teachers face in implementing independent learning. Six learning models can be applied in the discourse on implementing independent learning conveyed by the

Minister of Education and Culture. One of the learning models that can be done is online.

The smooth implementation of online learning is certainly determined by the digital and internet access that teachers and students have. Quite a few schools need more facilities, or teachers and students with limited access experience difficulties. Differences in facilities, infrastructure, and ease of access to technology are obstacles that teachers sometimes face.

Driving schools are schools whose learning focuses on students holistically, emphasizing the characteristics of the Pancasila student profile, starting from human resources, namely vital and better school principals and teachers. It is hoped that the driving school will also inspire other school principals and teachers. Driving school instructors automatically provide flexible and versatile learning. Driving Schools are a catalyst for realizing the vision of Indonesian education. These schools focus on developing student learning outcomes holistically by realizing the Pancasila Student profile and starting with superior human resources. In this way, driving schools can become a reference for school practice and improve the region's education quality.

Furthermore, some problems are essential for teachers and students at driving schools, namely (1) not understanding IT, (2) not being able to complete the independent teaching platform, (3) not being able to understand differentiated learning, (4) are constrained by facilities and infrastructure. Problems for students are: (1) they have been unable to understand the learning material separately based on their talent abilities, (2) they still want to study as usual.

2. METHODS

John Lolland and Lyn H. Lofland stated that the primary data sources in qualitative research are words and actions, apart from additional data such as documents and so on. Although documents or written sources in various forms are referred to as additional data, they must be addressed. Even though this type of research is field research, the data required comes from more than just the field. Written data is also needed to support field data. Thus, the data sources used are library research or written data sources. Researchers look for and explore materials that are related to expert opinions.

This type of research is field research, which is qualitative. Qualitative methods are very suitable for developing theories built through data obtained from the field. For qualitative research, the term "naturalistic inquiry" is used and qualitative research is better known as the scientific paradigm." Qualitative research is research that is "directed at describing symptoms, facts, or events systematically and accurately regarding the characteristics of a particular population or area".

There are two types of data sources used in this research, namely primary data sources and secondary data sources. These two data sources can be explained as follows:

1. Primary Data Source

The primary data source for research results is direct data collected by researchers from words and actions at the place where the research was conducted. Words and actions are the primary data obtained through in-depth interviews and observations. In this case, the primary data source was obtained by researchers during the data collection process using in-depth interview techniques and observations of implementing the independent curriculum at driving schools in East Luwu Regency. The informants interviewed were the Education Office, School Principals and Teachers. From the informant or first source, primary data is obtained, which clearly and in detail about the problem being studied. For more details, see the following table:

Table 1. The data source table consists of regional government, school principals and teachers

No	Profession/Position	Number of Informants
1.	Head of Education and Head of Division	2 persons
2.	Headmaster	3 persons
3.	Teacher	3 persons
	Total Number of Sources of Informants	**8 persons**

The position of the informant in qualitative research is significant because they not only respond but also as owners of information. An informant is a person who provides information, a source of information, a data source or the subject under study. Informants are also actors or perpetrators who determine whether the research is successful based on the information provided. The research subjects were the Regional Government, school principals and teachers in East Luwu Regency.

2. Secondary Data Sources

Secondary data is a written source used as supporting information in primary data analysis. Secondary data sources function as supporting primary data. Secondary data or additional data comes from documents in the form of notes from reports and other documents, as well as information from informants relevant to the research object. In this case, the researcher obtains written documents related to the research problem, such as internet sources related to the research problem and so on.

Data collection is essential in carrying out research because this activity aims to obtain the necessary data. Therefore, researchers must use appropriate techniques so that the data obtained is as expected. Four data collection techniques are used in this research: observation, interviews, Focus Group Discussion (FGD), and documentation.

3. RESULTS AND DISCUSSION

A. Implementation of the Independent Curriculum in Driving Schools

Minister of Education and Culture, Research and Technology, Nadiem Anwar Makarim officially launched the prototype curriculum's new name, the Independent Curriculum. The independent curriculum was developed as a more flexible curriculum framework that focuses on fundamental material and develops the uniqueness and abilities of students. "The Ministry of Education and Culture stated that there are four ideas for changes that support the independent learning program, which relates to the National Standard Examination (USBN), National Examination (UN), Learning Implementation Plan (RPP), and Zoning Regulations for Accepting New Students (PPDB)".

The primary assumption of freedom to learn is giving trust to the teacher so that the teacher feels accessible in carrying out learning. The learning atmosphere is comfortable, teachers and students can discuss more relaxedly, and learning can be done outside the classroom, which not only listens to the teacher's explanations but forms more courage, independence, and intelligence. Sociable, civilized, polite, competent, and not just relying on a ranking system which according to several surveys only disturbs children and parents."

The concept of implementing freedom of learning, according to H. Basruddin, is by returning the national education system to the essence of the law to give schools the freedom to interpret the essential competencies of the curriculum for their assessment. Implementing an independent curriculum will be more relevant and interactive, where project-based learning will provide broad opportunities for students to explore factual issues actively. Schools are free to choose three options for implementing the independent curriculum. First, implementing some of the principles of an independent curriculum by not changing the school curriculum used. Second, using an independent curriculum using learning facilities that have been prepared. Third, use an independent curriculum by developing personal teaching tools.

According to Darmawan, the first independent curriculum's advantage is that it is more straightforward and in-depth because it focuses on important material and develops students' competencies in their respective fields. Second, there is more independence when students do not have specialization programs at school. Teachers teach according to the abilities and development level of students. Schools have the power to develop curriculum and learning according to its characteristics.

Meanwhile, according to Hasmiaty Abby, based on the results of observations and interviews in research at one of the driving schools in East Luwu Regency, one of the crucial elements in a driving school is the principal who has high fighting values to advance the school. The school principal must be able to guide, direct and inspire all elements of the school to want to move towards better education to produce quality graduates. A driving school does not mean a large school with complete infrastructure, but a driving school is a school led by a school principal who has passed the driving

school training, and, of course, the school principal wants to make changes in the field of education.

Meanwhile, according to Junty Batoran, small schools will progress under the leadership of a good principal. Even the school that the researcher visited could be said to be a small school with limited facilities and infrastructure and does not have a large area of land and does not even have a library, but the school can become an agent of change. Which, of course, encourages parents to send their children to this school.

Meanwhile, according to Samsidar Singar, the implementation of the curriculum cannot be separated from supervision and discussion activities, as well as mentoring carried out periodically to monitor the progress of the learning process if there are obstacles in its implementation. The researchers found that the school principal innovated school administration management, namely, carrying out the paperless concept. That is, he had started to reduce the use of paper. In this case, the school principal provides a dashboard through digital administrative storage. Essential documents are neatly arranged, and the principal can monitor teacher administration regularly.

According to Miftah Ussaidah, independent learning activities for teachers involve uploading every administration made to the dashboard provided by the school principal. Inviting teachers to move is a challenging thing. A good strategy is needed from the principal, especially for senior teachers and essential directions are needed so that teachers want to move.

Andi Nurlaela stated that apart from the principal, teachers at driving schools are also crucial in successfully implementing the independent curriculum in schools. Teachers must be able to be tutors, facilitators and inspirers for their students so that they can motivate students to become active, creative and innovative students.

Meanwhile, according to Nurdiana, there are other obstacles in implementing the independent learning curriculum, namely related to Human Resources (HR), namely in inviting teachers to change their thinking to get out of their comfort zone because the changes made by the principal will be in vain if the teacher does not want to change. In addition, teachers in driving schools must have the ability to mobilize other teachers so that goals can be achieved together.
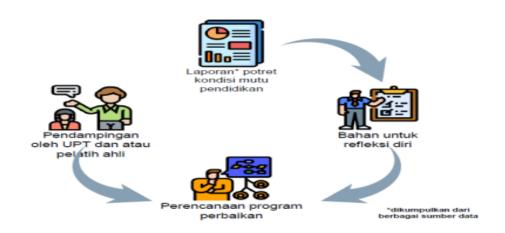
Nurdiana further said that facilities and infrastructure also greatly support the successful implementation of the independent curriculum in driving schools. Complete facilities and infrastructure support the implementation of the independent curriculum in driving schools, especially in the availability of IT tools. Driving schools receive financial assistance to complete the availability of infrastructure that supports learning while participating in the driving school program. Books in the Ministry of Education and Culture's independent curriculum have prepared them, and teachers must develop them.

Based on the results of the interviews above, the researcher can provide conclusions regarding the implementation of the independent learning curriculum at driving schools,

where its implementation will undoubtedly involve various learning platforms such as learning media because driving schools are the beginning of changes towards school digitalization. The independent curriculum learning process at driving schools refers to the Pancasila student profile, which aims to produce competent graduates and uphold character values. The structure of the independent curriculum is intracurricular activities, projects to strengthen the profile of Pancasila students and extracurricular activities.

Learning with the new paradigm is designed based on the principle of differentiated learning so that each student learns according to their needs and stage of development. Believing in God Almighty and having noble character, Global Diversity, Independence, Mutual Cooperation, Critical Reasoning and Creative, are the Pancasila learning profiles studied through curricular and co-curricular programs.

a. Program-based planning can be seen in the following picture:

b. School Digitalization

Various digital platforms aim to reduce complexity, increase efficiency, increase inspiration, and customize approaches.

Curriculum implementation is the application of the curriculum as a guide for completing lessons that are expected to achieve the learning objectives. The position of the education curriculum is as a structure built to transmit past events to the next generation to be preserved, continued or developed as an answer to solving various social problems related to education and building the future. A life in which the past, present and various national development and development plans are used as a basis for shaping future life and organizing educational activities to achieve specific educational goals.

2. The Impact of Implementing the Independent Curriculum on Driving Schools

The driving school regarding assessment with independent learning has positive and negative impacts. The positive impact is that there is no pressure on students or teachers that students must achieve the minimum score according to what has been determined. However, the negative impact is less motivation for students to compete. The concept of the independent learning policy is that teachers as educators can create a comfortable learning atmosphere and arouse enthusiasm for learning so that students do not feel burdened by the material presented by the teacher. To achieve this, teachers must have the skills to process teaching materials in a pleasant atmosphere and utilize technology as a learning resource.

According to H. Basruddin, at this driving school, they are given guidance from the principal and fellow teachers to continue improving the quality of their teaching. Teachers who want to retire are also willing to learn to improve their performance. Even school guards are trained to be able to use IT. One of the challenges for teachers in implementing an independent curriculum in driving schools is that teachers must take the time to prepare creative, innovative and challenging lessons every day. "Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in the class."

Furthermore, according to H. Basruddin, in 2022/2023 as many as 14 schools from East Luwu Regency will qualify to implement the Driving School Program, consisting of 4 PAUD/TK, 5 Elementary Schools and 5 Junior High Schools. Meanwhile, in the independent implementation of the Independent Curriculum, schools in East Luwu Regency have been registered as implementers with the option of independent learning and independent change.

According to Hasmiaty Abby, the impact of implementing the independent learning curriculum is carried out through the learning communities that have been formed, namely the school level KKG, cluster level KKG, and also the Principal Working Group (K3S), teachers and principals continue to strive enthusiastically to can carry out the independent learning process of the Independent Curriculum in various ways and strategies. Concerning online learning (on the network), the challenge faced by some schools and teachers is that before carrying out the online learning process, they must first do a "nyaring" (network search).

Furthermore, according to Samsidar Singar, regarding the problem of teacher human resource capacity in utilizing the Merdeka Mengajar Platform, this condition has been helped by the presence of Activating Teachers. Currently, East Luwu Regency has 66 Activist Teachers from kindergarten, elementary and middle school levels. The motivating teachers volunteer to help schools implement the Independent Curriculum through the "Guling" (Traveling Teacher Activating) activity. Apart from that, this condition was also helped by the facilitation and guidance provided by the UPT Kemendikbudristek, namely BPMP South Sulawesi and BGP South Sulawesi.

Based on the explanation of the results and discussion in this research, the researcher can put forward conclusions as the core of the research regarding the implementation of independent curriculum learning in driving schools referring to the Pancasila student profile which aims to produce competent graduates who uphold character values. The structure form of the independent curriculum is activities. Extracurricular projects are to strengthen the profile of Pancasila students and extracurricular activities. The impact of implementing the Merdeka Curriculum independently in East Luwu Regency has been to make maximum efforts to carry out the learning process independently through the *Merdeka Mengajar* Platform. However, in several schools, challenges and obstacles are still encountered, including those related to three things: the capacity of teachers' human resources, limited availability of ICT facilities and difficulties in accessing internet networks.

Implementing an independent curriculum in driving schools consists of: a) Simpler and more profound because this curriculum focuses on essential material and developing student competencies in each phase, b) More independent learning means the elimination of specialization for students at the educational level. Students can choose subjects according to their interests, talents, and aspirations, c) More relevant and interactive because the learning process using this curriculum is carried out through project activities, which will provide wider opportunities for students to explore actual issues actively). Teacher flexibility to carry out differentiated learning based on the student's abilities.

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