

## Concept and Implementation of The Independent Learning Curriculum at Elementary School in Bengkulu City

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### ABSTRACT

The purpose of this research is to provide a comprehensive analysis of the idea of an autonomous learning curriculum at Elementary Schools in Bengkulu City, including everything from planning and implementation to challenges and solutions. This study employs a qualitative methodology. Through observation, documentation, and interviews, data was gathered. Interactive data analysis techniques, as developed by Miles Huberman, were used to analyze the data. The concept of developing and implementing the independent learning curriculum at Elementary Schools in Bengkulu City was found to have been accomplished through two processes: educating all school stakeholders about the four curriculum pillars and setting up the necessary infrastructure, like the e-learning system and Independent Learning Platform, to support the curriculum's implementation. The planning of socialization events, workshops, and technical guidance for the implementation of the independent learning curriculum must continue if Elementary Schools in Bengkulu City are to successfully adopt the independent curriculum.

**Keywords: Curriculum, Implementation, Independent Learning**

## **A. INTRODUCTION**

Prior to the autonomous curriculum's introduction, primary school textbooks did not place enough emphasis on core subjects. Because the curriculum in elementary schools is so complicated, pupils find the material to be less in-depth, less relevant, hurried, and disagreeable. Teachers cannot adapt their instruction to fit the developmental phases of their students. because the government has regulated fundamental skills. Because of this, schools are unable to design and oversee curricula and instruction in a way that best suits the needs of their students, the environment, and basic education requirements.

The 2004–2006 curriculum, also known as the KBK–KTSP, mandates that students meet competency requirements in all areas, including the cognitive, emotional, and psychomotor domains. These three domains must also be assessed in the exam. In actuality, only cognitive components are evaluated and used to determine a student's achievement on the National Examination (UN). The assessment in the K–13 2013 curriculum was then more thorough. When assessing a student's competency, the K–13 assessment takes a more comprehensive approach, taking into account their attitudes, knowledge, and abilities. Thus, these three competencies should preferably be used if the government organizes the UN. In practice, though, additional talents are disregarded and the National Examination still solely assesses cognitive abilities. Thus, the idea of an independent learning curriculum is a policy breakthrough to enhance the world of education, especially elementary schools. It starts with the issues that restrict elementary schools, restrict teachers' independence and shackle pupils, and place a great load on parents. Since this is new, everyone involved in implementing the autonomous learning curriculum needs to be aware of it.

The Minister of Education and Culture's independent learning curriculum strategy is anticipated to address a number of issues, particularly with regard to establishing the direction of educational objectives. The current period of smart society 5.0 and industrial revolution 4.0 gave rise to the policy of independent learning (Minister of Education and Culture, 2013). The Fourth Industrial Revolution and the Fifth Industrial Revolution present both opportunities and problems for Indonesia's educational institutions. The capacity for innovation and teamwork is crucial for educational institutions to advance and develop in the context of the fourth industrial revolution (Belajar & Jawa, 2022).

In the age of the smart society 5.0 and the fourth industrial revolution, innovation and teamwork are essential; if you cannot do these things, you will probably fall behind. Conversely, an educational establishment can produce Human Resources (HR) capable of promoting, cultivating, and actualizing the country's educational policy goals, namely the instruction of self-sufficient individuals (Arif, 2022). This implies that educational establishments need to be able to reconcile the educational system with contemporary advancements. It is expected of the educational system to instill in students the critical thinking, problem-solving, creativity, and innovation as well as management, collaboration, search, and information-transmission skills that are sorely needed in today's world (Irawan, 2017).

The goal of the independent learning curriculum is to provide students with a wide range of future-relevant competencies and skills, along with a foundation for comprehending and upholding the values of faith and piety, the freedom to select their subject of study, and learning strategies that will be required of them in the future (Arifi, 2022).

## **B. METHOD**

This article's research type is a case study, and it was prepared utilizing a qualitative methodology. After that, methods for gathering data included observation, interviews, and documentation. The author observed and conducted interviews with a number of primary school administrators, elementary school teachers, and officials from the Bengkulu City Education Department. Following collection, the data is examined using the qualitative data analysis methods developed by Miles Huberman. The process of gathering, presenting, condensing, and verifying the study data flow.

## **C. RESULT AND DISCUSSION**

Important data from the Bengkulu City Education Department, a number of elementary school administrators, and elementary school instructors were gathered and analyzed by the researchers in order to produce their findings. The findings of the study are as follows:

### **Independent Learning Curriculum Planning in Elementary Schools**

Researchers followed the facts in the field to determine that the idea of an autonomous learning curriculum in Bengkulu City's elementary schools was planned using two primary activities. The socialization of the curriculum for independent learning is the first task. Stakeholders at the City Education Office have conducted socialization activities to assist with

the planning component of the implementation of the autonomous learning curriculum. All of the principals from both private and public primary schools participated in the socialization activity.

The replacement of the National Examination system is the first pillar of the curriculum for independent study. The National Examination assessment methodology is subject to periodic modifications. There is also a rise in the passing percentage and more flexibility in the graduation requirements. Because of this, schools ought to promote greater instructor participation in students' final exams. Assessment can be carried out through a variety of methods, including as projects, assignments, portfolios, and written tests. Of course, a more thorough evaluation such as this makes student graduation meaningful.

A Character Survey and Minimum Competency Assessment will take the role of the National Examination as the second pillar of the autonomous learning curriculum. The National Examination is overly cognitively focused, despite the fact that maintaining and assessing student character is equally vital. This is one of the primary causes for the replacement. Therefore, teachers gain more independence in carrying out instruction and evaluating their students by putting the National Minimum Competency Assessment and Character Survey into practice. Evaluations are conducted not just to determine a student's proficiency with the subject covered in the curriculum, but also to assess and enhance the overall quality of education. The reading and numeracy competencies that will be tested are the main emphasis of the Minimum Competency Assessment.

The policy of streamlining the lesson plan (RPP) is the third pillar of the curriculum for independent learning. Teachers have been hard at work creating incredibly thorough lesson plans thus far (RPP). As of right now, one RPP sheet may be used, provided that it still satisfies the established minimum requirements. Therefore, optimal implementation of RPP is still possible even with a single sheet. The key to optimizing a lesson plan (RPP) is determining which learning style best conveys a given subject matter and how each student can understand it.

The freedom to learn is the fourth pillar. The New Student Admission (PPDB) process's zoning system is optimized by Freedom to Learn. The idea is to establish an education center in their local area that houses schools. Officially, the zoning system does not take into account variations in local circumstances, which naturally have their own special qualities.

Setting up the infrastructure to facilitate the autonomous learning curriculum's implementation is the second planning activity for Bengkulu City's curriculum. In preparation for

the implementation of the curriculum for autonomous learning, the Bengkulu City Education Office is working with all stakeholders to set up the necessary educational infrastructure. The e-learning system is one example of the infrastructure meant to carry out the curriculum for independent study. This program is an essential web-based tool for improving instructors' and students' abilities, and it also backs the free learning policy. Every primary school education operator in the country has access to e-learning, which allows them to synchronize all of their school data to cloud storage on the internet. Applying e-learning can enhance instructor effectiveness and student learning results in a roundabout way. Enhancing learning quality and increasing community access to education are the two main goals of e-learning in the primary school system.

### **Implementation of the Independent Learning Curriculum in Elementary Schools**

Three procedures are used to implement the autonomous learning curriculum in Bengkulu City's elementary schools. The curriculum for autonomous learning is the initial step, and it is implemented based on each elementary school's capabilities. Participating in the training program that the City Education Department has started is the second stage. Optimizing the use of cutting-edge, student-centered learning is the third phase. The four primary pillars—the National Examination (UN), Lesson Plans (RPP), and Acceptance of New Students (PPDB)—are still mentioned when the idea of an autonomous learning curriculum is put into practice. But it's important to remember that execution differs widely based on each elementary school's capabilities.

The Merdeka Mengajar Platform (PMM), created by the Ministry of Education, Culture, Research and Technology (Kemendikburistek), is an instructional tool that motivates teachers to realize Pancasila Students with attributes related to creation, teaching, and learning.

The Merdeka Mengajar platform offers resources to help educators align their practices with the curriculum. Within the Teaching feature, educators can utilize the Teaching Tools feature to further their own professional development. At present, the platform offers over 2000 references for teaching tools that align with the curriculum. A aspect of the student assessment designed to assist educators in rapidly diagnosing students' reading and numeracy skills so they can apply knowledge that is appropriate for the student's level of accomplishment and growth.

Teachers have equal possibilities to learn new things and advance their skills whenever and wherever they are thanks to the Merdeka Mengajar platform. Teachers and other education

personnel can access high-quality training materials on their own by using the Independent Training facilities offered by the Merdeka Mengajar Platform's Learning feature. Inspirational Videos is another feature of learning that gives educators and teachers the chance to grow personally by giving them unrestricted access to a variety of inspirational videos. This eventually improves the caliber of their competencies in implementing the independent curriculum.

Teachers are encouraged to keep working by the Merdeka Mengajar platform, which also offers a place for exchanging best practices. Another aspect is Berkarya, which offers "Evidence of My Work," the most excellent practical outcome of learning implementation, particularly in relation to the most excellent practical learning in the autonomous curriculum. In order to exchange ideas and work together, educators can compile a portfolio of their work, which allows teachers to advance as a team.

It is intended that the PMM created would be able to work with teachers as a collaborative and sharing partner as they execute the independent curriculum. When implementing and studying in educational units that have taken part in the development of the independent curriculum, the content created by the Ministry of Education and Culture offers greater comprehension.

### **Barriers to the Independent Learning Curriculum in Elementary Schools**

The way that primary school teachers interpret what they know about the independent learning curriculum has a big impact on how students learn. Instructors who participate in curriculum socialization and technical assistance for independent learning generally have a better grasp of how to apply learning within the framework of the independent learning curriculum. Teachers, however, are not entirely aware of how to include the autonomous learning curriculum into the learning process for those who have never taken part in socialization or technical assistance on the subject.

The way in which a teacher interprets their understanding affects how prepared they are to implement learning that aligns with the goals and objectives of the curriculum for independent study. Researchers found that some teachers lacked the necessary preparation to carry out instruction focused on achieving the objectives of the curriculum for autonomous study. The age issue, which is connected to the unwillingness to learn IT, is the primary cause of this. There are

those who claim that because education has been so difficult in the past, they don't want to deal with different learning approaches.

Based on the aforementioned information, the researcher came to the conclusion that Bengkulu City faced two primary challenges when implementing the autonomous learning curriculum. First, there is a disparity in the comprehension and preparedness of teachers to apply the notion of the independent learning curriculum. Second, the varied preparedness of elementary schools to embrace digital-based learning and the diverse economic circumstances of parents of kids present implementation challenges.

The idea of an autonomous learning program is identical to that of humanistic education, which places an emphasis on the autonomy, responsibility, and sensitivity of students. Humanistic education employs a paradigm of learning that emphasizes on students' potential to seek out and find their strengths, rather than just on the development of their personalities. Education experts actually state that lesson plans and materials should be prepared and presented with the thoughts and worries of the students in mind (Nuryamin, 2011). According to Ki Hajar Dewantara, fostering independence in students should be concentrated on their mental processes, with an emphasis on instilling in them the habit of seeking out all of their own knowledge through independent thought rather than constantly leading the way or telling them to accept the opinions of others (Hardiman, 2012). This is due to the fact that a student can essentially use his own thought process to discover information. The educational practice of fostering joyful and supportive learning environments is called "freedom to learn." Teachers, students, and parents must create a joyful environment for their children to have the freedom to learn (Ainiyah, 2018). In order to achieve the goals of National Education, Merdeka Belajar takes educational literacy back to its foundational principles. In order for students to reach their full potential and acquire qualities such as self-discipline, moral rectitude, intelligence, and personality, we must implement an active learning process for them (Menon, 2019). To establish a pleasant learning environment, we must free up teachers to teach and allow students to be creative in their learning. Curiosity is always encouraged, dialogue is possible, and creativity is allowed. Educational literacy also allows people to work together to build confidence (Shahroom & Hussin, 2018).

Teachers who can provide pupils the freedom to think, be creative, envision, and express themselves are those who can liberate the learning process (Hasudungan & Kurniawan, 2018).

Developing freeing learning techniques increases the emphasis on analysis, comparison, generalization, prediction, and hypothesis formulation in teaching and learning activities (Priatna, 2019). The curriculum for independent learning promotes divergent thinking among students and equips them with problem-solving skills. To reinstate authentic education, all stakeholders must construct this.

In order to give students the opportunity to learn as freely as possible to study in a calm, relaxed, and happy environment free from pressure, as well as to pay attention to their natural talents and avoid pressuring them to study or become experts in subjects outside of their interests and capabilities, each student should be given the freedom to create a portfolio that represents their passion (Ayu, 2017). This does not imply that pupils follow up on the information they learn at random. Actually, in order to practice Freedom of Learning, students must be able to critically consider what they can do in the future by using the knowledge they have gained. The teacher's desired learning objectives will be optimally realized if this series can be put into practice. Students are expected to be able to look for and find alternative answers on their own using the knowledge and skills they have acquired in order to solve any challenges they may encounter in the future (Yaqin, 2016).

The goal of education is to produce pupils who are constantly reforming. not only possessing a high level of education but also having the ability to effect change on both a little and large scale. When a country possesses high-quality human resources, the ensuing innovations and improvements can contribute as much as possible to its progress (Saefullah, 2012). For this reason, it is anticipated that the learning concept would be able to implement innovations in all learning processes, namely student-centered learning, in order to support the production of high-caliber graduates who are equipped to deal with a changing environment. Adding the requirement for mutual commitment to agree (amongst educational stakeholders) and the activities necessary (as part of the learning process) to attain particular aims that have been set expands the idea of curriculum as a process (Arif, 2022).

In the field of education, the idea of an autonomous learning curriculum is novel. Learning achievement will improve as a result of decluttering the learning process. A student-centered curriculum, in Reginald Monyai's opinion, gives students the opportunity to actively participate in creating knowledge and learning. This is only possible if the learner's self-assurance is fueled by a sense of mastery over their progress toward certification. Teachers in the twenty-first



century need to foster a climate that not only promotes the four pillars of learning to know, to do, to be, and to live together but also allows students to ask pertinent questions (Hasudungan and Kurniawan, 2018).

Allowing students, the flexibility to learn is how an independent learning curriculum is put into practice. With support that ensures the success of their learning systems and patterns, students are aware of and take use of their rights to learn both within and outside of the classroom. The autonomous learning curriculum must be implemented with the same mindset, perspectives, and direction. The curriculum for autonomous study is motivated by the demands of a future existence that demand a deeper comprehension of scientific fields and abilities. Additionally, the curriculum for independent learning aligns with the ideas of experimental learning, contextual teaching and learning, freeing education, and transformative learning (Ainiyah, 2018).

Human resources must be more optimal and have fresh experiences in order to implement the curriculum for autonomous learning. They also need to be placed in learning environments and circumstances that allow them to actively participate in the creation and construction of knowledge and skills. The introduction of the curriculum for independent learning encourages elementary schools to work more effectively in forging alliances and collaborations with the department of education. With a full application of the autonomous learning curriculum, students will surely have an excellent opportunity to acquire deeper and more extensive scientific, technical, and humanitarian experiences. Since the adoption of the independent learning curriculum is voluntary rather than required, the primary school principal's rules will ultimately determine when this independent learning plan gets underway. In order for independent learning to become a planned alternative learning system and meet the objectives of an efficient, progressive education system, rational thoughts and future possibilities undoubtedly lead to smart and strategic choices (Saefullah, 2012). In this instance, our nation desires that its people constantly undergo positive internal transformations (mental attitudes, thoughts, and morals) as a result of efficient, fruitful, and constructive educational and learning procedures.

Learning that is focused on enhancing competence and character in accordance with the characteristics of students with character is known as learning with a new paradigm. With the new paradigm, there are four methods to learn. The first is the application of an autonomous learning curriculum designed to enhance and develop competence and character in accordance

with the characteristics of pupils who possess character. The application of knowledge in accordance with the phases of student learning achievement comes in second. Third, using different teaching resources, such as textbooks and lesson plans, in accordance with the needs of the class and the school. The fourth strategy is using projects to reinforce character development in student profiles (Muwahid & Soim, 2013).

Based on the implementation concept and the barriers to the idea of an autonomous learning curriculum in Bengkulu City—which have been discussed in the preceding points—the researcher in this study discovered a number of tried-and-true solutions. Organizing a number of seminars and small gatherings with the focus of putting the independent learning curriculum into practice is the first approach. This is done in order to improve instructors' comprehension of the ideas and methods of the curriculum for independent learning.

Principals and teachers of elementary schools are expected to participate in limited meetings and workshop activities led by the City Education Office. The goal of this is to enhance instructors' comprehension of the ideas and procedures of the curriculum for independent learning. Additionally, the City Education Department provided all primary school teachers with multiple informational seminars about the introduction of the independent learning curriculum. Following their participation in this socialization, elementary schools are expected to host a series of workshops by the The school Principal Working Group and Teacher Working Group (KKG) on the curriculum for independent learning. These workshops must be held on a regular basis, at least once a semester.

The purpose of workshops, outreach programs, and workshops such as this one is to improve teacher comprehension and competency. Teachers get a greater understanding of how the idea, application, and assessment processes, along with the process of achieving quality requirements, form the foundation for implementing the curriculum for autonomous learning through workshop activities. Teachers can enhance their pedagogical competency in creating all-inclusive learning resources through short sessions, which will help them be more prepared to apply the curriculum for independent learning.

## **D. CONCLUSION**

One of the most crucial tools in school is the curriculum. Plans for instruction are created with primary school requirements in mind. The curriculum for independent learning aims to facilitate learning, inspire creativity and morality in students, and make education a necessity while equipping them with knowledge that will be valuable in the future. In order to ensure that graduates concentrate on pertinent learning outcomes, the independent learning curriculum should adopt an OBE (Outcome Based Education) educational system in response to the challenges posed by technological advancement.

The idea of an independent learning curriculum aligns with the principles of fundamental education. Strong support for education should come from an organization that recognizes the value of fundamental educational principles. Reaching these goals has been strongly supported by the policies that have been put in place and are part of the primary school curriculum. Through the lens of an autonomous learning curriculum, core educational principles are instilled in pupils in a way that cultivates these values based on societal objectives. The following can be used to examine indicators of character characteristics that are cultivated in primary schools and are founded on faith and piety: Students prioritize a free approach when making decisions. (1) Students are committed to universal values. (2) Students are motivated to be enthusiastic about improving character. (3) Students actively participate in various co-curricular and extracurricular activities. (4) Students have an attitude of tolerance. (5) Students are enthusiastic about understanding positive discipline as a guide to discipline.

To ensure that the independent learning curriculum is implemented as soon as possible in all elementary schools, socialization activities, workshops, and technical assistance must be planned going forward. The City Education Office always offers guidance in this regard. The degree to which primary school teachers are prepared to administer the free learning curriculum depends greatly on their comprehension of the concept. The primary barriers are age-related, aversion to learning IT or developing one's own skills, and aversion to applying different strategies with cutting-edge learning resources. Another barrier to the adoption of digital-based learning is a lack of infrastructure in the form of laptops or mobile devices, which makes it extremely challenging to develop the newest learning models.

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