

INDEPENDENT CURRICULUM POLICY IN THE PERSPECTIVE OF TEACHER INDEPENDENCE

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Abstract

Learning Loss that occurs during the Covid-19 pandemic based on data from the Ministry of Education and Culture for literacy learning loss is equivalent to 6 months of learning, for numeracy learning loss is equivalent to 5 months of learning. The Merdeka curriculum is expected to overcome learning loss, the Merdeka curriculum is simpler and deeper focusing on essential materials and developing the competencies of students, teachers and students are more independent because for teachers to teach according to the stages of achievement and development of students, students can choose learning according to their interests, talents and aspirations. The school also has the authority to shepherd the curriculum and learning according to the characteristics of the school. From the results of the survey, it can be seen that teachers have understood the content standards and process standards regulated in the merdeka curriculum, the implementation of policy implementation can be said that the merdeka curriculum has been understood and implemented by more than 70%, but in the learning implementation process less than 50% of teachers pay attention to student needs, teachers are only fixated on the guidelines given, the independence of students in the learning process has not been achieved properly because The implementation of learning and the development of learning activities in schools have not been developed according to the needs and situations in which they teach.

Keywords: Learning loss, Merdeka curriculum, independent teacher, independent student.

INTRODUCTION

The learning crisis faced by Indonesia has been happening for a very long time, the Covid-19 pandemic has resulted in this crisis getting worse, *learning loss* and gaps that occur in learning in cities and regions are very clear, the difficulty of getting the latest scientific updates has resulted in many regions being left behind. *Learning Loss* that occurred during the Covid-19 pandemic based on data from the Ministry of Education and Culture and Technology revealed by Nadiem Anwar Makarim for literacy learning loss is equivalent to 6 months of learning, for numeracy learning loss is equivalent to 5 months of learning. For this reason, fast policies are needed to resolve the crisis. The effectiveness of the curriculum is carried out changes in the design of a comprehensive implementation strategy, the independent curriculum is expected to overcome *learning loss*, with the advantages of the *independent* curriculum mentioned by Minister Nadiem, which is simpler and deeper focusing on essential material and developing the competence of students, teachers and students are more independent because for teachers to teach according to the stages of achievement and development of students, students can choose Learning according to their interests, talents and aspirations. The school also has the authority to develop curriculum and learning in accordance with the characteristics of the school.

The essence and development of the curriculum in the independent curriculum carried out should be in accordance with the definition of curriculum developed by Unesco (2011) The curriculum is a description of what, why, how and how well students should learn in a

systematic and planned way. The demands that occur during *learning loss* are that learning is planned to be more functional as in mathematics learning is used to solve daily problems or more contextual such as solving simple problems calculating family finances, calculating income and family distribution, relating learning materials to problems requiring students to collect village financial record data obtained based on Verbal stories so that there is interaction with students' language skills. Learning like this should have been widely applied with various learning models and methods developed by educational practitioners and researchers, but in fact in the field this is only as research. Teachers are not ready to implement learning as expected even though the current learning crisis can be said to be an emergency. Teachers are expected to manifest learning into concrete actions. The transition of learning and the transition of teachers, the change of the mainset of teachers to classroom learning that learning is not just a sheet of curriculum paper that changes but learning must be an interaction of humans and their world. John Dewey revealed that there is no essence in the world, but rather a reality that is constantly changing and evolving. According to Law No. 20 of 2003, curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials as well as methods used as guidelines for the implementation of learning activities to achieve national education goals. From the definitions above, the curriculum can be interpreted as a set of plans to achieve educational goals. This is what must be understood by teachers in preparing for learning.

In Indonesia, it is currently starting to implement the 2022 curriculum, namely the independent learning curriculum. The 2022 curriculum is an additional option that will be implemented in the 2022 school year to make learning recovery. The components of the 2022 curriculum are as follows.

Tujuan	Isi/Materi	Strategi/Metode	Evaluasi
<ul style="list-style-type: none"> •Standar Kompetensi Lulusan •Permendikbud No 5 tahun 2022 	<ul style="list-style-type: none"> •Standar Isi •Permendikbud No 7 Tahun 2022 	<ul style="list-style-type: none"> •Standar Proses •Permendikbud No. 16 Tahun 2022 	<ul style="list-style-type: none"> •Standar Penilaian •Permendikbud No 21 Tahun 2022

The curriculum in basic education regulates separately policies regarding the mathematics curriculum, according to the Minister of Education and Culture No. 56 of 2022 Curriculum Structure in primary education and secondary education as follows: Curriculum Structure of Elementary / MI / other equivalent forms The structure of the elementary / MI curriculum / other equivalent forms is divided into 3 (three) phases: a. Phase A for grade I and grade II; b. Phase B for class III and class IV; and c. Phase C for class V and class VI. Elementary / MI can organize learning content using subject or thematic approaches. The components of the elementary school mathematics curriculum in the 2022 curriculum are:

1. Competency Standards for Mathematics Graduates for Elementary School Students

Based on article 6 of the competency standards for graduate students in the field of mathematics is to demonstrate numeracy ability in reasoning using concepts, procedures, facts and mathematical tools to solve problems related to themselves and the immediate environment.

2. Elementary Level Mathematics Content Standards

- a. The concept of numbers, the relationship between numbers as well as the properties of numbers to express quantities in various appropriate contexts;
- b. arithmetic operations (addition, subtraction, multiplication, and division) on numeric, fractional, and decimal numbers are performed efficiently to solve contextual problems;
- c. identify patterns both numerical and nonnumeric to explain repetition;
- d. spatial about flat and space building and its nature to explain the surrounding environment;
- e. measurement and estimation of the attributes of objects that can be measured using various units (both standard and non-standard) and comparing the results; and
- f. Interpretation of data that shows diversity based on the appearance of the data to draw conclusions.

3. Process Standards

Process standards include:

a. Learning Planning

Learning planning is prepared in the form of a flexible learning planning document, which is not tied to a certain form and can be adjusted to the learning context. Learning planning documents are clear and easy to understand. Learning planning documents are simple, which contain the main and important things as a reference for the implementation of learning.

Learning planning documents contain at least learning objectives, learning steps or activities and learning assessments. Learning goals become the learning objectives of a learning unit. Learning strategies are designed to provide a quality learning experience. Assessment uses a variety of assessment techniques and instruments that are appropriate to the learning objectives.

b. Learning Implementation

The implementation of learning is designed in a learning atmosphere that

- (1) Interactive
 - (2) Inspiring
 - (3) Fun
 - (4) Challenging
 - (5) motivating learners to participate actively
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(6) Provide sufficient space for initiative, creativity, independence in accordance with the talents, interests, and physical, and psychological development of students.

c. Penilaian Proses Pembelajaran

Assessment of the learning process is carried out by educators, fellow educators, heads of educational units and / or students. Assessment of fellow educators is an assessment of the planning and learning process, the goal is to build a culture of mutual learning, cooperation and mutual support. Assessment by the head of the education unit is an assessment of the planning and learning process carried out by educators, with the aim of building a reflective culture and providing constructive feedback. While the assessment of students aims to assess the implementation of learning carried out by educators.

4. Assessment Standards

Assessment of learning outcomes is used as feedback for educators, learners and parents to improve learning outcomes. Assessment pays attention to alignment with learning objectives that refer to the curriculum. Assessment is carried out before, during and or after the learning process.

Mulya (2022) The change in the independent curriculum which initially became an obligation, turning into learning was a pleasant experience. All existing changes are expected to be one of the influential things in the new paradigm of mathematics learning.

METHODS

This type of research is qualitative research that emphasizes survey methods, namely those that aim to find out a situation or phenomenon that is developing. Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods. The data collection of this study is divided into two parts, namely primary and secondary data sources. Primary data sources are data sources that are directly provided with data to data collectors. The subjects of this study are teachers who teach in each educational unit. For this study did not categorize elementary and secondary school teachers. The time of the study was sampling in November 2022 through the distribution of an online questionnaire filled out by 150 correspondents. The data analysis technique used is to process data to find out the desired distribution of data.

RESULTS AND DISCUSSION

Elementary Mathematics Curriculum Analysis

The mathematics learning objectives of the 2022 curriculum are:

- a. Understand mathematics learning materials in the form of facts, concepts, principles, operations, and mathematical relationships and apply them flexibly,

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- accurately, efficiently, and precisely in solving mathematical problems (mathematical understanding and procedural skills).
- b. Using reasoning on patterns and properties, performing mathematical manipulations in making generalizations, constructing proofs, or explaining mathematical ideas and statements (mathematical reasoning and proof),
 - c. Solving problems which include the ability to understand problems, design mathematical models, solve models or interpret solutions obtained (mathematical problem solving).
 - d. Communicate ideas with symbols, tables, diagrams, or other media to clarify circumstances or problems, as well as present a situation into mathematical symbols or models (communication and mathematical representation)
 - e. Linking mathematics learning materials in the form of facts, concepts, principles, operations, and mathematical relations in a field of study, across fields of study, across fields of science, and with life (mathematical connections), and
 - f. Have an attitude of appreciating the usefulness of mathematics in life, namely having curiosity, attention, and interest in learning mathematics, as well as a creative attitude, patient, independent, diligent, open, tough, resilient, and confident in problem solving (mathematical disposition).

It can be seen in the purpose of mathematics subjects that mathematics subjects strive to improve mathematical proficiency, namely concept understanding, procedural skills, mathematical problem solving, mathematical scoring and mathematical disposition. Mathematical communication and mathematical connections also did not go unnoticed on the objectives of these subjects. This ability is a necessity used in the application of mathematics functionally in life. Based on the results of an online survey conducted on 150 respondents representing elementary school teachers regarding the implementation of the independent curriculum in education units, it was found that 92% of teachers already understand graduate competency standards, 90% of learning processes in schools have adjusted to student abilities, 52% of learning content has been adjusted to content standards and process standards set in the curriculum, 80% of assessments only use questions contained in textbooks and LKS teachers have not developed questions according to the conditions of students after learning takes place although 96% of assessments are carried out in accordance with learning objectives but only objectives contained in curriculum references. From the survey results, it can be seen that teachers already understand the content standards and process standards regulated in the independent curriculum, the implementation of policies can be said to be the independent curriculum has been understood and implemented more than 70%, but in the learning implementation process less than 50% of teachers pay attention to student needs, teachers are only fixated on the guidelines provided, student independence in the learning process has not been achieved properly because The implementation of learning and the development of learning activities in schools have not been developed according to the needs and situations in which they

teach. The results of the questionnaire survey questions are not comparable to the question of presenting responses to how the implementation of the independent curriculum policy in education units, in this question from 150 respondents 80 people said that the independent curriculum has not been implemented there are difficulties for teachers to understand the independence of learning in the curriculum, only following changes in subjects, differentiated learning has not been carried out, and various opinions say that the natural resources and human resources are not ready for a change in the mindset of the learning process.

Based on input from school Mathematics curriculum teachers who can solve *Learnig loss* on numeracy based on curriculum standards, they should pay attention to :

- a. The curriculum must be practical and the curriculum does not have much content.
- b. Resource books and professional teachers
- c. The material is adjusted to the student and regional conditions (Authentic Learning)
- d. The material must continue according to the level, contain new topics and approaches and more to meaningful learning.
- e. Learning emphasizes meaningful and understanding learning rather than rote memorization and numeracy skills. To make the teaching of mathematics more lively and interesting.
- f. Coaching standards to teachers on Learning
- g. The expected objectives of the preparation of a primary school curriculum and other levels, materials, learning interactions and evaluations.
- h. The existence of a cooperation program between the school and related external parties to maximize the achievement of educational goals
The existence of a cooperation program between the school and related external parties.

Learning Outcomes (CP) is an expression of educational goals, which is a statement of what students are expected to know, understand, and can do after completing a learning period. In Learning Outcomes, strategies that are increasingly strengthened to achieve these goals are by reducing the scope of material and changing procedures for preparing outcomes that emphasize flexibility in learning.

To describe learning outcomes into learning modules, how many skills are needed, namely;

- a. Teachers must describe learning outcomes into a flow of learning objectives and learning objectives
 - b. Teachers must master the scientific structure of each material
 - c. Teachers must be able to identify material that matches the seven themes of the Pancasila student profile
 - d. Teachers must be able to identify the characteristics and competencies of children
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- e. Take time in creating learning modules
- f. Teachers between educational units must collaborate with each other, especially between one teacher and the next teacher so that there is no excessive or undelivered material.

After an analysis of the 2022 curriculum, mathematics subjects are of concern; :

- a. The material in the mathematics subjects of the 2022 curriculum and the 2013 curriculum is not too much different. This means that there is no simplification of the material.
- b. The learning outcomes and explanations are very complicated
- c. Teachers do not fully understand the implementation of the independent curriculum, training is still needed.
- d. Continuous monitoring of implementation

CONCLUSION

From the explanation and explanation above, it can be concluded as follows:

1. Teachers understand curriculum guidelines and adjust the implementation of learning according to student needs and school culture, learning resources and assessments are not carried out based on textbooks or LKS, the curriculum is only a reference for the implementation process to identify student needs.
2. The independent curriculum is one of the efforts or systems issued by the government to solve problems and educational gaps in Indonesia, one of the problems that is solved is *learning loss*. The independent curriculum is one of the solutions prepared to overcome the education crisis in Indonesia.
3. Independent teachers are produced by creating student independence in the learning process, teachers who understand, identify the characteristics of students, master, scientific structures so that they can interpret learning functions for students.

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