The Implementation of Independent Learning Curriculum (Merdeka Belajar) at the Primary School Level

Suplimi Hartobi[1]*, Ahmad Suradi[2] iD, Adi Saputra[3] iD

Universitas Islam Negeri Fatmawati Sukarno, Bengkulu, Indonesia

A B S T R A C T

Background: The Independent Learning Curriculum (*Merdeka Belajar*) is a transformative initiative by the Indonesian Ministry of Education aimed at promoting student-centered learning, flexibility, and character development. Its successful implementation at the primary school level is crucial to achieving national education goals. **Objective:** This study aims to explore the implementation pattern of the Independent Learning Curriculum at SD Negeri 56 Kota Bengkulu. **Method:** The research employed a qualitative approach using a case study method. It was conducted at SD Negeri 56 Kota Bengkulu, with data collected through in-depth interviews. Data validity was ensured through triangulation, and analysis was carried out in three stages: data reduction, data presentation, and conclusion drawing. **Results:** The findings indicate that SD Negeri 56 Kota Bengkulu has implemented the Independent Learning Curriculum effectively. The implementation process includes participation in training and mentoring programs, the development of instructional tools, and regular evaluation of curriculum execution. **Conclusion:** The school has demonstrated a structured and proactive approach in applying the Independent Learning Curriculum, showing positive steps toward embracing student-centered and flexible learning models. **Contribution:** This study serves as a valuable reference for school leaders, teachers, and education practitioners in understanding and advancing the implementation of the Independent Learning Curriculum across primary schools.

K E Y W O R D S

Implementation; Independent Learning Curriculum; Primary School Level

C O N T E N T

1. INTRODUCTION

Education is an effort to develop personality and human progress both physically and spiritually. Education is a cultural process to increase human dignity. Educational outcomes are considered to be of high quality if their abilities are good in educational institutions and society (Inanna, 2018). Education is a basic need for the life of a nation that must be met (Rahmadani et al., 2021). National education aims to educate the life of the nation and develop the Indonesian people as a whole (Anwar, 2016). Education is an important foundation in the formation of outstanding human resources (Ningsih, 2019). In the life of the nation and state education is needed to improve human resources in a country. Education is the main pillar for the government in building the nation and state. The 1945 Constitution clearly states that the Indonesian government was established for various purposes, one of which is to educate people's lives. Article 3 of 2003 Law Number 20 concerning National Education helps to develop skills and form valuable character and national civilization to educate the life of the nation, students, God Almighty, personality, healthy,

* **Corresponding Author:** Suplimi Hartobi, ✉ hartobiputra@gmail.com
Madrasah Ibtidaiyah Teacher Education, Faculty of Tarbiyah and Tadris, Universitas Islam Negeri Fatmawati Sukarno, Bengkulu, Indonesia
Address: Jl. Raden Fattah, Pagar Dewa, Kec.Selebar, Kota Bengkulu, Indonesia

knowledgeable, capable, creative, independent, democratic, and responsible (Izma & Kesuma, 2019). With the rapid development of technology, demands for various improvements in education are also increasing. The condition of the nation in the future is strongly influenced by the thinking patterns of its people which are formed through an educational process (Jai et al., 2019). A directed educational process will bring this nation toward a better civilization (Mantiri, 2019). Conversely, an educational process that is not directed will only take up time, energy, and funds without any results (Izzah, 2018). So efforts are needed to improve the quality of education in the Republic of Indonesia.

The success or failure of education is influenced by several factors, one of which is the curriculum. The function of the curriculum for each level of education is the function of continuity and the function of power preparation. The function of continuity is that schools at the upper level must know and understand the school curriculum below, so that curriculum adjustments can be made. The power preparation function is when a particular school is given weenan prepare skilled labor, then the school needs to learn what is required by skilled labor. The development of education in Indonesia is inseparable from updating the curriculum, in each certain period, the curriculum always undergoes an evaluation process (Indy et al., 2019). Not even a few think that the curriculum changes with the change in policy-makers. The curriculum has a central position in every educational effort (Rachman et al., 2021). This shows that in every educational activity, the main thing is the process of interaction between educators and students, resources, and the environment (Qolbi & Hamami, 2021). In the intrinsic sense of education, the curriculum is the heart of education, which means that all movements of educational life in schools are based on what is planned in the curriculum. Every activity and activity carried out by the school is designed based on the curriculum. Therefore, the curriculum is the basis and controller of educational activities (Halimah, 2020).

The position of the education curriculum is as a construction that is built to transfer what has happened in the past to the next generation to be preserved, forwarded, or developed, the answer to solving various social problems related to education (Wahyuni, 2015) and to build future life. future where the past, present, and various national development and development plans are used as a basis for developing future lives, as well as guidelines for implementing learning activities to achieve educational goals (Widyastono, 2012). Seeing that it can be said how important a curriculum is for education, it can be understood that the curriculum is a vital thing for education. So that teachers and instructors must understand the content of the curriculum, because it is clear that the purpose of education is contained in the curriculum. So that the educational process can take place conducive, interactive, effective and smooth. The development of the times of course there will be changes that we can not deny on various things, as well as the curriculum. Changes can occur because people are not satisfied with the results of school education and always want to improve it. It is not possible to develop a curriculum that is good and stable for all time. A curriculum is only good for a certain society at a certain time.

The concept of the pattern of implementing independent learning initiated by Nadiem Makarim can be drawn from four main points. First, the concept of independent learning is the answer to the problems faced by teachers in educational practice. Second, the teacher's burden is reduced in carrying out his profession, through the freedom to be independent in assessing student learning with various types and forms of assessment instruments, free from making burdensome administrations, free from various pressures of intimidation, criminalization, or politicizing teachers. Third, it opens our eyes to find out more about what obstacles teachers face in learning assignments at school, starting from the problem of admitting new students (input), teacher administration in teaching preparation including Learning Implementation Plans, learning processes, as well as evaluation issues such as the National Based School Examination (output). Fourth, teachers are at the forefront of shaping the nation's future through the learning process, so it is important to create a more enjoyable learning atmosphere in the classroom, through an educational policy that will later be useful for teachers and students (Yamin & Syahrir, 2020).

Independent learning is an offer in reconstructing the education system to welcome changes and progress of the nation that can adapt to changing times (Rahayu et al., 2022). In a way, restoring the essence of real education, namely education to humanize humans or education that liberates. In the concept of independent learning, teachers, and students are subjects in the learning system (Sopiansyah et al., 2022). This means that the teacher is not used as a source of student truth, but the teacher and students collaborate in seeking the truth. This means that the teacher's position in the classroom is not to plant or standardize the truth according to the teacher, but to explore the truth, reasoning, and criticality of students in seeing the world and its phenomena. The opportunity for the development of the internet and technology to become a momentum for learning independence (Hasim, 2020). Because it can hack a rigid or non-liberating education system. Including reforming the workload of teachers and schools which are too devoted to administrative matters (Manalu et al., 2022). Therefore the freedom to innovate, learn independently, and be creative can be exercised by education units, teachers, and students.

The independent learning curriculum is a curriculum with a variety of intra-curricular learning, where subject matter will be optimized so that students have sufficient time to explore concepts and strengthen competence (Sabriadi & Wakia, 2021). Teachers have the flexibility to choose a variety of teaching tools so that learning can be adapted to the learning needs and interests of students. The independent learning curriculum perfects the inculcation of student character education with a Pancasila student profile, which consists of 6 dimensions, each dimension of which is described in detail into each element consisting of faith and piety to God Almighty, global citizenship, cooperation, independence, reason critical, creative (Rahmadayanti & Hartoyo, 2022). Described in the government regulation of the Republic of Indonesia Number 55 of 2007 concerning Religious Education and Religious Education Chapter 1, article 2, paragraphs (1) and (2) which reads; (1) religious education is education that imparts knowledge and shapes students' attitudes, personality and skills in practicing their religious teachings, which is carried out at least through subjects/lectures in all pathways, levels and types of education;

The virtue of the independent learning curriculum is how it can be applied in schools. The pattern of application is defined as a system, or way of working, while implementation is a process, method, or act of applying (Rahmadayanti & Hartoyo, 2022). So the pattern of application is a system or way of implementing an action. According to Usman, application boils down to activities, actions, actions, or the mechanism of a system. Implementation is not just an activity, but an activity that is planned to achieve the objectives of the activity. Implementation is an action taken, both individually and in groups to achieve the goals that have been formulated. Linguistically, the application is a thing, method, or result (Badudu & Zain, 2010). Implementation is practicing, pairing, or implementation (Ali, 2010).

In-depth observations by researchers at SD Negeri 56 Kota Bengkulu, especially for class teachers, there was a change in the 2013 curriculum, switching to an independent learning curriculum. Especially in the learning pattern seen from the Learning Implementation Plan and other learning tools. As well as findings also obtained from observations and initial interviews in April 2020 at SD N 01 Muara Pinang, Muara Pinang sub-district, Empat Lawang district regarding the new policy, namely the "Free Learning" learning system where the school principal stated that he would implement the Free Learning learning system policy. in 2022 starting from the readiness of the teachers first. Where the number of teachers in SD Negeri 56 Kota Bengkulu is 18 people and the number of students is 273 students. The Pattern of Implementation of "Freedom to Learn" is a new policy which of course must have obstacles and obstacles to implementing it. Especially for teachers who are the most important part of education and an important component of learning, must have a series of problems that should be resolved.

The purpose of this study was to find out the pattern of implementing the independent learning curriculum at SD Negeri 56 Kota Bengkulu. The focus of this study examined (1) the pattern of implementing the Independent Learning Curriculum at SD Negeri 56 Kota Bengkulu; (2) Inhibiting Factors in the Pattern of Implementation of the Independent Learning Curriculum at SD Negeri 56 Kota Bengkulu; (3) Supporting Factors for the Pattern of Implementation of the Independent learning curriculum at SD Negeri 56 Kota Bengkulu. The contribution of this research serves as enrichment material both theoretically and practically for schools and teachers in implementing the independent learning curriculum in schools. As well as the findings of this study as reference material for future researchers (novelty) regarding the pattern of implementing the independent learning curriculum in schools.

2. METHOD

2.1 Research Design

This study uses qualitative research with a case study method. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of written or oral narratives of observed behavior and people (Fuad & Nugroho, 2014). The case study method is a research method, in this method the researcher conducts and collects research data carefully and completely with various procedures based on a predetermined time related to an event, process, and activity in a group of individuals (Hasyim, 2016).

The case study method is used by researchers to explore a particular case in more depth by involving the collection of various sources of information, and case studies as an exploration of bounded systems or cases (Creswell, 2014). A single case study can be interpreted as an experiment. Broadly speaking, a single case study design enhances certain conditions if the case presents an important test of existing theory, as a rare or unique event, and is related to the purpose of the disclosure (Yin, 2014).

This research applies a single holistic case study design. This design is used in a study that explores a single case that is meaningful in determining, updating, or elaborating a special theory. Researchers explore the application of an independent learning curriculum and its implications in schools. Thus, the concept will be used by researchers, namely in the field.

2.2 Participants

The informants in this study were school principals and teachers at SD Negeri 56 Kota Bengkulu. Informants were selected using a purposive sampling technique. This purposive sampling technique is not random, research subjects are determined based on certain assessments. This technique selects informants who are filtered according to certain criteria according to the research.

2.3 Data Collection

The process of collecting data used in this study is by in-depth interviews. In-depth interviews were conducted with informants considered relevant to this research. Interviews are a strength in qualitative research, through interviews researchers can find out detailed information. Interview is the process of collecting data/information on the subject through the process of asking questions (Utomo et al., 2024). In research that uses case studies, documentation studies have the advantage of adding details to support information from other sources.

2.4 Data Validity Check

The process of checking the validity of the data in this study was made using the triangulation model. Triangulation is a method of observing the validity of data that uses something outside of the data to check or as an alignment of the data. Researchers use source triangulation as a data validity system, in this case, the researcher applies synchronization to the results of interviews with informants.

2.5 Data Analysis

For data analysis in this study the researchers used three stages including (1) data reduction, namely summarizing, choosing the main things, focusing on important things, and looking for patterns and themes; (2) presentation of data, namely presenting data that has been collected to facilitate researchers in analyzing what phenomena occur, and designing further activities based on things that are already understood; (3) drawing conclusions, namely examining the data that has been collected and then making temporary conclusions from the research results.

3. RESULT AND DISCUSSION

3.2 Result

3.1.1 Curriculum

Understanding the curriculum will always change and change. It is not possible that a curriculum will be able to survive throughout the ages with all the knick-knacks of problems that will be encountered. And of course, this curriculum will change and develop more quickly with the current and future digital era. For example, a job or activity that should be done manually has now been replaced with artificial intelligence. Which forces humans to have more intelligence in cognitive and psycho-motor aspects. The curriculum can also be referred to as an arrangement or arrangement for both humans and all living things that have an anatomical structure. 4 core components of the curriculum are interrelated. The four components are described below:

a) Destination component. The curriculum aims to provide a systematic achievement plan for the world of education, especially in the cognitive, affective, and psycho-motor domains;

b) Material components. Material components, namely, the materials studied consist of knowledge, values, experiences, and skills that are developed into the educational process until the goal components are achieved. Student interactions with the environment, people, tools, and ideas are considered learning;

c) Method component. The curriculum methods include teaching methods, assessment methods, guidance methods, counseling methods, and preparation for school activities (Zaini, 2009). The strategy also involves planning, methods, and equipment for planned activities to achieve their goals;

d) Evaluation component. Evaluating means selecting students who are eligible and who are not eligible to graduate. Judging from the function of such evaluation, it is less selective because basically, a student has the right to have basic abilities considering his cognitive, affective, and psycho-motor aspects (Hasibuan, 2010).

The curriculum is a device that is used as a reference in developing a learning process that contains student activities that will be attempted to achieve a learning goal in particular and educational goals in general. The curriculum is described as written material that is intended for teachers to use in carrying out learning for their students. The curriculum is seen as a lesson plan in a school or madrasah.

The curriculum serves as a guide and reference. For teachers, the curriculum serves as a guide in carrying out the learning process. For principals and supervisors, the curriculum serves as a guide in carrying out supervision or supervision. For parents, the curriculum serves as a guide in guiding their children to study at home. For the community, the curriculum serves as, providing assistance for the implementation of the educational process in schools, while for students, the curriculum serves as a learning guide.

3.1.2 Independent Learning Curriculum

Independent learning curriculum is a curriculum with a variety of intra-curricular learning, where subject matter will be optimized so that students have sufficient time to explore concepts and strengthen competence. Teachers have the flexibility to choose a variety of teaching tools so that learning can be adapted to the learning needs and interests of students. Independent learning curriculum is one part of the learning recovery effort, where previously the independent learning curriculum was referred to as a prototype curriculum which was later developed as a more flexible curriculum framework, while still focusing on essential material and developing student character and competence.

The independent learning curriculum as an alternative curriculum overcomes learning setbacks during the pandemic which gives freedom of "free learning" to learning implementers, namely teachers and school principals in compiling, carrying out the learning process, and developing curricula in schools paying attention to the needs and potential of students (Rahmadayanti & Hartono, 2022). Through independent learning and strengthening the Pancasila student profile as well as focusing on the essential materials of the independent curriculum, it is hoped that it will be able to overcome current and future educational problems (Alimuddin, 2023).

In the education system, the curriculum system is used as the basis for implementing education to achieve the goals of education. The implementation of independent learning curriculum has a curriculum structure in intracurricular learning or the term academically and a project to strengthen the profile of Pancasila students.

Independent learning curriculum is the same as learning in general. However, learning in the independent learning curriculum emphasizes students' interests, talents, and abilities. This is because independent learning curriculum implemented for children with special needs, especially tunagrahita, is more adapted to the situation or classification of tunagrahita children by implementing a differentiated learning model which is characteristic of educational units that focus on learner-centered learning with special needs.

An independent curriculum is one with multiple intracurricular learning, where learners have more time to understand concepts and strengthen their competencies because the content is optimized. Teachers have the freedom to determine the type of teaching tools so that learning can be tailored to learners' interests and needs. The independent curriculum is one part of the learning recovery effort, where in the past the independent curriculum was referred to as a prototype curriculum that was subsequently developed as a more flexible curriculum framework, with the main focus on developing learner character and competencies as well as essential material. Quoting from the Ministry of Education and Culture website, this curriculum has the main characteristics as support in learning recovery, including:

a) Character development according to the Pancasila learner profile and project-based learning for soft skills.
b) In-depth study of basic competencies such as literacy and numeracy as there is enough time to focus on essential materials.
c) Flexibility for educators to conduct differentiated learning based on learners' abilities and adjust to the context and local content.

Thus, the independent curriculum gives freedom to educators to be freer in developing learning tools and gives freedom to students to learn according to their interests and needs.

3.1.3 Characteristics of the Independent Curriculum

The independent learning curriculum previously known as the prototype curriculum, has been implemented in 2,500 educational units implementing the Mobilizing School Program. Looking at previous experience, namely the Mobilizing School Program, the Ministry of Education and Culture stated that there are three characteristics of the Independent Curriculum, namely:

a) Project-based learning through the Pancasila Student Profile Strengthening Project (P5), in project-based learning activities, is more relevant and interactive, this is because learning is carried out through various project activities that can provide wider opportunities for students to actively explore actual issues to support the development of character and competency of the Pancasila Student Profile. These various skills are needed by students when their

education period ends, where they must be able to work in groups, produce works, collaborate, think creatively, and develop their character interactively.

b) Focus on essential material so that you have enough time to explore basic competencies (literacy and enumeration). With the independent curriculum, learning becomes simpler and deeper, namely focusing on essential material and developing student competencies gradually. So that in practice the independent learning curriculum learning process becomes meaningful, not rushed, and fun. The achievement standards are also much simpler and allow time for teachers to teach concepts in depth.

c) Flexibility in differentiated learning by adjusting students' abilities, as well as local context and content. With this curriculum, learning becomes more independent, because it gives various freedoms to students, teachers, and schools. For students, there is no demand program at the high school level, so students can choose subjects according to their interests, talents, and aspirations. So, students are not separated based on science or social studies majors. For teachers are given the freedom to teach following the stages of achievement and development of students. So far, teachers are forced to continue to pursue material achievements, without thinking about students who are behind on material. Meanwhile, schools are given the authority to develop and manage curricula and learning following the characteristics of the educational unit, students, and each school.

3.2 Discussion

3.3.1 Patterns of Implementation of the Independent Learning Curriculum at SDN 56 Kota Bengkulu

The implementation of the curriculum, which in this case aims to restore learning (Independence Curriculum) as a complement to the previous curriculum, has made several decisions, one of which is that the education unit needs to develop a curriculum with the principle of diversification in accordance with the conditions of the education unit, regional potential and also student needs. The implementation of the independent learning curriculum is a form of curriculum that is applied as a cure for the crisis of learning in Indonesia. This is based on the implementation of an independent learning curriculum which gives freedom to teachers in managing the education system and is adjusted to student achie-vements (Mustaghfiroh, 2020). The independent learning curriculum at SD Negeri 56 Kota Bengkulu began to be implemented during the 2022 to 2023 pandemic.

The existence of an independent learning curriculum gives the meaning of freedom or flexibility to institutions, teachers and students to develop competencies according to the achievements and abilities of students. This is similar to the opinion of an educational philosophy figure, Freire who revealed that education is a process of human liberation from all kinds of oppression. This reflects that Freire, considers education not only a cognitive matter, but also the development of other aspects of the human being himself, and others (Freire, 2011).

From the perspective of these figures it can be understood that the independent learning curriculum gives freedom to students to explore their talents and abilities in learning. It is inappropriate in education to provide provisions that must force all students' abilities to be the same. SD Negeri 56 Kota Bengkulu is one of the driving schools that implements the independent curriculum. This school has implemented an independent learning curriculum for less than one year. The implementation of the Independent learning curriculum has also been applied to students in grades I and IV at SD Negeri 56 Kota Bengkulu. This school has operated quite well in implementing the independent learning curriculum in learning, even though there are some obstacles that occur in it. However, the implementation of the independent learning curriculum for grade 4 students at SD Negeri 56 Kota Bengkulu can still run well.

The following are the stages carried out by SD Negeri 56 Kota Bengkulu in the pattern of implementing the independent curriculum, the following describes the activity strategy that has been carried out at the school:

1) Participate in Training and Guidance.

Training is an activity that has the goal of developing and improving the attitudes, skills, insights, and knowledge of employees in a desire that the institution wants to achieve (Simanjuntak, 2005). It can be understood that training is a systematic process of improving and developing the skills of an educator. In the planning process before implementing the pattern of implementing the new curriculum, the teachers of SD Negeri 56 Kota Bengkulu attended training and guidance, this was intended so that when the pattern was applied to learning they understood and was able to apply the independent learning curriculum properly according to the specified rules. Teachers take part in training within institutions monitored by school principals as well as training outside institutions organized by the government and certain institutions. Participating in training or guidance is certainly not enough to maximize the teacher's understanding in implementing the independent curriculum. So another thing to do is to increase the

enthusiasm of the teachers by coordinating with each other between other teachers to exchange information regarding discussions on what needs to be prepared and improved in the pattern of implementing the independent curriculum.

2) Developing Learning Devices

Whether a person is good or bad at preparing learning tools can be a reason for the success of a lesson (Sa'bani, 2017). In learning, the planning is closely related to the learning tools arranged by the teacher. Learning tools are mandatory for a teacher before carrying out the learning process (Kurnia & Supriatiningsih, 2023). In addition to participating in training and guidance, the teacher's efforts also develop learning tools following the provisions of the independent curriculum. Namely compiling learning outcomes (CP), teaching modules that include the objectives of the learning process (TP) and the flow of objectives of a lesson (ATP), as well as compiling an educational unit operational curriculum (KOSP).

In this case, some terms are different from the previous curriculum but related to the content are the same. Among other things, if in the 2013 curriculum, you have to compile KI and KD then in the independent learning curriculum it is learning outcomes, if previously it was called RPP then now it has changed to teaching modules, and there are still other dif-ferences which are almost the same from the discussion. So it is necessary to have an understanding of implementing the independent learning curriculum to be faster in applying it.

Learning becomes freer with the independent curriculum, learners can choose subjects according to their ideals, interests and talents. Educators themselves are given the freedom to teach according to learner development and achievement stages. So far, teachers have been forced to always pursue material achievements, without caring about students who are behind in the material. Meanwhile, schools are given the authority to develop and manage learning and curriculum according to the characteristics of the education unit, each school and students.

3) Independent learning curriculum as Learning Assessment

Assessment or commonly referred to as evaluation has a close relationship with evaluation, measurement, assessment, or the results of the learning process. The independent learning curriculum gives flexibility to students in learning so that they are free in the form of assessment. The forms of assignments are in the form of portfolios, assignments, practices, projects, products, written tests, and oral tests. Assignments are tailored to the abilities and needs of students so that the assessment results do not have to be the same but still within the same scope of material or focus.

Its priority, understanding the meaning of independent learning and the teacher's role in independent learning helps teachers and students think, be more innovative and creative, and be happy in learning (Daga, 2021). There are still many teachers who do not understand theoretical and practically independent learning even though teachers' understanding of curriculum reform is essential (Mustofa & Mariati, 2023). The teacher's lack of understanding of the theory and practice of the independent learning curriculum certainly has a negative impact. These negative impacts include that teachers find it difficult to implement independent learning policies at school and in the classroom and teachers have difficulty developing learning methods referring to the independent learning curriculum (Sumarsih et al., 2022).

The format of the assessment is not regulated by the government in a technical and detailed manner. However, to ensure that the assessment process is carried out properly, the government has established assess-ment principles. The following are the principles of assessment in the independent curriculum:
a) Assessment is an integrated part of the learning process;
b) Assessment is designed and carried out in accordance with the function of the assessment, freely deter-mining the technique and time of implementation of the assessment in order to effectively achieve learning objectives;
c) Assessment is designed to be fair, proportionate, valid and reliable to explain learning progress and as a ba-sis for developing the next appropriate learning program;
d) Learning progress and learner achievement reports are simple and informative, providing useful informa-tion about character and competencies achieved, as well as follow-up strategies;
e) Assessment results are used by learners, educators, education personnel, and parents/guardians as re-flection materials to improve the quality of learning.

3.3.2 Inhibiting Factors in the Implementation of the Independent Learning Curriculum

In the pattern of implementing the independent learning curriculum at SD Negeri 56 Kota Bengkulu experienced several inhibiting factors, including:

1) It's hard to change old mindsets or habits

An educator is an important aspect of an education. The level of teacher experience can influence the success of a lesson. The wider the teacher's study of learning creativity, the more interesting it will be to apply it in the learning process (Sopiansyah et al., 2021). This can have a good influence on students.

A teacher can also be a factor in learning problems. Especially if a curriculum is still new. Because every change will require a process, as well as the implementation of an independent learning curriculum cannot instantly change to be perfect in its implementation. Especially teachers at SD Negeri 56 Kota Bengkulu feel the need for a process to change old habits in learning. So the pattern of its application in learning uses a mix, namely the 2013 curriculum with the independent curriculum.

2) The number of learning devices

Learning devices are equipment or equipment to carry out processes that enable students and educators to carry out a lesson (Listyawati, 2012). Learning devices are a form of preparation for learning but are very important in the success of goals in learning. The pattern of implementing the independent learning curriculum at SD Negeri 56 Kota Bengkulu in the preparation of learning tools for teachers who teach with the application of a different curriculum will experience difficulties. Due to the different application of the curriculum, the learning tools are also different. Plus every teacher has different abilities. In implementing the independent learning curriculum at SD Negeri 56 Kota Bengkulu, there are several differences in the application of the curriculum, namely, for grades I and IV applying the independent learning curriculum while classes II, III, V and VI still use the previous curriculum, namely the 2013 curriculum. Therefore, if there is a teacher who teaches will have difficulty in preparing learning tools because they have to develop learning tools with different provisions

The main obstacle to implementing the curriculum is the teacher's understanding of the independent curriculum. Teachers can independently overcome these obstacles by searching for information on the internet and asking and discussing with competent teachers. Institutionally, teachers' understanding of the independent learning curriculum can be increased through ongoing training activities held by government agencies in the field of education and conducted face-to-face. Reflecting on online learning during the pandemic which was not optimal, teacher training on the independent learning curriculum was carried out face-to-face or mixed (Hamdani & Priatna, 2020). Training that is conducted online is also vulnerable to various obstacles such as inadequate signals of facilities and infrastructure, and teachers who do not yet understand technology. This is in line with research which states that online learning has many obstacles, poor networks, inadequate facilities and infrastructure, teachers and lecturers who have not mastered technology, and social media as learning media (Fauziyah, 2020).

3.3.3 Supporting Factors for the Pattern of Implementation of the Independent Curriculum

In implementing the independent curriculum, teachers lack understanding of the procedures and provisions in implementing the independent curriculum such as in the planning stage, the difficulties experienced by teachers in terms of administration to determine learning objectives and the flow of learning objectives, as well as modifying teaching modules. This is due to the lack of experience of educators in teaching the independent learning curriculum. Furthermore, in terms of learning implementation, sometimes teachers have not used learning models recommended for the independent curriculum such as project-based learning.

The curriculum has a central position in the world of education, so that educational goals can be achieved, the curriculum needs to improve its quality even better, where the curriculum is able to adapt to school conditions, take into account the stage of development and the needs of students. The independent curriculum is different from the previous curriculum. Educators are required to have high competence in their knowledge and broad innovation power to be able to carry out learning activities. Not only that, in the learning process educators must be able to adapt to students in terms of teaching style, mastery of strategies, and delivery of material.

In the pattern of implementing the independent learning curriculum at SD Negeri 56 Kota Bengkulu experienced several supporting factors, including:

1) Student

Students are the main element in the learning process. Learning success is measured by whether there is an increase or development in the mental, intellectual, attitude, and skills aspects of students. The improvement of these various aspects is strongly influenced by the students' initial conditions before entering the learning process and the conditions at the time of participating in the learning process. The background of the previous educational environment was very influential for students in continuing the process of further education or learning. A child who

gets a learning process in a democratic, active, creative, innovative, and fun way at a previous educational institution will be better prepared to participate in the learning process actively and creatively so that it greatly influences the success of learning.

2) Learning Facilities and Resources

Facilities and learning resources support the success of curriculum implementation. For this reason, learning facilities and resources must be provided adequately in the sense of meeting the needs of the learning process. These learning facilities and resources include study rooms and adequate equipment such as tables, chairs, LCDs, and so on. Besides that, learning resources such as books as the main source, and other supporting books must be available in sufficient quantities and always updated to suit the needs of students (Munthe, 2020).

3) Focus on essential material so that you have enough time to explore basic competencies (literacy and enumeration)

With the independent curriculum, learning becomes simpler and deeper, namely focusing on essential material and developing student competencies gradually. So that in practice the independent learning curriculum learning process becomes meaningful, not rushed, and fun. The achievement standards are also much simpler and allow time for teachers to teach concepts in depth.

4. IMPLICATIONS AND CONTRIBUTIONS

The implications of this research contribute to the findings to advance and improve learning in schools. The school needs to pay attention to the pattern of applying the concept of independent learning, as well as the need for support from various parties, both from the school such as the provision of facilities and infrastructure, and parties outside the school such as a positive understanding of the concept of independent learning so that the implementation of independent learning can run smoothly.

The contribution of this research is an enrichment material for teachers, school leaders, and future researchers, both theoretical and practical contributions regarding the pattern of implementing the independent learning curriculum in elementary schools. The results of these findings can be used as a novelty and reference.

5. LIMITATION AND FUTURE RESEARCH DIRECTIONS

This research focuses on the pattern of implementing the independent learning curriculum in elementary schools, based on the research implementation and reporting process, some limitations allow future researchers to pay attention and consider them. The limitations of this study include (1) research time limiting researchers to do more; (2) maximizing the search for respondent data; (3) there are limitations to research using a questionnaire, namely sometimes the answers given by the sample do not reflect the actual situation; (4) the study period was only one month so that long-term trends could not be known.

6. CONCLUSION

The implementation of the Independent learning curriculum has also been applied to students in grades I and IV at SD Negeri 56 Kota Bengkulu. This school has operated quite well in implementing the independent learning curriculum in learning. The stages carried out by SD Negeri 56 Kota Bengkulu in the pattern of implementing the independent learning curriculum are by participating in training and guidance, compiling learning tools, and evaluating independent learning curriculum learning. In the pattern of implementing the independent learning curriculum at SD Negeri 56 Kota Bengkulu, there are several inhibiting factors, including the difficulty of changing the mindset or old habits of a teacher can also be a factor in learning problems. Especially if a curriculum is still new. Because every change will require a process, Likewise, the implementation of the independent learning curriculum cannot instantly change to be perfect in its implementation and the supporting factors, including students, are the main elements in the learning process. Learning success is measured by whether there is an increase or development in the mental, intellectual, attitude, and skills aspects of students. Learning facilities and resources, facilities and learning resources support the successful implementation of the curriculum.

Suggestions and Recommendations. To the principals of SD Negeri 56 Kota Bengkulu, the pattern of implementing the Free Learning Curriculum needs to be supported by various parties, both the school in the form of providing facilities and infrastructure and parties outside the school in the form of positive understandings about the pattern of implementing the Free Learning Curriculum so that the Implementation of the Free Learning Curriculum can be

running smoothly. And teachers must conduct outreach about the concept of the pattern of implementing the Independent Learning curriculum at SD Negeri 56 Kota Bengkulu so that negative understandings do not occur.

Acknowledgments

On this occasion the researcher would like to thank the principal and teachers at SD Negeri 56 Kota Bengkulu, The author would also like to thank the author's supervisor (AS and AP) who has given a lot of direction to the author in completing this research.

Author Contribution Statement

The role of AS and AP as supervisors provides guidance to the author in the form of a research framework. This entire report is original and researchers are willing to take responsibility for the data that researchers have presented and reported through research reports.

Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiality of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines.

REFERENCES

Ahdar, A., & Natsir, E. (2021). Problematika Guru dan Siswa dalam Proses Pembelajaran Daring pada Masa Pandemic Covid-19 di UPTD SMP Negeri 1 Parepare. *AL MA'ARIEF: Jurnal Pendidikan Sosial dan Budaya, 3*(2), 101-110. https://doi.org/10.35905/almaarief.v3i2.2346

Ali, L. (2010). *Kamus Lengkap Bahasa Indonesia*. Surabaya: Apollo

Alimuddin, J. (2023). Implementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Ilmiah KONTEKSTUAL, 4*(02), 67–75. https://doi.org/10.46772/kontekstual.v4i02.995

Anwar, S. (2016). Peran pendidikan agama Islam dalam membentuk karakter bangsa. *Al-Tadzkiyyah: Jurnal Pendidikan Islam, 7*(2), 157-170. https://doi.org/10.24042/atjpi.v7i2.1500

Badudu, J. S., & Zain, S. M. (2010). *Efektifitas Bahasa Indonesia*. Jakarta: Balai Pustaka

Creswell, J. W. (2014). *Reseach Design: Pendekatan, Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.

Daga, A. T. (2021). Makna merdeka belajar dan penguatan peran guru di sekolah dasar. *Jurnal Educatio Fkip Unma, 7*(3), 1075-1090. https://doi.org/10.31949/educatio.v7i3.1279

Fuad, A., & Nugroho, K. S. (2014). *Panduan Praktis Penelitian Kualitatif*. Yogyakarta: Graha Ilmu

Fauziyah, N. (2020). Dampak Covid-19 terhadap efektivitas pembelajaran daring pendidikan Islam. *Al-Mau'Izhoh, 2*(2), 1-11. http://dx.doi.org/10.31949/am.v2i2.2294

Freire, P. (2011). *Pendidikan Kaum Tertindas*. Jakarta: LP3ES

Halimah, L. (2020). *Pengembangan Kurikulum dan Pembelajaran di Era Globalisasi*. Bandung: Refika Aditama

Hamdani, A. R., & Priatna, A. (2020). Efektifitas implementasi pembelajaran daring (full online) dimasa pandemi Covid-19 pada jenjang Sekolah Dasar di Kabupaten Subang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang, 6*(1), 1-9. https://doi.org/10.36989/didaktik.v6i1.120

Hasibuan, L. (2010). *Kurikulum dan Pemikiran Pendidikan*. Jakarta: Gaung Persada

Hasim, E. (2020). Penerapan kurikulum merdeka belajar perguruan tinggi di masa pandemi covid-19. *E-Prosiding Pascasarjana Universitas Negeri Gorontalo*. https://ejurnal.pps.ung.ac.id/index.php/PSI/article/view/403

Hasyim, A. (2016). *Metode Penelitian dan Pengembangan di Sekolah*. Yogyakarta: Media Akademi

Inanna, I. (2018). Peran Pendidikan Dalam Membangun Karakter Bangsa Yang Bermoral. *JEKPEND" Jurnal Ekonomi dan Pendidikan", 1*(1), 27-33. https://doi.org/10.26858/jekpend.v1i1.5057

Indy, R., Waani, F. J., & Kandowangko, N. (2019). Peran Pendidikan Dalam Proses Perubahan Sosial Di Desa Tumaluntung Kecamatan Kauditan Kabupaten Minahasa Utara. *HOLISTIK, Journal Of Social and Culture*. https://ejournal.unsrat.ac.id/index.php/holistik/article/view/25466

Izma, T., & Kesuma, V. Y. (2019). Peran Pendidikan Kewarganegaraan Dalam Membangun Karakter Bangsa. Wahana *Didaktika: Jurnal Ilmu Kependidikan, 17*(1), 84-92. https://doi.org/10.31851/wahanadidaktika.v17i1.2419

Izzah, I. (2018). Peran Pendidikan Agama Islam dalam Membentuk Masyarakat Madani. *PEDAGOGIK: Jurnal Pendidikan*, 5(1), 50-68. https://doi.org/10.33650/pjp.v5i1.219

Kurnia, R., & Supriatiningsih, N. (2023). Primary School Teacher's Strategy to Overcome Student's Post-Pandemic Learning Burnout. *Pedagogy: Indonesian Journal of Teaching and Learning Research, 1*(1), 31-38. https://ejournal.aecindonesia.org/index.php/pedagogy/article/view/70

Jai, A. J., Rochman, C., & Nurmila, N. (2019). Peran pendidikan agama Islam dalam membentuk karakter jujur pada siswa. *Al-Tadzkiyyah: Jurnal Pendidikan Islam, 10*(2), 257-264. https://doi.org/10.24042/atjpi.v10i2.4781

Listyawati, M. (2012). Pengembangan perangkat pembelajaran IPA Terpadu di SMP. *Journal of Innovative Science Education, 1*(1). https://journal.unnes.ac.id/sju/index.php/jise/article/view/46

Manalu, J. B., Sitohang, P., & Henrika, N. H. (2022). Pengembangan perangkat pembelajaran kurikulum merdeka belajar. *Prosiding Pendidikan Dasar, 1*(1), 80-86. https://doi.org/10.34007/ppd.v1i1.174

Mantiri, J. (2019). Peran Pendidikan dalam Menciptakan Sumber Daya Manusia Berkualitas di Provinsi Sulawesi Utara. *Jurnal Civic Education: Media Kajian Pancasila dan Kewarganegaraan, 3*(1), 20-26. http://ejournal.unima.ac.id/index.php/jce/article/view/904

Mustaghfiroh, S. (2020). Konsep "merdeka belajar" perspektif aliran progresivisme John Dewey. *Jurnal Studi Guru Dan Pembelajaran, 3*(1), 141-147. https://doi.org/10.30605/jsgp.3.1.2020.248

Mustofa, M., & Mariati, P. (2023). Implementasi Kurikulum Merdeka Belajar di Sekolah Dasar: Dari Teori ke Praktis. *Indonesia Berdaya, 4*(1), 13-18. https://doi.org/10.47679/ib.2023371

Munthe, M. (2020). Faktor-faktor yang Mempengaruhi Keberhasilan Kurikulum ditinjau dari Sudut Manajerial. *Warta Dharmawangsa, 14*(2). https://doi.org/10.46576/wdw.v14i2.626

Ningsih, T. (2019). Peran Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Revolosi Industri 4.0 Di Madrasah Tsanawiyah Negeri 1 Banyumas. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan, 24*(2), 220-231. https://doi.org/10.24090/insania.v24i2.3049

Nugroho, R. (2003). *Prinsip Penerapan Pembelajaran*. Jakarta: Balai Pustaka

Qolbi, S. K., & Hamami, T. (2021). Impelementasi asas-asas pengembangan kurikulum terhadap pengembangan kurikulum pendidikan agama Islam. *Edukatif: Jurnal Ilmu Pendidikan, 3*(4), 1120-1132. https://doi.org/10.31004/edukatif.v3i4.511

Rahmadania, S., Sitika, A. J., & Darmayanti, A. (2021). Peran pendidikan agama Islam dalam keluarga dan masyarakat. *Edumaspul: Jurnal Pendidikan, 5*(2), 221-226. https://doi.org/10.33487/edumaspul.v5i2.1978

Rachman, F., Nurgiansyah, T. H., & Kabatiah, M. (2021). Profilisasi Pendidikan Kewarganegaraan dalam Kurikulum Pendidikan Indonesia. *Edukatif: Jurnal Ilmu Pendidikan, 3*(5), 2970-2984. https://doi.org/10.31004/edukatif.v3i5.1052

Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu, 6*(4), 6313-6319. https://jbasic.org/index.php/basicedu/article/view/3237/0

Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu, 6*(4), 7174-7187., https://jbasic.org/index.php/basicedu/article/view/3431/pdf

Sabriadi, H. R., & Wakia, N. (2021). Problematika implementasi kurikulum merdeka belajar di perguruan tinggi. Adaara: *Jurnal Manajemen Pendidikan Islam, 11*(2), 175-184. https://doi.org/10.35673/ajmpi.v11i2.2149

Sa'bani, F. (2017). Peningkatan kompetensi guru dalam menyusun RPP melalui kegiatan pelatihan pada MTs Muhammadiyah Wonosari. *Jurnal Pendidikan Madrasah, 2*(1), 13-22. https://ejournal.uin-suka.ac.id/tarbiyah/JPM/article/view/1429

Simanjuntak, P. (2005). *Manajemen dan Evaluasi Kinerja*. Jakarta: FE UI

Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022). Konsep dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka). Reslaj: *Religion Education Social Laa Roiba Journal, 4(*1), 34-41. https://doi.org/10.47467/reslaj.v4i1.458

Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis implementasi kurikulum merdeka di sekolah penggerak sekolah dasar. *Jurnal Basicedu, 6*(5), 8248-8258. https://jbasic.org/index.php/basicedu/article/view/3216

Sugiri, W. A., & Priatmoko, S. (2020). Persprektif asesmen autentik sebagai alat evaluasi dalam merdeka belajar. At-Thullab: *Jurnal Pendidikan Guru Madrasah Ibtidaiyah, 4*(1), 53-61. https://doi.org/10.30736/atl.v4i1.119

Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis untuk Guru dan Mahasiswa di Institusi Pendidikan. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia, 1*(4), 19. https://doi.org/10.47134/ptk.v1i4.821

Wahyuni, F. (2015). Kurikulum dari Masa ke Masa (Telaah Atas Pentahapan Kurikulum Pendidikan di Indonesia). Al-*Adabiya: Jurnal Kebudayaan dan Keagamaan, 10*(2), 231-242. http://ejournal.kopertais4.or.id/mataraman/index.php/alabadiyah/article/view/2792

Widyastono, H. (2012). Muatan pendidikan holistik dalam kurikulum pendidikan dasar dan menengah. *Jurnal pendidikan dan kebudayaan, 18*(4), 467-476. https://doi.org/10.24832/jpnk.v18i4.102

Yamin, M., & Syahrir, S. (2020). Pembangunan pendidikan merdeka belajar (telaah metode pembelajaran). *Jurnal ilmiah mandala education, 6*(1). http://dx.doi.org/10.58258/jime.v6i1.1121

Yin, R. K. (2014). *Studi Kasus: Desain & Metode*. Jakarta: PT. Raja Grafindo

Zaini, M. (2009). *Pengembangan Kurikulum, Konsep Implementasi, Evaluasi dan Inovasi*. Yogyakarta: Teras

Article Information