

Implementation of Independent Curriculum in Preschool Units

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Abstract

The independent curriculum at the PAUD level is aimed more at strengthening meaningful play activities as a learning process. The aim of this research is to find out how the independent curriculum is implemented in PAUD, what changes have occurred in the independent curriculum and what obstacles are faced in implementing the independent curriculum in PAUD. The method used in this research is qualitative-descriptive. The data in this research was collected through interviews, observation and documentation. The results of this research are that KB Mutiara Insani - Munjul Purwakarta and TKIT Nurul Islam - Pondok Kopi East Jakarta have implemented an independent curriculum in implementing learning, creating teaching modules and cognitive diagnostic assessments. The obstacles faced by KB Mutiara Insani in implementing this independent curriculum are related to teachers' understanding and skills which are still not complete in using creative and innovative methods, whereas at TKIT Nurul Islam the obstacle that occurs is the limited media (used goods) available in school environment. In overcoming the obstacles faced, these two institutions hold regular meetings with relevant institutions in their regions to carry out socialization and training on the independent curriculum.

Keywords: *Implementation; Independent Curriculum; Preschool*

Abstrak

Kurikulum merdeka di tingkat PAUD lebih ditujukan pada penguatan kegiatan bermain yang bermakna sebagai proses belajar. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kurikulum merdeka diimplementasikan di PAUD, perubahan apa saja yang terjadi di dalam kurikulum merdeka dan apa saja kendala yang dihadapi dalam penerapan kurikulum merdeka di PAUD. Metode yang digunakan dalam penelitian ini adalah kualitatif-deskriptif. Data dalam penelitian ini dikumpulkan melalui wawancara, observasi dan dokumentasi. Hasil dari penelitian ini adalah KB Mutiara Insani - Munjul Purwakarta dan TKIT Nurul Islam- Pondok Kopi Jakarta Timur sudah mengimplementasikan kurikulum merdeka dalam pelaksanaan pembelajaran, pembuatan modul ajar dan assesmen diagnostik kognitif. Kendala yang dihadapi oleh KB Mutiara Insani dalam menerapkan kurikulum merdeka ini adalah terkait dengan pemahaman dan juga keterampilan guru yang masih belum totalitas dalam menggunakan metode yang kreatif dan inovatif, sedangkan di TKIT Nurul Islam kendala yang terjadi adalah terbatasnya media (barang bekas) yang berada di lingkungan sekolah. Dalam mengatasi hambatan yang dihadapi, kedua lembaga ini mengadakan pertemuan rutin dengan lembaga terkait di daerahnya untuk melaksanakan sosialisasi dan pelatihan kurikulum merdeka.

Keywords: *Implementasi; Kurikulum Merdeka; PAUD*

INTRODUCTION

In Indonesia, the evolution of education cannot be separated from the rewriting of the curriculum which continues to develop over a certain period of time. In fact, quite a

few people think that the curriculum changes along with changes in policy makers. Indonesia has experienced at least ten changes since its independence, continuing its tradition of curriculum innovation (Mukhibat et al., 2018). Learning plans, objectives and resources are all included in the curriculum, this includes teaching strategies that will become models for teachers to follow in achieving learning goals and objectives efficiently and effectively. The curriculum is a series of learning plans designed to achieve an educational goal. This includes a number of information or materials that must be studied by students in order to achieve the educational goals that have been set (Alimuddin & Yuzrizal, 2020).

The Ministry of Education and Culture has created the Independent Curriculum as a crucial element in efforts to save learning materials from a long-lasting crisis (Nasution et al., 2023). The Ministry of Education and Culture has created the Independent Curriculum as a crucial element in efforts to save learning materials from a long-lasting crisis.

Within the independent curriculum framework, learning elements and achievements have been determined. This section reviews several reasons underlying the formation of Learning Achievement at the Early Childhood Education (PAUD) level such as Kindergarten (TK/RA/BA), Play Group (KB), Pre-School (SPS), and Al Education Park -Qur'an (TPA) based on regulations from the Ministry of Education, (Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 009/H/KR/2022 concerning Dimensions, Elements and Elements of the Pancasila Student Profile in the Independent Curriculum, 2022). First of all, emphasis is placed on giving PAUD units greater freedom to determine appropriate teaching and learning methods. It is emphasized that the teaching and learning process in PAUD must be adapted to the needs of children, taking into account the physical, social, moral, linguistic and cognitive aspects of children as the main basis.

Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 009/H/KR/2022 concerning Dimensions, Elements and Elements of the Pancasila Student Profile in the Independent Curriculum (Nur'inayah, 2021). Pancasila is divided into six parts, namely, noble character, creativity, mutual cooperation, global diversity, critical reasoning and independence (Nadiem Anwar Makarim). Therefore, recently the policy of independent learning is being intensively socialized to early childhood education institutions up to universities. Freedom to learn has a great opportunity to improve the quality of education in Indonesia (Prameswaari, 2020). Moreover, the concept of independent learning starts from an early age (golden age).

Currently, students and teachers have begun to feel comfortable in undergoing the independent learning curriculum. Teachers are free to choose formats, experiences and important materials that are appropriate to achieve learning objectives in the independent learning curriculum. Meanwhile, students are given as much space as

possible to express their individuality. Regardless of character or family history, all children have equal access to independent curriculum opportunities to grow and develop. Based on observations made by researchers at TKIT Nurul Islam Jakarta and KB Mutiara Insani Purwakarta, this research aims to discuss the implementation of the independent curriculum in PAUD units.

METHODS

This research uses a qualitative research design with descriptive research type. Qualitative research is said to be a series of research that is capable of producing data in the form of descriptive words, either written or spoken, of objects or human behavior that can be observed (Maleong, 2007). This research also uses theoretical analysis and literature study. Theoretical analysis is a technique in research that uses theory as a reference for the truth, facts and circumstances of the object being studied. Theoretical analysis is used as a tool for reading reality which is then constructed into an argumentative description (Hamad, 2007). Literature studies are used to enrich research literature, so that conclusions can then be drawn.

This research was carried out at KB Mutiara Insani Purwakarta and TKIT Nurul Islam East Jakarta. The targets of this research were school principals and teachers at KB Mutiara Insani Purwakarta and TKIT Nurul Islam East Jakarta. The population in this study was 1 principal and 2 teachers from KB Mutiara Insani and 1 teacher from TKIT Nurul Islam, East Jakarta. The time allocation used in this research is 3 weeks in May 2024.

The data collection techniques used were interviews, observation and documentation studies. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation. Then the data is grouped into categories that describe the data units, synthesized, arranged into patterns, selected what is important and what will be studied, then conclusions are drawn so that they are easily understood by oneself and others. According to Milles & Huberman, the data analysis method used in this research is qualitative analysis which includes data condensation, data display, and drawing verification conclusions as the final step. Testing the validity of the data will be carried out by testing the credibility of the data, namely by extending observations, increasing persistence, triangulation, discussions with friends, member checks and negative case analysis (Sugiyono, 2019).

RESULTS AND DISCUSSION

The implementation of the independent curriculum in the Mutiara Insani KB Unit and TKIT Nurul Islam is carried out in accordance with applicable regulations. This implementation refers to policies regulated in several regulations. In addition, related regulations such as Permendikbudristek No. 7 of 2022 concerning Content Standards for Early Childhood Education, Basic Education Levels and Secondary Education is also a reference in implementing the independent curriculum. Ministry of Education and

Culture No. 56 of 2022 provides guidelines regarding curriculum implementation as part of efforts to restore learning amidst certain conditions. There are 3 options that schools can choose from in implementing the independent curriculum in the 2022/2023 academic year. These choices are independent learning, independent change and independent sharing. At the time of selecting the category, KB Mutiara Insani chose the independent learning category and TKIT Nurul Islam chose the independent category.

Previous research revealed that there are still many educational institutions that are still lagging behind and have not implemented the Independent Curriculum, so if this continues it will result in a lack of innovation and make the learning carried out difficult to develop and monotonous. However, what is unique is that the independent curriculum at KB Mutiara Insani School and TKIT Nurul Islam has been implemented in the 2022-2023 academic year. The teachers at both schools prepare learning outcomes by referring to understanding learning objectives, appropriate, concrete and measurable learning methods and all of this must be based on the needs and characteristics of students.

The urgency of implementing the independent learning curriculum program in PAUD is to improve the learning system from previous difficult times. This is demonstrated by the success of teachers and students who can create collaboration in making learning activities a success. The results of Djadmiko Hermanu's research in 2003 in his journal with the title *The Importance of Implementing Independent Learning from an Early Age Our Early Childhood Education Portrait (Art Perspective)* proves that by implementing the independent learning curriculum early childhood education should pay more attention to the development of students' characteristics rather than focusing on providing material. which is burdensome and not appropriate for the student's age. Because children aged 0 to 6 years need a lot of guidance and education regarding the basics of life, self-knowledge and the environment.

The implementation of the independent curriculum in schools is seen from the implementation of learning that occurs in schools. In this research, the core aspects of the independent curriculum that were studied were initial learning assessment, character formation in children, preparation of learning outcomes, implementation of the Pancasila Profile Strengthening Project (P5) activities, as well as the obstacles faced by schools in implementing the independent curriculum. The implementation of the initial assessment was carried out through various activities during MPLS, such as creating groups to play with building blocks, playing with sand and drawing.

In implementing the independent curriculum at KB Mutiara Insani, the steps for character formation in children are outlined in a series of processes. First, children realize that they are unique individuals and cannot be compared with other people. They develop an understanding of various aspects of themselves, including physical characteristics, preferences, potential and skills. Second, children begin to explore and observe the surrounding environment. Third, they realize that they are part of a certain group. Fourth, children interact with their surrounding environment and receive positive support from various parties, such as school, parents, peers and the community. Fifth, children begin to

feel confident and recognize their own worth. Sixth, the process of forming a positive identity in children reaches its peak stage.

The goal of learning self-identity is that children have a positive attitude and actively participate in maintaining cleanliness, health (through healthy food intake and sports activities), and personal safety. In addition, children can identify, manage, express emotions, and build healthy social relationships. They also show a sense of pride in their family identity, cultural background, and as Indonesian children who are based on Pancasila values (Helista et al., 2021).

In the independent curriculum when linked to the previous curriculum (2013 curriculum), learning outcomes (CPs) have a position like Core Competencies (KIs) and Basic Competencies. In its formulation, CP melts the competencies of attitude, knowledge, and skills holistically. One more characteristic is that CPs are the final outcomes in the foundation phase (Kindergarten B) or when students finish learning in PAUD units. The three main elements of religious values and character, identity, and the basics of literacy, mathematics, science, technology, engineering and art are the scope of developmental outcomes in PAUD (Rahardjo & Maryati, 2021).

In preparing early childhood learning outcomes, KB Mutiara Insani refers to the process of formulating and setting concrete and measurable learning goals for students. This involves identifying the competencies, knowledge, skills, attitudes, or understanding that students are expected to master. In compiling learning outcomes, educators or curriculum designers will analyze learning materials, the applicable curriculum, and student needs. They will determine specific, measurable and realistic goals that students must achieve in the learning.

The process of developing learning outcomes involves writing clear and specific goal statements, using operational verbs that can be observed and measured. These objectives must also be relevant to the learning material. the level of development of students, as well as taking into account applicable standards or curriculum. Arranging learning outcomes allows educators to direct teaching, design appropriate learning strategies and evaluate students' progress in achieving these learning goals. Learning outcomes also provide clear and measurable guidance for students and help them understand the desired expectations from the learning being carried out.

The stages in preparing learning outcomes carried out at TKIT Nurul Islam are starting from understanding the learning objectives to be carried out, then selecting and using appropriate and measurable assessment methods as well as providing constructive feedback, reflection and improvement. Teachers who teach must communicate clearly the learning objectives to students so that they can have a clear understanding of what is expected from the learning. With a good understanding of learning objectives, students can be more focused and motivated to achieve them.

The Project for Strengthening the Profile of Pancasila Students (P5) is part of the implementation of the independent curriculum and will always be linked to three elements of Early Childhood Education Development Achievements, namely Religious

Values and Character, Identity, and the Basics of Literacy, Mathematics, Science, Technology, Engineering, and Art. The profile of Pancasila students in education in Indonesia is summarized into six main points or dimensions as stated in the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 009/H/KR/2022 concerning Dimensions, Elements and Sub-elements The Pancasila Student Profile in the Merdeka Curriculum includes: (1) Faithful, devoted to God Almighty and has noble character; (2). Independent; (3). Worked together; (4). Global diversity; (5). Critical reasoning and (6). Creative

The Pancasila Student Profile Strengthening Project (P5) activities carried out at KB Mutiara Insani are based on holistic, conceptual, child-centered and exploratory principles. then the Project Activity for Strengthening the Profile of Pancasila Students (P5) carried out by TKIT Nurul Islam is using recycled materials which are processed into learning media such as making traditional houses using dry leaves, plastic bottles, used wood and other used materials.

Understanding the meaning of independent learning and the role of teachers in independent learning helps teachers and students think, be more innovative and creative, and be happy in learning. There are still many teachers who do not understand the theoretical and practical aspects of independent learning, even though teachers' understanding of curriculum reform is very essential. Teachers' lack of understanding of the theory and practice of the independent curriculum certainly has a negative impact. These negative impacts include teachers finding it difficult to implement the independent learning policy at school and in the classroom and teachers having difficulty developing learning methods referring to the independent curriculum.

Based on the results of interviews, in the process of developing and implementing the independent curriculum at KB Mutiara Isani and TKIT Nurul Islam there were different obstacles due to different potentials and environments. The main obstacles experienced by KB Mutiara Insani in implementing the Merdeka Curriculum are teachers' insufficient understanding and skills in using creative and innovative learning and a lack of teacher training, especially training carried out offline. The training that is currently carried out is mostly done online or through independent teaching platforms. Meanwhile, the obstacle faced by teachers at TKIT Nurul Islam is the limited used media available in the school environment.

CONCLUSION

Based on the results of research conducted at KB Muiara Insani Purwakarta and TKIT Nurul Islam Jakarta which have been described, it can be concluded that the implementation of the independent curriculum at KB Mutiara Insani and TKIT Nurul Islam is proven by the existence of initial learning assessments, character formation in children, preparation of learning outcomes, implementation Pancasila Profile

Strengthening Project activities (P5). The practice of strengthening the Pancasila Student Profile is by creating works using used items found in the school environment. In implementing the independent curriculum at KB Mutiara Insani and TKIT Nurul Islam, there are obstacles that must be faced, including the lack of understanding and skills of teachers in implementing learning that is in accordance with the independent curriculum references and also the limited use of used goods for the Strengthening Pancasila Student Profile Project activities (P5).

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