

## High Schools: Independent Curriculum Implementation

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### Abstract

Indonesian schools will start using the independent curriculum the 2023–2024 academic year. Finding out about the implementation of this in schools, the difficulties encountered, and the solutions adopted by the schools is intriguing. This study employs a qualitative methodology. Research data was gathered through documentation, interviews, and observations. According to the study's findings, Bengkulu 3 Public High School has developed instructional modules, conducted cognitive diagnostic tests, and adopted an autonomous curriculum. Despite the fact that the Pancasila Student Profile Strengthening Project's Pancasila Student Profile Strengthening Programme has not yet been put into practice. One of the challenges is that there won't be a permanent principal until November 2023, and instructors lack the necessary training to comprehend the independent curriculum. Overcoming new problems can be accomplished by consulting more seasoned colleagues in the field and doing online research or using ministry of education-provided digital tools.

**Keywords:** High School, Pancasila Student Profile, Independent Curriculum

### Introduction

The curriculum that came before independence. Beginning with the 2023–2024 academic year, Indonesian schools will formally use the autonomous curriculum, according to the ministry of education, culture, research, and technology. The republic of Indonesia's minister of education, culture, research, and technology's decree number 56/m/2022, which outlines criteria for curriculum implementation in the context of learning recovery, serves as the basis for this implementation (suharyati, 2023).

The independent curriculum, as an alternative curriculum, overcomes the pandemic's learning setbacks and grants teachers and school principals the freedom of "free learning" in terms of organising, carrying out, and developing the curriculum in schools while keeping in mind the needs and potential of each student (citra, 2023). The expectation is that the independent curriculum will be able to address present and future issues in education by emphasising key topics, enhancing the Pancasila student profile, and encouraging independent learning.

Modifications to the curriculum and learning paradigms are encouraged by this curriculum reform. Strengthening student agency, or the rights and abilities of students to determine the learning process through setting learning goals, reflecting on his abilities, and taking proactive and responsible steps for his success, is one of the paradigm changes that are intended to be achieved. Other changes include releasing standard controls that are too binding and require a homogenous learning process in all Indonesian educational units (citra, 2022).

Since the independent curriculum will only be introduced in schools during the 2023–2024 academic year, it is an interesting topic to research. A number of other improvements, such as adjustments to the learning process, also accompanied revisions to the curriculum. There's no denying that these adjustments take time. This implies that determining the success or failure of this curriculum takes time. However, if the independent curriculum is formally introduced in the 2023–2024 academic year, it is imperative to understand how it will be applied in schools, particularly in high schools.

## Methods

This study employs a descriptive research design using a qualitative research methodology. Because the purpose of this study is to explain the learning processes in high schools, particularly at Bengkulu 3 Public High School, descriptive research of this sort was chosen.

Four steps comprised the data analysis process: gathering data, condensing data, presenting data, and making conclusions. The analysis process is dynamic; if sufficient data is still missing, data gathering efforts can be repeated, or the steps of data presentation and condensation can be repeated until reliable conclusions are reached.

## Results and Discussion

### Research result

Classes I and II at Bengkulu 3 Public High School are now using the autonomous curriculum. In the academic year 2023–2024, not every class will adopt the independent curriculum right away. Class I and Class II in high school, Class VII in junior high school, and Class X in high school are the levels at which implementation is carried out. The necessary agencies directed the implementation of the independent curriculum, which nearly all schools completed in time for the 2023–2024 school year. For the 2023–2024 academic year, schools have three options for implementing the autonomous curriculum. These options include sharing, changing, and learning on one's own. Bengkulu 3 Public High School decided to switch to the independent category when choosing this one.

The way that learning is implemented in schools demonstrates how the independent curriculum is implemented there. The main components of the independent curriculum that were examined in this study were the projects to raise the profile of Pancasila students, the creation of teaching modules, the implementation of science and science learning in class II, and diagnostic or initial learning assessments. Because teachers' knowledge of diagnostic assessments is still inadequate, the implementation of diagnostic assessments at Bengkulu 3 Public High School is still not done well. Teachers of classes I and II just direct students to their prior grades for more learning.

Teachers at Bengkulu 3 Public High School's class I and class II have developed lesson plans based on the format of the independent curriculum. The instructor for class I stated, "The module created by teachers at Bengkulu 3 Public High School adapts the format of the independent curriculum." The teachers at Bengkulu State High School 3 make an effort to learn about teaching modules and how to create effective ones by consulting other high school teachers and the internet, particularly the driving teachers who are regarded as knowledgeable and have experience with teaching modules. The instructor for class I stated, "We learn about the independent curriculum, including creating teaching modules via the internet and asking teachers at other high schools who are considered competent and understand the independent curriculum." As a result, we pick up the skill of creating lesson plans from other high school teachers, particularly those who work as driving instructors."

The government's teacher's book and student's book are followed in the implementation of science and science learning in class II at Bengkulu 3 Public High School. The instructor for class II stated, "The implementation of science and science learning at Bengkulu 3 Public High School adapts to instructions from the government, in this case books from the government." The book appears to separate the science learning into the first four chapters, with the social studies learning content found in chapters five through eight. One could argue that social studies instruction occurs in the second semester, or even semester, and scientific instruction occurs in the first semester, or odd semester. This indicates that scientific and social studies content are not adequately integrated in the application of science and science learning.

The Project for Strengthening the Profile of Pancasila Students at Bengkulu 3 Public High School has not yet been put into practice for the odd semester of the 2023–2024 academic year. This is carried out since the shift from online to in-person instruction is still ongoing. Additionally, the reason for this is because the teachers are still researching and attempting to comprehend the lessons covered in the autonomous curriculum. The principal said, "Because I'm still new here, we haven't implemented the Strengthening the Pancasila Student Profile Project this semester. Understanding and studying the independent curriculum is where we are currently at. In addition, while you watch and absorb knowledge from other educational institutions that have embraced the mission to raise the visibility of Pancasila students. In order for the project to raise the profile of Pancasila students to proceed smoothly and

effectively later on."

The teachers of classes I and II also underlined that the Project for Strengthening the Profile of Pancasila Students at Bengkulu 3 Public High School had not been carried out during the odd semester of the academic year 2023–2024. The instructor for class I said "here we have not implemented a project to strengthen the profile of Pancasila students but there is an activity called 'fill my plate'." Students in class I participate in this dinner activity, which requires them to bring food from home." Teachers and schools are attempting to carry out enjoyable activities that mimic project activities to enhance the profile of Pancasila pupils, even though they have not yet implemented the project to do so. It is intended that the "Fill My Plate" activity, which involves dining together, will strengthen the bonds among students. In order to keep the learning process interesting, it is also anticipated that this exercise will serve as a diversion. The goals of this activity are nearly identical to those of the Pancasila student profile, particularly when it comes to the teamwork and Mutual Cooperation dimensions.

Interviews revealed that the lack of a specific principle until November 2023 posed a challenge to the implementation of the independent curriculum at Bengkulu 3 Public High School. From April until September, the school's programme was unclear due to the lack of a permanent principal, which included the introduction of the independent curriculum. Only in November 2023 will Bengkulu 3 Public High School's final principal be filled. In addition, a further barrier to teachers' comprehension of the independent curriculum is the dearth of teacher preparation, particularly in the case of offline training. Presently, the majority of training is conducted via independent teaching platforms or online.

"I am new to this school, so I am still looking at the school's potential and weaknesses to create a better programme," said Bengkulu 3 Public High School's principal. Online training, in my opinion, is not the best option for implementing the independent curriculum because teachers need to be given detailed instructions on how to do so. The training is conducted offline in the classroom, and the instructor can ask the resource person directly any questions they may have immediately away. This cannot be done if it is done online." Teachers will benefit greatly from offline training when it comes to comprehending the theory and application of the autonomous curriculum. The headmaster stated, "All of us here have carried out training through the digital platform from the Ministry of Education, but the impact is still lacking." Teachers who struggle with computers and are getting close to retirement age will particularly not be thrilled about online learning." As a result, teachers have very little comprehension of the content covered in the independent curriculum and very little knowledge of the learning abilities required. Ultimately, there was a lack of optimal implementation of the independent curriculum in the classroom (Suharyati, 2023).

Teachers of classes I and II also underlined the absence of offline training. Teachers of classes I and II said that the two days of offline training were all that they had done, the one time they had taken part in it. They believed that the two training days had not yet sufficiently covered the autonomous curriculum, particularly in terms of practice or teaching techniques; they had only gotten a limited understanding of it. Two days of curriculum training is still far too little since teachers need to grasp both theory and practice in order to apply learning in accordance with the autonomous curriculum.

## Discussion

Regarding this category, it is reasonable that Bengkulu 3 Public High School elected to switch to the independent category, which explains why the independent curriculum was not implemented as well as it could have been during the odd semester of the 2023–2024 academic year. Schools are not need to fully adopt the independent curriculum in order to qualify for the modified independent category. It is anticipated, therefore, that the adoption of the independent curriculum will pick up steam in the even semester and reach its peak in the 2023–2024 academic year, at which point it will be able to transfer to schools that use the independent sharing category.

Diagnostic tests are among the independent curriculum activities used at Bengkulu 3 Public High School. The purpose of the diagnostic exam included in the independent curriculum is to identify the underlying circumstances of the students as well as their basic abilities. The non-cognitive diagnostic assessment and the cognitive diagnostic assessment are the two categories of this evaluation. At Bengkulu 3 Public High School, the diagnostic evaluation, also known as the initial learning assessment, is limited to the cognitive diagnostic phase. In order to prepare the teaching module for the upcoming topic, the values from the prior material were taken into consideration during the analytic process.

Other tasks that can be completed include developing lesson plans and introducing science to fourth

graders. The Ministry of Education, Culture, Research, and Technology has previously provided rules for building instructional modules, thus this task can be completed. Teachers only need to adhere to the class II science and technology textbook provided by the Ministry of Education, Culture, Research, and Technology in order to execute scientific and technology learning in the interim.

There are activities that resemble the "Fill My Plate" activity, which is an activity that is similar to the "Strengthening the Pancasila Student Profile" activity but has not yet been implemented. Students learn unity in the classroom with the Fill My Plate activity, which involves eating together. This aligns with the collaborative element and mutual cooperation facet of the Pancasila Student Profile. All policies and reforms in the Indonesian education system, including learning and evaluation, are guided by the competency and character of the Pancasila Student Profile, which is outlined in six dimensions in the independent curriculum (Suharyati, 2023).

In carrying out the effort to raise the profile of Pancasila students, eating together can also be included in a number of the major themes. The Project for Strengthening the Pancasila Student Profile can be implemented with one of the following themes: entrepreneurship, engineering and technology, strengthening body and spirit, diversity, sustainable lifestyle, and local wisdom (Citra, 2021). The Bengkulu 3 Public High School "Fill My Plate" activity can incorporate the idea of a sustainable living through wholesome food and eating habits. The topic of local wisdom can also be incorporated into the "Fill My Plate" exercise by offering common or customary dishes. While Bengkulu 3 Public High School has not yet put the Project for Strengthening the Profile of Pancasila Students into practice, they are nonetheless engaging in activities that are similar to it.

Teachers and students may think more critically, be more inventive and creative, and enjoy learning more when they have a clear understanding of what freedom to learn means and how teachers fit into it (Citra, 2023). Even while instructors are aware of reform, a large number of them still lack a theoretical and practical understanding of freedom to learn. Curriculum development is crucial (Citra, 2023). There is no denying the detrimental effects of teachers' ignorance of the autonomous curriculum's theory and application. These detrimental effects include instructors' challenges in creating instructional strategies that make reference to the independent curriculum and in putting the school's independent learning policy into practice in the classroom [(Suharyati, 2023)].

Studies indicate that teacher preparation programmes ought to be lengthy, although the optimal duration of training is not specified. This indicates that it takes a considerable amount of time for all teachers to become proficient in using the independent curriculum. According to the aforementioned opinion, it required about two years to observe that teachers could successfully execute the independent curriculum. Naturally, that is, provided that teachers carry out and adhere to the training regularly.

## Conclusion

Ladies and gentlemen, by conducting instruction in accordance with guidelines and suggestions from the government, teachers and the principal of Bengkulu 3 Public High School are attempting to adopt an independent curriculum in classes I and II. Through the use of science and technology learning, teaching modules, and cognitive diagnostic evaluations, Bengkulu 3 Public High School has established an autonomous curriculum. Although the school is doing the "Fill My Plate" activity, which is similar to the project activity of enhancing the profile of Pancasila students, the practice of boosting the profile of Pancasila students has not yet been implemented.

It is necessary to conduct offline training for those involved in the technical implementation of the independent curriculum in schools. Due to the fact that a large number of teachers still struggle to comprehend the training materials when they are delivered online or through a digital platform. If the training is conducted offline, it may be best to have a solid grasp of the independent curriculum and the ability to manage classes in accordance with it. It is vital to underscore that the execution of training ought to be meticulously planned and arranged to avoid any disruptions to the classroom learning process.

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