

## INDEPENDENT CURRICULUM MODEL AND LEARNING SYSTEM

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### ABSTRACT

*The independent curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to understand concepts and strengthen competencies. The implementation of the independent curriculum is open to all PAUD, SD, SMP, SMA, Special Education, and Equivalency education units. This curriculum also prioritizes project-based learning strategies. This means that students will implement the material they have learned through projects or case studies, so that understanding of concepts can be achieved better.*

**Keywords:** Independent curriculum, Model, Learning.

### INTRODUCTION

Education is the main foundation in the formation and development of individuals and society. Through quality education, learners' potential can be optimised, and they can become the next generation that is resilient and ready to face global competition. Therefore, continuous improvement in the education system is a must. Education plays an important role in building a country's civilisation. Through an effective education system, the country can create a quality golden generation of young people who are ready if one day faced with various challenges that exist in the future. As a way for the government to achieve an increase in quality in the field of education in Indonesia, the government has introduced various educational innovations and reforms, one of which is the implementation of the Merdeka Curriculum.

Recently, the world has experienced rapid development. This development not only brings good changes, but also provides challenges for all humans, the emergence of dependence on information technology in various lives is a symptom that the developments that emerge not only offer advantages but also have disadvantages or challenges (Hidayat, Hadi, and Marlin, 2021). The impact of these developments is felt in various sectors, from economy, politics, to education. Currently, the world of education is shocked by the changing curriculum system.

The 'Merdeka Belajar' policy is an idea in order to improve the national education system. The 'Merdeka Belajar' policy is also expected to be able to create a dynamic and enjoyable educational atmosphere. The 'Merdeka Belajar' policy with all its ideas and capacities is expected to be able to create ideal education. Education that suits the times. Education demands of the Industrial Revolution 4.0. The 'Merdeka Belajar' policy towards ideal education, education that is ready to innovate and collaborate with various aspects. The state of the times is used as a land to innovate education starting from the learning system, teaching skills and competencies of teachers. Collaboration with technology, virtual learning methods, and also artful teaching and learning strategies (Darise, 2021).

## **RESULTS & DISCUSSION**

### **Understanding the Independent Curriculum**

The term curriculum was first used in the world of sports in ancient Greek times which comes from the words *curir* and *curere*. At that time the curriculum was defined as the distance that a runner must cover. People term it a racing ground or a place to run from *start* to *finish*. Furthermore, the term curriculum is used in the world of education. Educational experts have different interpretations of the curriculum. However, in different interpretations, there are also similarities. The similarity is that the curriculum is closely related to the efforts to develop students in accordance with the objectives to be achieved.

Literally, the curriculum comes from Latin, *curriculum* which means teaching material. The word curriculum then becomes a term used to indicate a number of subjects that must be taken to achieve a degree or diploma. curriculum is a number of subjects that students must take. The independent curriculum is a curriculum that aims to hone children's interests and talents from an early age by focusing on essential materials, character development, and learner competencies. the independent curriculum has been trialled in 2,500 driving schools. Not only in the driving schools, the curriculum is also being rolled out in other schools. According to data from the Ministry of Education and Culture Research, to date, there are 143,265 schools that have used the independent curriculum. This number will continue to increase as the Merdeka Curriculum begins to be implemented in the 2022/2023 academic year at the kindergarten, elementary, junior high, and high school levels (Sanjaya, 2005).

The independent curriculum is a curriculum with diverse intracurricular learning where content will be optimised so that students have enough time to explore concepts and strengthen competencies. In the learning process, teachers have the flexibility to choose various learning tools so that learning can be tailored to the learning needs and interests of students. In this curriculum, there are projects to strengthen the achievement of the Pancasila learner profile. Then, it is developed based on certain themes set by the government. This project does not aim to achieve specific learning outcome targets, so it is not tied to subject content.

The characteristics of the independent curriculum also illustrate the *kenggunya*, first, the material is simpler and deeper. In the independent curriculum, there is a significant reduction in material. The material presented is limited to essential material. The reduction of material provides an opportunity for students to explore the material more freely. Second, more independence, in the previous curriculum, specialisation was carried out from the start, but in the independent curriculum, students are given more freedom to choose the subjects they are interested in according to their talents and aspirations. Meanwhile, teachers can teach according to the stages of achievement and development of students. Third, it is more relevant and interactive. In this curriculum, the interaction uses a project approach with actual and contextual issues to support the development of character and competence of the Pancasila learner profile. Students form groups to recognise problems that are currently an issue for strengthening the profile of Pancasila students, namely, lifelong learners (Soekamto, 2022).

The independent curriculum is the name of the new curriculum that has been ratified as the perfecting curriculum of the 2013 curriculum and the emergency curriculum. This curriculum will be implemented as a whole in 2024 after an evaluation of K-13. The core of this independent curriculum is independent learning. This is conceptualised so that students can explore their respective interests and talents. For example, if two children in one family have different interests, then the benchmarks used to assess are not the same. Then children also cannot be forced to learn something that they do not like so that it will provide autonomy and independence for students and schools. The implementation of the independent curriculum is open to all educational units of PAUD, SD, SMP, SMA, SMK, Special Education, and Equivalency. In addition, education units make choices based on the readiness questionnaire for

implementing the independent curriculum which measures the readiness of teachers, education personnel and education units in curriculum development. The most appropriate choice refers to the readiness of the education unit so that the implementation of the independent curriculum is more effective the more it suits the needs.' (Mubarak, 2022).

According to the Minister of Education and Culture Nadiem Makariem, the core of the independent curriculum is independent learning, which is a concept created so that students can explore their respective interests and talents. If previously in the 2013 curriculum, students had to study all subjects (at the kindergarten to junior high school level) and would be straightened into science / social science at the high school level, this is different from the independent curriculum. In the independent curriculum, students will no longer undergo such things.

In an independent curriculum, learners will no longer be 'forced' to study subjects that are not their main interests. Learners can 'freely' choose the material they want to learn according to their respective interests. This is what is meant by the concept of independent learning. This curriculum also prioritises project-based learning strategies. This means that learners will implement the material they have learned through projects or case studies, so that understanding of concepts can be better implemented. The name of this project is the Pancasila Student Profile Strengthening Project. Through this project, students are asked to observe problems from the local context and provide real solutions to these problems. With this project, the focus of students' learning is no longer solely on preparing for exam questions. With this focus, teaching and learning activities will certainly feel much more exciting and fun, rather than just focusing on doing practice questions.

### **The Foundation for Independent Curriculum Development**

The curriculum has a very strategic and decisive role in the implementation and success of education. good curriculum development is based on a number of foundations, namely philosophical, sociological, psychological, conceptual-theoretical, historical, and juridical foundations. The philosophical foundation in curriculum development determines the quality of learning outcomes, the source and content of the curriculum, the learning process, the position of learners, the assessment of learning processes and outcomes, the relationship of learners with society and the environment, and the quality of graduates.

The chosen philosophical foundation is expected to provide the basis for the development of all learners' potential to become excellent Indonesian human beings as stated in the national education goals. Sociologically, education is rooted in the nation's culture to build the nation's present and future life. In line with this view, the curriculum is developed based on the diverse culture of the Indonesian nation, directed to build the life of the present, and to build the basis for a better national life in the future. The curriculum should be believed to be an educational design to prepare the lives of the nation's younger generations.

Curriculum development should also pay attention to educational needs that can provide opportunities and experiences for students to develop all their potential to become superior achievements. The educational process must pay attention to the level of development of thinking, interests, motivation, and all the characteristics of learners. Education must be able to facilitate the growth and development of spiritual, social, emotional and intellectual intelligence in a balanced manner. The education process must pay attention to the level of psychological maturity and physical maturity of learners. Thus, education is expected to be able to produce students' academic and non-academic brilliance. Curriculum development must also pay attention to the learning needs of the Industrial Age 4.0 and Society 5.0,

The higher education curriculum should also be developed with reference to the theory of standard-based education or outcome-based education and competencybased curriculum or outcome-based curriculum. Standards-based education sets national standards as the minimum quality, which are further elaborated into graduate competency standards (graduate learning outcomes), content standards, process standards, assessment standards, educator and education personnel standards, facilities and infrastructure standards, management standards, and education financing standards. The outcome-based curriculum is designed to provide the widest possible learning experience for students in developing the ability to behave (spiritual and social), knowledgeable, and skilled.

The historical foundation of curriculum development refers to various historical experiences that influence the curriculum being developed. The study of the historical foundation will provide a clearer and more complete understanding of the curriculum, both in the past, present and future dimensions. With this historical foundation, curriculum developers will be able to avoid mistakes that

have occurred in the past and can provide an understanding of the futuristic things that must be accommodated in curriculum development.

Juridically, curriculum development at the primary level must certainly refer to a number of existing regulations. Curriculum development must consider and accommodate, among others, Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, Law of the Republic of Indonesia No. 12 of 2012 on Higher Education, Presidential Regulation of the Republic of Indonesia No. 8 of 2012 on the Indonesian National Qualifications Framework (KKNI), Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 on National Higher Education Standards which is an amendment to Permenristekdikti No. 44 of 2015. Mainstreaming character education in all pathways, types and levels of education is a necessity. The fundamental of character education is to educate and empower learners so that they have a good personality and character in life.

Lickona (1992) emphasises the importance of three components of good character, namely moral knowing, moral feeling, and moral action. In other words, character education is needed so that students can understand, feel, and do the values of virtue. sustainable development goals (SDGs) is a global action plan agreed by world leaders, including Indonesia, to end poverty, reduce inequality and protect the environment.

### **Independent Curriculum Model**

#### **Project-based learning model**

The learning model (PJBL) is one of the recommended learning models to be used in the process of implementing an independent curriculum, because this learning model is student-centred. It is student-centred, which makes students more active in learning.

#### **Problem-Based Learning Model**

Problem-Based Learning (PBL) is a learning method that focuses on students in solving problems by applying concepts to real-world situations. Students are directly involved in solving problems by applying their knowledge and skills in real situations (Kusumawati, 2014), (Pratiwi, 2019).

#### **Inquiry-Based Learning Model**

The Inquiry-Based Learning Model is a series of learning activities that focus on student activities so that students have learning experiences in finding various material concepts. Inquiry-based learning focuses on questions asked and asked by students, encouraging students to work together to solve problems rather than just receiving instructions from the teacher (Siswantoro, 2020).

#### Discovery learning model

The discovery learning model or discovery learning model is a learning model that was born and developed from a constructivist point of view. Discovery learning occurs when students self-organise learning material, in this case the teacher does not give students the final form of learning material (Kurniaših and Sani, 2014).

#### Co-operative Learning Model

Co-operative Learning Models are practical classroom techniques that teachers use to guide students in understanding basic skills and how to solve complex problems in any subject they teach. The co-operative learning model can be done every day (Nur, 2011).

### **Independent Curriculum Learning System**

Independent curriculum learning learns its position as part of the national curriculum in essence the same as the implementation of the previous curriculum, but what is different in its application is that in learning the independent curriculum is more directed towards Pancasila education which produces competent, characterised, who behave in accordance with Pancasila values, so that in the realisation of the implementation of the independent curriculum, it requires teachers to be professional and design or design effective and enjoyable learning (Trianti, 2013).

The implementation of the independent curriculum is a refinement of the previous curricula. the independent curriculum is a follow-up to the 2013 curriculum. The KBK is used as a reference and guideline for the implementation of education to develop various domains of education (knowledge, skills and attitudes) in all levels and pathways of education, especially in school channels. 35 As mandated by Law No. 20/2003 on the National Education System in the explanation of article 35, where graduate competencies are qualifications of graduate abilities that include attitudes, knowledge, and skills in accordance with agreed national standards. The launch of the independent curriculum is one of the many efforts of the Ministry of Education, Culture and Research to address the

learning crisis in Indonesia that has occurred and has not improved from year to year. the independent curriculum implementation program is designed to support the launch of the independent curriculum through socialisation activities and technical guidance for stakeholders, namely the Education Office including supervisors, Central UPT, partner organisations (Malawi, 2017), (Mulyasa, 2013).

## CONCLUSIONS

The independent curriculum is a curriculum that aims to hone children's interests and talents from an early age by focusing on essential materials, character development, and learner competencies. The independent curriculum model is a project-based learning model, problem-based learning model, inquiry-based learning model, discovery learning model, cooperative learning model. Independent curriculum learning learns its position as part of the national curriculum in essence the same as the implementation of the previous curriculum, but what is different in its application is that in independent curriculum learning it is more directed towards Pancasila education which produces competent, characterised, who behave in accordance with Pancasila values, so that in the realisation of the implementation of the independent curriculum, it requires teachers to be professional and design or design effective and enjoyable learning.

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