

## Independent Curriculum Implementation Training for Students of the Elementary School Teacher Education Study Program at SDN 3 Baubau

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### ABSTRACT

*Changing the curriculum is something that must be done by a country along with the times. Curriculum changes in Indonesia have been made several times. The results of the latest curriculum changes have resulted in the Independent Curriculum. Curriculum changes are expected to have a significant positive impact on learning and outcomes. However, curriculum changes also provide flexibility to teachers who carry out learning in the classroom. Students of the Teacher Education Study Program of the University of Muhammadiyah Buton as prospective teachers need to be equipped with experience before they become teachers. This training activity aims to provide experience to participants implementing the independent curriculum. The activity was attended by 12 students as training participants. In general, this training activity is carried out in three stages: the presentation of material, training, and evaluation of results. The presentation of the material uses the lecture and question and answer method, the practice uses the tutoring method, and the evaluation of the results uses the observation method. The evaluation results showed that the average ability of participants to compile learning tools was 88.44%, the average ability to carry out learning reached 90.56, and the personality of participants reached 92.88. Based on the analysis of the results of the discussion, it was concluded that this training activity has had a very satisfactory impact on the ability of trainees in the implementation of the independent curriculum in elementary schools.*

**Keywords:** Implementation; Independent Curriculum; Training.

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### 1. Introduction

The curriculum is one of the mandatory tools used to achieve educational goals, as well as a reference in the implementation of learning at all types and levels of education. The role of the curriculum in the world of education is very important. Therefore, the curriculum used must be following the development of the times. Curriculum adjustments to the times are carried out through curriculum changes. Curriculum changes must be made to improve, perfect, and improve learning activities in schools. This means that a superior generation by its era can be realized.

Indonesia has changed its curriculum multiple times: in 1947, 1964, 1968, 1973, 1975, 1984, 1994, and 1997, when the 1994 curriculum was revised; in 2004, a competency-based curriculum became the model for the 2006 curriculum, which was called the Education Unit Level Curriculum; in 2013, the national education ministry of the government reverted to the 2013 curriculum; and in 2018, Kurtilas Revision (Ulinniam et al., 2021) and Year 2024 were revised. The curriculum set for 2024 is known as the Independent Curriculum.

The curriculum known as the Independent Curriculum is intended to be implemented as an enhancement and growth of the prior curriculum. The 2013 curriculum is considered to

have many obstacles or difficulties in its implementation, so it needs to be updated for improvement. The results of research by Wahyuni (2019) found that teachers experienced difficulties in the implementation of the 2013 Curriculum in terms of preparing lesson plans, in scientific learning such as teachers were not optimal in classroom management, methods used, lack of support and motivation from parents in child development at school, and learning assessments that did not meet the criteria in the provisions of the 2013 Curriculum. The results of the research by Sari (2020) show that teachers are still confused about the implementation of the 2013 Curriculum, so it is not optimal for teaching. Teachers have difficulties in planning learning tools, difficulties in providing integrated understanding to students, and the unavailability of adequate learning facilities. Then, the assessment is carried out focusing only on certain aspects.

The change of the curriculum to the Independent Curriculum which is enforced gradually is expected to be able to change the situation in the implementation of the previous curriculum. The Minister of Education, Culture, Research, and Technology introduced the Driving School program on February 1, 2021, to aid in the success of the Independent Curriculum. Beginning with the 2021–2022 academic year, 2,500 schools in 34 provinces and 111 districts/cities participated in the Driving School Program. The Driving School Program is still being phased in and schools that are deemed to have graduated as driving schools still need formal support. The Independent Curriculum is not mandated by the government to be implemented by educational institutions during the 2021–2022 academic year. Nonetheless, it is modified based on how prepared each educational institution is, preventing its implementation from being coerced (Sumarsih et al., 2022).

The implementation of the Independent Curriculum certainly does not run as smoothly as planned, there are obstacles and challenges. Various studies examine the implementation of the Independent Curriculum, including research by Dewi et al. (2023) who said that there are difficulties that teachers often experience, such as the initial planning of the learning process that is poorly prepared, filling in the platforms that have been provided without guidance. According to Pertiwi et al. (2023), driving schools can use the Independent Curriculum as a guide to develop pupils with noble character, independence, critical thinking, creativity, cooperation, and a sense of diversity. Alimuddin (2023) found that the obstacles experienced were that there was only a definitive principal in October 2022 and a lack of teachers' understanding of the Independent Curriculum due to the lack of offline training.

Various findings of weaknesses in the implementation of the curriculum show that even though the Independent Curriculum has been planned with a gradual implementation trial, it still requires preparations that need to be made by related parties. Students at the Elementary School Teacher Education Study Program are prospective teachers who must be prepared to pick up all changes in the educational process at school. Curriculum changes also require prospective teacher students to have real experience in understanding and implementing the curriculum before entering the world of school work. The provision of this experience needs to be facilitated through activities to introduce the Independent Curriculum directly in schools. The introduction of the implementation of the Independent Curriculum is expected to provide experience to students as well as feedback on the cooperation that has been established by the Teacher Education Study Program of the University of Muhammadiyah Buton with Partner Schools.

## 2. Method

This training was carried out in a participatory manner and collaboration with Partner Schools, namely SDN 3 Baubau. Twelve students from the University of Muhammadiyah Buton's Faculty of Teacher Training and Education's Elementary School Teacher Education Study Program made up the training participants. The presentation of information on the Independent Curriculum and its implementation marked the start of the training. After the provision of material is completed, it is continued with the training of the preparation of teaching modules, then teaching exercises. The presentation of the material was carried out by the Principal of SDN 3 Baubau as a resource person, and the preparation of teaching modules, and teaching exercises was guided directly by 3 (three) classroom teachers from SDN 3 Baubau.

The training was carried out for four weeks. The stages of implementing this activity are:

- a. Coordinate with partners
- b. Trainee preparation
- c. Presentation of material
- d. Group improvement
- e. Participants discussed with their respective accompanying teachers to equalize perceptions, assignment division, and guidance schedules
- f. Preparation of Teaching Modules
- g. Teaching exercises
- h. Introduction of Pancasila Student Profile Strengthening Project
- i. Evaluation of results

## 3. Results and Discussion

The implementation of the Independent Curriculum in learning is manifested in curricular and extracurricular activities. In general, learning through curricular activities is held in the classroom. This learning activity is distributed into subjects facilitated by classroom teachers and subject teachers for physical education and religious education subjects. To prepare for the teaching exercise, students as training participants were first given material about the Independent Curriculum and the implementation of the Independent Curriculum at SDN 3 Baubau. The material was presented by the Principal of SDN 3 Baubau as a resource person. On the same day, the activity continued with the preparation of the teaching module. At this stage of preparation, students are divided into 3 (three) small groups, each group consists of 4 (four) students. Each group is accompanied by one accompanying teacher. This group division is intended to facilitate the guidance process by the accompanying teacher.



**Figure 1.** Presentation of Materials

Assistance in the preparation of teaching modules is carried out during breaks so that training activities do not interfere with the learning process in the classroom. Before compiling the teaching module, the participants were allowed to learn the learning documents of the Independent Curriculum, including the teaching modules owned by the companions. Through this activity, the accompanying teachers were assisted in guiding the preparation of learning tools. The accompanying teacher acts as a facilitator who is always willing to provide assistance and direction when needed by the trainees.

After studying the learning documents, the participants adjusted the teaching task plan that they would practice. Before the learning tools are declared feasible by the accompanying teacher, the trainees are allowed to observe the learning process that takes place in the classroom. Observation of teachers' teaching activities in the classroom provides students with an initial experience of the real learning process before they practice teaching.

a. Teaching Practice



**Figure 2.** Teaching Practice

The Teaching Practice began in the second week of the training activities. The participants were taught according to the tasks given by the accompanying teacher. The participants had the opportunity to teach for 3 (three) weeks. They teach using teaching modules that have been prepared beforehand. The implementation of learning activities by the participants was accompanied by accompanying teachers. Participants who are not carrying out the Teaching Exercise are also allowed to observe the learning activities of their peers. Thus, the participants have enough experience related to the implementation of learning, both when teaching and when observing learning activities by their friends.

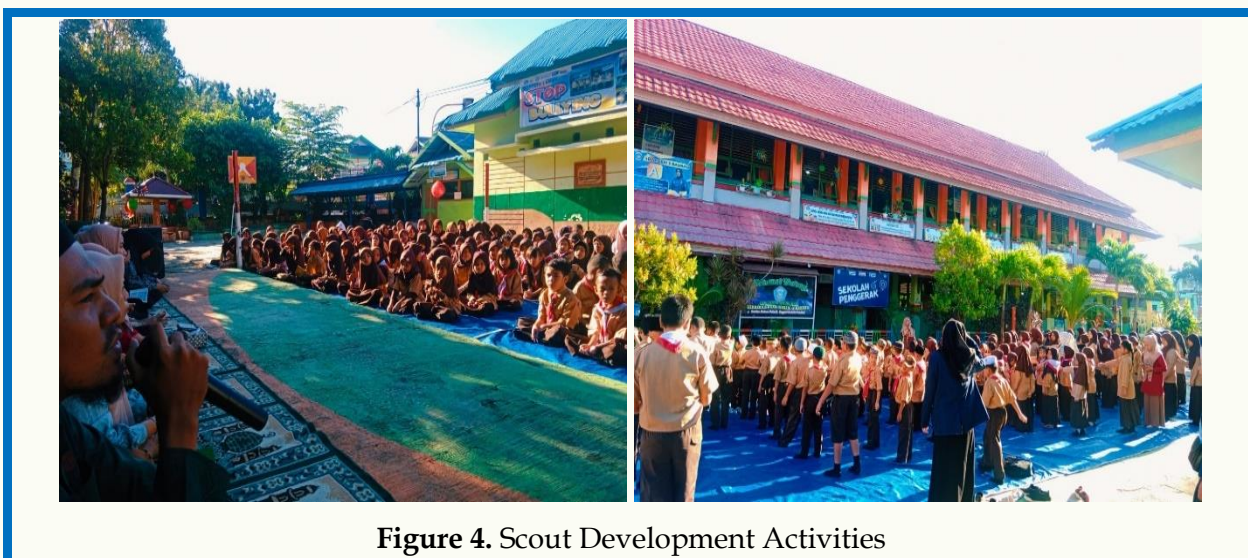


## b. Introduction of the Pancasila Student Profile Strengthening Program



**Figure 3.** Students Work Show

The Pancasila students' profile strengthening program is one of the leading learning activities in the Independent Curriculum. The Pancasila Student Profile Strengthening Project is a cross-disciplinary learning initiative that encourages observation and problem-solving in the local community. Project-based learning is used in the Pancasila Student Profile Strengthening Project; however, it is not the same as project-based learning in classroom intra-curricular activities. The project itself is carried out with a series of activities to achieve certain goals by studying a predetermined theme which is then selected by each educational unit. Pancasila Student Profile Strengthening Program activities are planned at the beginning of learning and at the end of the semester student work is carried out. Through this activity, the students are allowed to be creative in producing works so that their creativity can be developed and supported to the maximum. All student works are held through an exhibition event organized by the school at the end of the semester (see Figure 3). The introduction of this program to the participants is one of the activities that is expected to be able to provide knowledge and learning experience in managing non-curricular learning.



**Figure 4.** Scout Development Activities

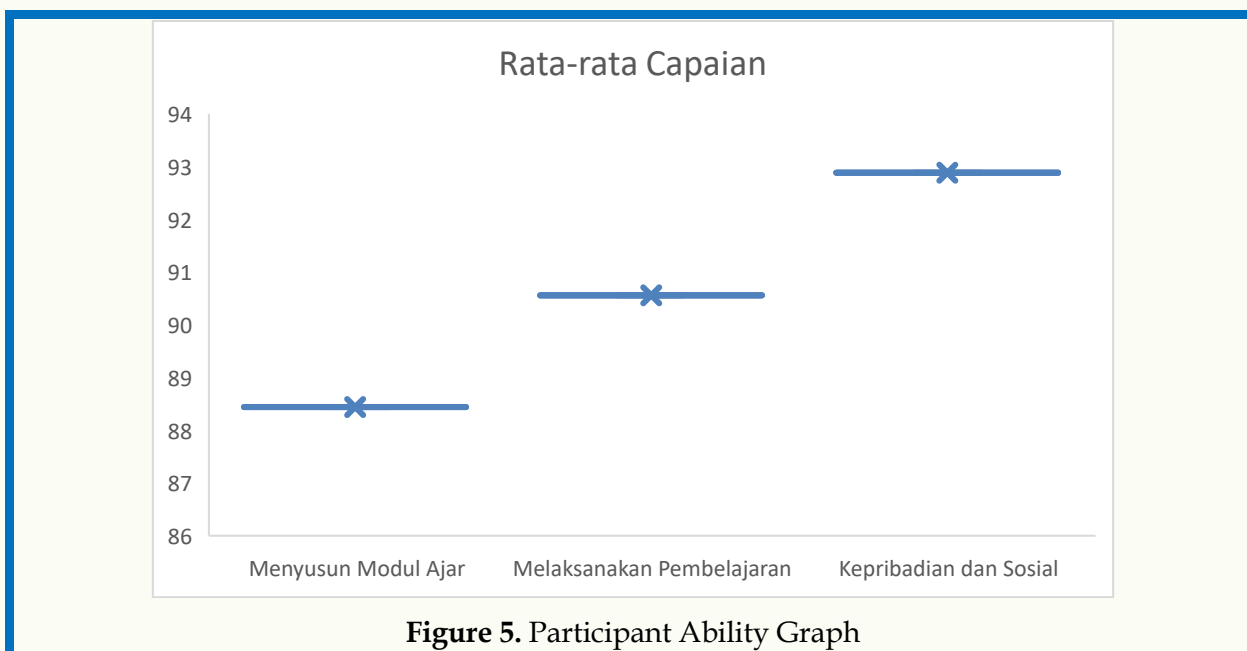
The training participants, in addition to being introduced to the Pancasila Student Profile Strengthening Program in the form of student work, were also introduced to the extra-curricular activities of scouts. Scout activities are also one of the activities that can support the strengthening of the Pancasila student profile.

c. Evaluation of Training Results

The presentation of material and assistance in the preparation of teaching modules has had a very high impact on improving the ability of trainees. Based on the results of the evaluation of the participants' abilities, very satisfactory results were obtained. The evaluation of the training results was carried out on the components of compiling teaching modules, teaching exercises, and the personality of the trainees. The results of this training evaluation can be seen in Table 1 and Figure 5.

**Table 1.** Average Ability Achievement of Trainees

No.	Aspects	Average Achievement
1.	Compiling Learning Tools	88,44
2.	Implementing Learning	90,56
3.	Personality	92,88



**Figure 5.** Participant Ability Graph

The provision of training is one of the efforts to improve student competence. This training is one of the efforts to improve the competence of prospective teacher students. In assisting in the preparation of teaching modules and teaching exercises, the participants have participated in the training seriously. Participants who have difficulties in making teaching modules are assisted as necessary by accompanying teachers. This assistance can trigger the improvement of the competencies of trainees faster than being led to be taught fully without being allowed to think and work independently. Thus, this training has applied Vygotsky's theory of development. According to Vygotsky (1978), learners can be assisted in their proximal development zone by others who are more competent by involving prior knowledge. Others who are more competent can be colleagues, external teachers, or other resource persons (Postholm, 2012). In this training, the principal was used. In addition, 3 (three) teachers who are experienced in planning and implementing learning using the independent curriculum are used as companions or mentors.

According to Ambrosetti et al. (2014) and Inzer & Crawford (2005), mentoring is a dynamic and complicated state of learning in which the mentor helps the participant grow both personally and professionally by providing constructive challenges in addition to

support. Feedback, creating a welcoming learning atmosphere, and giving participants a clear understanding of the tasks and knowledge they must acquire are some examples of this support (Polikoff et al., 2015). This is especially important for helping participants comprehend, apply, and refine the new curriculum in accordance with the curriculum developer's expectations. Korthagen (2004) contends that teachers cannot have a meaningful field experience that sufficiently prepares them for classroom instruction unless it integrates all personal, value, and professional parts of the event.

The results of the evaluation of the participants' very satisfactory abilities indicated that this training had been carried out well and optimally. The results of this evaluation were supported by various factors, including the ability of the presenters, the ability to facilitate the accompanying teachers, and the strong motivation of the participants. The results of the evaluation provide positive hope for the implementation of education in the future by the participants. They will be able to carry out Independent Curriculum learning after they complete their S-1 studies. In addition, the experience gained by the trainees in observing various activities to support the achievement of the Pancasila student profile will also make it easier for them to manage non-curricular education.

#### 4. Conclusion

Based on the results and discussions, it was concluded that the independent curriculum learning implementation training provided very satisfying knowledge and experience to students as participants. This can be seen from the results of the evaluation of the participant's ability to compile learning tools, carry out learning, and the personality of the participants, each of which reached a very satisfactory category. Therefore, similar training is very important to be given to prospective teacher students as a provision when entering the world of work at school.

#### 5. Acknowledgment

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