

Analysis of Implementation of the Independent Curriculum in Kudus District

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Abstract: The purpose of this study was to analyze the implementation of the Independent Curriculum for the 2022/2023 Academic Year at Gugus Kaliyitno Elementary School, Dawe District, Kudus Regency, with research subjects consisting of 4 schools. In analyzing the implementation of the independent curriculum using the CIPP evaluation model (Context, Input, Process, and Product). This research is evaluative research with descriptive qualitative method. Data collection techniques used are interviews, questionnaires, observation and documentation studies. Data analysis uses the Miles and Hubberman flow with the stages of data reduction, data presentation and drawing conclusions from data obtained in the field. The results showed that context evaluation with indicators of curriculum suitability with the school's vision and mission, curriculum suitability with student learning needs and curriculum suitability with the times showed good results. Evaluation of input with indicators of understanding KOSP is 50% good and 50% sufficient, Completeness of Teaching Modules is 100% good, Completeness of Infrastructure is 50% good and 50% sufficient, while indicators for setting lesson hours are 100% good. Evaluation of the process with indicators of the implementation of learning differs 75% in the sufficient category and 25% in the good category, 75% of P5 learning implementation is in the good category and 25% is in the sufficient category, while the implementation of assessment in learning is 50% in the good category and 50% in sufficient category. Product evaluation with indicators of student learning outcomes is 100% in the good category and 100% student satisfaction is in the satisfied category.

Keywords: Independent Curriculum Analysis, CIPP, Independent Learning

1. Introduction

Law Number 20 of 2003 states that curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods as guidelines for implementing learning to achieve goals. Meanwhile, according to Dakir (2004:2) Curriculum is an educational program that contains teaching materials as well as learning experiences that are planned and systematically designed to guide the learning process to achieve educational goals. Meanwhile, according to Sudjana, the curriculum is defined as a collection of intentions and expectations as outlined in the form of an educational program which is then implemented and implemented by the teacher.

From the various opinions above, it can be seen that the curriculum is the soul in the world of education, meaning that the curriculum is very important and a reference for good and bad education. As a product, it is not surprising that the curriculum often changes from time to time to adapt to changing times. No matter how well the curriculum has been prepared, in the future it will still require various improvements and changes.

After Indonesian independence, the journey of the world of education recorded no less than eleven times that there had been changes in the curriculum. Starting from the 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 curricula, the 2013 curriculum, and the Merdeka curriculum. The changes that occur are solely an attempt to adjust to the demands of the times that have undergone changes in the political, social, cultural and scientific and technological systems. Curriculum changes that occur in Indonesia have always been an interesting issue, this is due to various responses that are often thrown that ministerial changes will always be accompanied by curriculum changes. Actually, this kind of assumption is not completely wrong, because in a curriculum change, of course, there is a goal to advance education in Indonesia.

The newest one is, Merdeka Curriculum. The independent curriculum was originally introduced with the term emergency curriculum. The purpose of implementing this curriculum was as a form of government policy in overcoming learning backwardness caused by the Covid 19 pandemic in Indonesia. This policy is contained in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Curriculum

Implementation in Education Units Under Special Conditions. The essence of this policy is the simplification of the national curriculum. The simplification of the curriculum is carried out by reducing the basic competencies that exist in each subject. The hope is that students and teachers can focus on core competencies for use at the next level. This policy was adopted because at that time, students were learning from home. With all the limitations faced, the government hopes that teachers will carry out a diagnostic assessment to examine the condition of both non-cognitive and cognitive students while carrying out distance learning.

Anggraena et al., (2021: 18) explained that after about one academic year, the Ministry of Education and Culture has carried out an evaluation of the implementation of the emergency curriculum. The results of the evaluation showed that students who used the emergency curriculum obtained better assessment results when compared to students who used the 2013 curriculum. On December 10, 2019 Nadiem Makarim changed and established the Merdeka Curriculum as an improvement to the 2013 curriculum. Implementation of the Independent Curriculum curriculum in schools are not carried out together but the government provides a policy for schools to choose the implementation of the curriculum. In the 2022/2023 school year, schools in Indonesia in general and especially elementary schools in Kudus Regency have started implementing the Independent Curriculum for Grades I and Class IV.

In the transition process that occurred in the field, changing the 2013 curriculum to the Merdeka curriculum, the government did not provide direct training to teachers in schools, especially the elementary school level. However, the provision provided by the government is an independent learning method through the Merdeka Teaching Platform. This method may be seen as a new innovation following the development of science and technology. However, the problem is the limited teacher resources, which vary in the operation of technology, whether it is effective in providing provisions related to the implementation of the Merdeka curriculum.

Phenomenon in the field, in the first year an independent curriculum was implemented for grades I and IV, the author found that in the Kaliyitno Cluster there was a school that succeeded in delivering one of its students who was in grade IV to achieve achievements at the provincial level of Central Java and represent Central Java to undergo a competition at the national level. In this regard, the authors are interested in conducting an analysis related to the implementation of the independent curriculum. The analysis carried out is by conducting an in-depth evaluation.

There are various evaluation models that can be used to evaluate a program including the Tyler, Stake, Alkin, and CIPP models.

The Tyler evaluation model is intended to evaluate student behavior in the Tyler model evaluation process observing student behavior before and after the curriculum is implemented. This model only measures results, without paying attention to the process when it is running. The Stake model emphasizes two activities, namely description and judgment and differentiates into three aspects in educational programs, namely context, process and outcomes. The Alkin model divides this evaluation aspect into three things, namely input, process or intermediary (mediating), and output (outcome). However, this model can only be used to evaluate a curriculum that is ready to be implemented.

The CIPP model has 4 evaluation aspects, namely context, input, process and product. The CIPP model can be used to evaluate programs that are still under development or that have already been implemented. This model is suitable for analyzing the implementation of the Independent Curriculum whose implementation is still in the transitional stage in grades I and IV.

With this fact, the researcher is interested in raising the title Analysis of the Implementation of the Independent Curriculum and Utilization of the Freedom to Teach Platform at Gugus Kaliyitno Elementary School, Dawe District, Kudus Regency.

2. Literature Review

2.1 Independent Curriculum

The Covid 19 pandemic that occurred in various countries including Indonesia had a huge impact, especially in the world of education. Government policy regarding Learning From Home. With the existence of various limitations, learning activities are felt to be less than optimal. The government then issued an alternative policy option using a simplified curriculum or what is called an emergency curriculum. According to Anggraena, et al (2021: 19) The results of this policy had a positive impact. It was found that schools using the emergency curriculum obtained better learning outcomes than students who used the 2013 curriculum in full. Starting from the 2021/2022 academic year, the Independent Curriculum has been implemented in nearly 2,500 Driving Schools (PSP) and 901 Center of Excellence Vocational Schools (SMK PK). This independent curriculum is learning with a new paradigm that is applied starting from TK-B, SD & SDLB grades I and IV, SMP & SMPLB grade VII, SMA & SMALB and SMK grade X. In the 2022/2023 school year, schools are given the freedom to choose a curriculum based on the readiness of each school. The independent curriculum is implemented in Kindergarten B, grades I and IV Elementary School, VII Middle School, and X High School. To determine this choice, the government provides a questionnaire that can be used to help schools assess their readiness to use the Independent Curriculum. The three options selected from the implementation of the Independent Curriculum in the 2022/2023 academic year are 1) Continue to use the old curriculum, but in some parts use the independent curriculum; 2) Using the Independent Curriculum in Schools by using teaching tools provided by the government; 3) Using the Independent Curriculum and

developing their own teaching tools needed.

2.1.1 Independent Curriculum Structure in Elementary Schools

Minister of Education and Culture Decree No 262/M/2022 Regarding Changes to Minister of Education and Culture Decree No 56/M/2022 Concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery explains that the Curriculum Structure in primary and secondary education is divided into 2 (two) main activities, namely: 1. learning intracurricular; and 2. a project to strengthen the profile of Pancasila students. Intracurricular learning activities for each subject refer to learning outcomes. Project activities to strengthen Pancasila student profiles are aimed at strengthening efforts to achieve Pancasila student profiles that refer to Graduate Competency Standards.

2.1.2 Learning in the Independent Curriculum

Learning is a process of interaction between students, educators and learning resources in a learning environment. Anggraena, et al (2021: 3) suggests that the stages of independent curriculum learning begin with assessment planning, learning planning, implementing learning and implementing learning assessments. In the process the three stages take place continuously as a cycle in which the teacher as an educator can reflect on improving the quality of learning and helping students achieve learning goals. The government does not regulate in detail with regard to learning that must be carried out in the classroom, but in essence the government emphasizes the principles that must be held by educators to be able to create meaningful learning that supports students to think critically, creatively and innovatively. The principles of learning in the independent curriculum according to Anggraena, et al (2021: 4) are as follows: (1) Learning is designed by considering the stages of development and the level of achievement of students; (2) Learning is designed and implemented to build capacity to become lifelong learners; (3) The learning process is created to support all the development of the competence and character of students; (4) Relevant learning is arranged according to the context, environment and culture of students; (5) Future-oriented learning

2.1.3 Assessment in the Independent Curriculum

Assessment activities in the independent curriculum are activities that become an integral part of the learning process. Teachers are encouraged to carry out formative assessments and summative assessments. Anggraena, et al (2021: 26) argues that formative assessment is an assessment during learning that aims to provide information for educators that is used to improve the learning process. While the Summative Assessment is carried out after learning to measure the achievement of learning objectives. In the independent curriculum teachers or education are encouraged to carry out formative assessments at the beginning and during the learning process. The initial assessment is carried out to determine the readiness of students while the assessment during learning is carried out to determine the development of students. Learning and Assessment in the Independent Curriculum are two inseparable things. In the process of implementation go hand in hand and complement each other. One of the principles of independent curriculum learning is implementing learning in accordance with the learning achievement stages of students. Learning in question is by providing learning that varies according to the learning needs of students. The strategy used is to carry out differentiation learning. Anggraena, et al (2021: 39) explained that the differentiation learning process can be carried out by differentiating the content, processes and products of a lesson.

The differentiation made should be adjusted to the learning needs of students. To find out the learning needs of students, before carrying out learning the teacher must carry out an initial assessment, the results of this initial assessment are used as the basis for the teacher to make adjustments in the learning process.

3. Research Methods

This research is evaluative research with descriptive qualitative method. As for the research approach, the research was carried out using Descriptive Qualitative, namely research that seeks to produce descriptive data, by observing and understanding the real situation using the CIPP model evaluation (context, input, process, product). Data collection techniques used are interviews, questionnaires, observation and documentation studies. Data analysis uses the Miles and Huberman flow with the stages of data reduction, data presentation and drawing conclusions from data obtained in the field.

4. Research Results and Discussion

Based on the results of research that has been conducted in 4 schools, the authors describe the data based on the CIPP Evaluation Model (context, input, process, product) as follows:

4.1 Evaluation of the Context of Implementation of the Independent Curriculum

The indicators in evaluating the context are the suitability of the curriculum with the school's vision and mission, the suitability of the curriculum with the learning needs of students and the suitability of the curriculum with the times. Based on these 3 indicators, the findings that will result from research from each school will be explained as follows:

Table 1 - Evaluation results of the context of implementation of the independent curriculum.

No	School name	Curriculum suitability with the school's vision and mission	Curriculum suitability with student learning needs	Compatibility with the curriculum with the times
1	SD 1 Piji	Good	Good	Good
2	SD 2 Piji	Good	Good	Good
3	SD 3 Piji	Good	Good	Good
4	SD 4 Piji	Good	Good	Good

Based on the table, it can be seen that the context evaluation of the implementation of the independent curriculum in the Kaliyitno Cluster is said to be good. Of the three indicators observed, it shows that there is compatibility between the curriculum implemented in schools and the school's vision and mission, there is compatibility with student learning needs and there is curriculum compatibility with the times.

4.1.1 Input Evaluation for the Implementation of the Independent Curriculum

Evaluation of input or input related to input that supports the implementation of the curriculum. The indicators studied are related to understanding of KOSP, Completeness of Teaching Modules, Completeness of Infrastructure Facilities, and Arrangement of Lesson Hours. Based on these 4 indicators, the findings that will result from research from each school will be explained as follows:

Table 2 - Input evaluation results for the implementation of the independent curriculum.

No	School name	KOSP understanding	Completeness of Teaching Modules	Completeness of Infrastructure Facilities	Lesson Hours Settings
1	SD 1 Piji	Good	Good	Good	Good
2	SD 2 Piji	Good	Good	Good	Good
3	SD 3 Piji	Enough	Good	Enough	Good
4	SD 4 Piji	Enough	Good	Enough	Good

Based on the table above, it can be seen that the teacher's and principal's understanding of KOSP is 50% good and 50% sufficient. An understanding of KOSP and the independent curriculum was obtained by teachers and school principals through workshops held by the Regional Coordinator of Dawe District in collaboration with the Kudus Regency Youth and Sports Education Office and through the Merdeka Mengajar Platform. The completeness indicator for teaching modules is 100% in the good category. Teachers have teaching modules provided by the government which are then developed and modified according to the characteristics of students and the school environment.

Indicators of completeness of infrastructure facilities are 50% good and 50% sufficient. It is hoped that it will become a concern that the completeness of infrastructure will greatly support the successful implementation of the independent curriculum.

The indicator for setting lesson hours 100% in the category is good. Class hours have been arranged in such a way accompanied by the load of student learning hours.

4.2 Evaluation of the Independent Curriculum Implementation Process

Evaluation of the process of implementing the independent curriculum curriculum is carried out to identify or predict processes that hinder its preparation and implementation, record and assess the implementation of activity procedures and provide information materials for preparing future programs. In summary, process evaluation is carried out to measure the extent to which the program has been implemented, and how the atmosphere and process of this program are running as well as possible. The process evaluation carried out is related to the implementation of learning in class. The indicators in context evaluation are related to the implementation of differentiated learning, the implementation of P5 learning and assessment in learning. The research results are as follows:

Table 3 - Results of the evaluation of the independent curriculum implementation process.

No	School Name	Implementation of Differentiated Learning I	Implementation of P5	Implementation of Assessment in Learning
1	SD 1 Piji	enough	Good	enough
2	SD 2 Piji	Good	Good	Good
3	SD 3 Piji	enough	Good	enough

4	SD 4 Piji	enough	enough	Good
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Based on the table above, it can be seen that 25% of schools are in the good category in implementing differentiated learning, while 75% are in the sufficient category. The results of the data analysis show that in fact the teacher has made efforts to implement differentiated learning, but creativity in developing new learning is limited to product differentiation. This is because differentiated learning is classified as something for teachers, so that teacher competence needs to be increased again in the implementation of differentiated learning.

In the P5 learning implementation indicator, 25% of schools are in the sufficient category, while 75% of students are in the good category. The results of the analysis are less than optimal for the implementation of P5 because the supporting facilities and infrastructure are lacking so that the implementation of P5 learning is less than optimal. In the indicators of implementing assessments in learning 50% of schools are in the good category while 50% are in the sufficient category. The results of this analysis are because teachers are less varied in carrying out various assessment techniques. Teachers still tend to carry out summative assessments and are lacking in conducting formative assessments.

4.3 Product Evaluation of the Implementation of the Independent Curriculum

Product Evaluation relates to the results achieved in the implementation of the independent curriculum. The indicators studied are related to the competence of students which is shown from the value of learning outcomes or student achievement and student satisfaction in implementing the independent curriculum.

Table 4 - Product evaluation results for the implementation of the independent curriculum.

No	School Name	The value of learning outcomes	Student satisfaction in implementing the Independent Curriculum
1	SD 1 Piji	Good	Satisfied
2	SD 2 Piji	Good	Satisfied
3	SD 3 Piji	Good	Satisfied
4	SD 4 Piji	Good	Satisfied

Based on these data, it can be seen that 100% of schools get good student learning outcomes, this proves that the implementation of the independent curriculum with various processes carried out in facilitating the needs of students has a good impact on students directly. While students in all schools also feel satisfaction in carrying out independent curriculum learning.

5. Conclusion

Based on the results of the evaluation research conducted in the Kaliyitno Cluster with 4 schools as subjects, the following conclusions can be drawn:

- 1) The implementation of the independent curriculum for the 2022/2023 academic year in grades I and IV of Gugus Kaliyitno Elementary School, Dawe District, Kudus Regency in terms of the context aspect with indicators of conformity of the curriculum with the school's vision and mission, curriculum suitability with student learning needs and curriculum suitability with the times shows results Good.
- 2) The implementation of the independent curriculum for the 2022/2023 academic year in grades I and IV of Gugus Kaliyitno Elementary School, Dawe District, Kudus Regency in terms of the Input aspect with the indicators studied, namely related to understanding KOSP, Completeness of Teaching Modules, Completeness of Infrastructure, and Setting Class Hours shows the results of understanding KOSP are 50% good and 50% sufficient, Completeness of Teaching Modules is 100% good, Completeness of Infrastructure is 50% good and 50% sufficient, while the indicators for setting lesson hours are 100% good.
- 3) Implementation of the independent curriculum for the 2022/2023 academic year in grades I and IV of Gugus Kaliyitno Elementary School, Dawe District, Kudus Regency in terms of the Process aspect with indicators of implementing differentiated learning, implementation of P5 learning and implementation of assessments in learning shows the result that the implementation of learning differs 75% in enough category and 25% fall into the good category, implementation of P5 learning 75% fall into the good category and 25% fall into the sufficient category, while the implementation of the assessment in learning 50% is in the good category and 50% is in the sufficient category.
- 4) Implementation of the independent curriculum for the 2022/2023 academic year in grades I and IV of Gugus Kaliyitno Elementary School, Dawe District, Kudus Regency in terms of the Product aspect with indicators of student learning outcomes and student satisfaction in implementing the independent curriculum shows the result that the value of student learning outcomes is 100% included in the good category and 100% student satisfaction in the satisfied category.

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Conflict of Interest

The authors declare no conflicts of interest.

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