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ANALISIS PELAKSANAAN KURIKULUM MANDIRI DI SEKOLAH DASAR

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Abstrak: Penelitian ini bertujuan untuk mengetahui dan mengkaji "Analisis Pelaksanaan Kurikulum Mandiri di SDN Kartasura 02". Penelitian ini dilakukan dengan pendekatan fenomenologi. Jenis penelitian ini adalah penelitian kualitatif yang memeriksa dan mendengarkan penjelasan yang lebih dekat dan terperinci serta pemahaman individu terhadap pengalaman mereka. Pendekatan fenomenologi didasarkan pada minat peneliti dalam mempelajari lebih dalam fenomena yang dialami oleh informan kunci. Penelitian dilakukan di SDN Kartasura 02. Informan dalam penelitian ini adalah guru, kepala sekolah, dan pengawas. Pengumpulan data dilakukan dengan beberapa teknik, yaitu: (a) observasi, (b) wawancara, dan (c) studi dokumentasi. Untuk memastikan validitas data, beberapa upaya dilakukan seperti: (a) memperpanjang periode pengumpulan data, (b) melakukan observasi langsung secara konstan dan serius, (c) melakukan triangulasi, dan (d) melibatkan rekan-rekan untuk berdiskusi. Dari hasil penelitian ini, ditemukan bahwa terdapat kurikulum mandiri yang digunakan sebagai referensi dalam menggerakkan sekolah, yang menghasilkan siswa yang memiliki karakter mulia, mandiri, berpikir kritis, kreatif, gotong royong, dan memiliki rasa keberagaman. Kepala sekolah sekolah mendorong berbagai program partisipatif, unik, dan inovatif. Mendorong kerjasama dengan guru-guru yang mendukung pemimpin mereka untuk berpartisipasi dalam mewujudkan sekolah yang bergerak. **Kata-kata Kunci:** analisis, pelaksanaan, kurikulum mandiri.

ANALYSIS OF IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN ELEMENTARY SCHOOLS

Abstract: This research is to find out and examine the "Analysis of the Implementation of Independent Curriculum in Mobilizing Schools SDN Kartasura 02". This research was conducted using a phenomenological approach. This type of research is qualitative research that looks at and hears closer and detailed explanations and individual understanding of their experiences. The phenomenological approach is based on the researcher's interest in studying more deeply the phenomena experienced by key informants. The research was conducted at SDN Kartasura 02.. Informants in this study were teachers, principals, supervisors. Collection The data was collected using several techniques, namely; (a) observation, (b) interviews, and (c) documentation study. To ensure the validity of the data, several efforts were made as follows: (a) extending the data collection period, (b) conducting direct observation constantly and seriously, (c) triangulating, and (d) involving colleagues to discuss. From the results of the study in this study, it was found that there was an independent curriculum which was used as a reference in driving schools, which produced students who had noble character, were independent, reasoned critically, were creative, gotong royong, and had a sense of diversity. The driving school principal encourages a variety of participatory, unique, and many innovative programs. Fostering cooperation with teachers who support their leaders to participate in realizing driving schools.

Keywords: analysis, implementation, independent curriculum.

INTRODUCTION

The function and purpose of National Education is none other than to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life. aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state. Along with the development of the times and an increasingly dynamic society, the education system has also undergone a transformation in order to adapt to the globalization that has occurred.

In the education system in Indonesia, education has undergone a change of curriculum eleven times, starting in 1947, with a very simple curriculum and then up to the 2013 curriculum. Even though the curriculum changes are nothing but improvements to the previous curriculum. Any changes that occur are the policies of the parties responsible for handling education in Indonesia, in this case, the Ministry of Education and Culture.

After Nadiem Makarim's inauguration on 23 October 2019 as the Indonesian Minister of Education, Culture, Research and Technology, Nadiem Makarim has made several policies and various excellent programs related to education in Indonesia. One of the highlights is the Driving School. The Mobilizing Schools Program was launched by the Minister of Education, Culture, Research and Technology on February 1 2021. The Mobilizing Schools program starts in the 2021/2022 school year spread across 34 provinces

The Mobilization School program is still being implemented in stages and still requires structured assistance to schools that have passed to become driving schools. However, this program has become a topic of discussion among researchers and educational observers.

Meanwhile, the Ministry of Education and Culture presented this program as a form of educational reform that focuses on cultural transformation, because according to (Nadim, 2020), school culture should not only focus on an administrative approach, it must also be able to be oriented towards innovation and

child-focused learning, by the expectations of graduates produced are in accordance with the Pancasila student profile.

This Mobilization School Program will later become the gateway to a curriculum that is oriented towards the needs of students with the suitability of the student's character and the characteristics of the school environment in Indonesia. According to Alexander, cited by (Angga et al., 2022) said, the curriculum functions as adjustment, integration, differentiation, preparation, selection and diagnostics. This makes the curriculum one of the main and very important components in the educational process.

According to research conducted by (Rahayuningsih & Rijanto, 2022) and (Sudarmanto, 2021), and research conducted by (Patilima, 2022). The similarity is that all of these studies use qualitative research, but the difference lies only in different objects and places. However, there is a difference in perception from previous research where as the principal in building a communication is not always carried out by the principal but full support from the school environment is very influential in achieving the driving school. For this reason, this research is deemed necessary in order to make a good and useful contribution to the world of education in the future. The Mobilization School Program consists of five interrelated and inseparable interventions, namely.

1. Consultative and asymmetric assistance A partnership program between the Ministry of Education and Culture and the local government where the Ministry of Education and Culture provides assistance for the implementation of the Driving School. Strengthening School Human Resources Strengthening School Principals, School Supervisors, Supervisors, and Teachers through one to one intensive training and mentoring (coaching) programs with expert trainers provided by the Ministry of Education and Culture.
2. Learning with a new paradigm Learning that is oriented towards strengthening competence and character development according to Pancasila values, through learning activities inside and outside the classroom.
3. Data-based planning School-based management planning based on school self-reflection.
4. Digitizing Schools The use of various digital

platforms aims to reduce complexity, increase efficiency, increase inspiration, and customize approaches.

RESEARCH METHODOLOGY

This research was conducted using a phenomenological approach. This type of research is qualitative research that looks at and hears closer and more detailed explanations and understanding of individuals about their experiences. The phenomenological approach is based on the researcher's interest in studying more deeply the phenomena experienced by key informants. This research is aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups

The research was conducted at SDN Kartasura 02. The source of the data in this study were informants, who were selected by purposive sampling, the selected research objects were people who knew and mastered the problems being studied (key informants). The subject in this study was one principal of a driving school who was involved in driving schools on a daily basis. Data collection was carried out using several techniques, namely; (a) observation; (b) interviews; To ensure the validity of the data, several efforts were made as follows: (a) extending the data collection period, (b) making continuous and serious observations, (c) conducting triangulation, and (d) involving colleagues for discussion.

This research explains the role of school principals and teachers in the successful implementation of the independent curriculum in Kartasura 02 SDN driving schools. The curriculum development team examines whether this independent curriculum can be implemented properly. Examine what are the obstacles and how to overcome them. The objects of this study were grade 1 teachers, grade 4 teachers and school principals. In addition to direct observation to schools, this research technique was also conducted by interviewing both orally and in writing

RESULTS AND DISCUSSION

Based on the implementation of the independent curriculum at SDN Kartasura 02, namely in Sukoharjo Regency, Central Java. The school in the city is precisely in this area. Researchers have conducted direct interviews with school leaders, namely Martiana, S.Pd. background in Kartasura 02

Elementary School, took part in the Mobilization School selection. SDN Srengseng Sawah 01 to the maintenance and physical arrangement of existing schools and adding facilities to support the learning process according to needs and abilities. More priority is given to improving the quality of its human resources. According to the Principal, becoming a Mobilizing School is one of the doors to open access to achieving targets and goals.

Apart from that, another background that moved SDN Kartasura 02 to want to become a Mobilizing School was the large amount of public trust in the school to entrust their sons and daughters to receive a good basic education, so based on commitment with the School Committee, approved the strategy taken by the school to be able to enter the program. Driving School. With quite a tough struggle, the 1st Batch Driving School had to face 3 stages of selection, thanks to the cohesiveness of the team

With school work and full support from the School Committee, supported by the regional supervisor, SDN Kartasura 02 can become one of the 12 elementary schools in Jagakarsa District that have passed the Mobilization School Program, with the Independent Curriculum as a reference for learning services. So, starting in the 2022/2023 school year, SDN Kartasura 02 has officially become a Driving School that implements the Independent Curriculum for grades 1 and 4. And for grades 2, 3, 5, and 6 it still uses the 2013 Curriculum, but the learning strategy follows the Independent Curriculum and the application of the Profile The Pancasila students are the same as grades 1 and 4. Education cannot be carried out without a curriculum. The curriculum is an integral part of the educational process (Sari & Amini, 2020).

What happened to SDN Kartasura 02, after it officially became a Driving School with the Implementation of the Independent Curriculum? Beginning with the formation of the Learning Committee, whose elements consist of 2 teachers for grades 1, 4, PAI, and PJOK respectively, supplemented by the Principal and the Superintendent of Development, the first activity is training directly guided by the Ministry of Education and Culture for 10 days for the Learning Committee, followed by IHT for 8 days, which should only be attended by grade 1, 4, PAI, and PJOK teachers. able to run it in activities as a Driving School, but optimistic, will be able to get through the difficulties that exist. Especially with PSP instructors, special assistants when they start to prepare for the

administration of the Independent Curriculum, the Development Supervisor who always accompanies them, especially with the presence of Expert Trainers who consistently have activities with them every month, then difficulties can be passed until finally it starts to feel easier to walk that must be lived as a Driving School.

Even though the understanding of the driving school program is not yet complete and there is still much to learn, at least SDN Kartasura 02 already has one belief, the Independent Curriculum will be successful, if all the human resources who play the role of the Work Team, all participate, starting from the Principal, Teachers, TAS, OPS to the school guard. Fully supported by the parents of the students through the School Committee, POM and the Class Coordinator, he said the road that had to be passed was smooth, without significant obstacles.

The Mobilizing School, with its Independent Curriculum, has changed SDN Kartasura 02 from ordinary to extraordinary. In what way is it extraordinary? In the harmony of all internal and external human resources. They are also extraordinary in the conduciveness of the school, all existing human resources are always comfortable and happy at school. The concept of independent learning is actually in line with Ki Hadjar Dewantara's trilogy which states that learning encourages students to achieve change and find solutions to a problem. When viewed from a philosophical aspect, independent learning based on humanism and constructivism means freedom for students to determine knowledge and learning choices and must be able to provide benefits to life in the surrounding environment.

The changes that are felt by the community around the school are, driving schools are becoming tidier and cleaner, there is a green school with its discipline that makes anyone who comes to school feel at home and comfortable. Even though the classrooms are limited, with a small school yard, the driving school of SDN Kartasura 02 is a small school in the middle of the city. This shows that the parents' background in life is middle and above. But even though it's physically small, with its Driving School Program, the magnet inside has enormous energy. This is proven by the fact that there are so many interested in SDN Kartasura 02. It is proud to be a Mobilizing School. A very visionary policy pattern needs to get appreciation from education stakeholders so that they can jointly support and produce a superior generation in 2045 (Faiz & Faridah, 2022). Proud to apply the Merdeka Curriculum. Proud of the

Pancasila Student Profile as evidenced through the Project to Strengthen the Pancasila Student Profile.

SDN Kartasura 02 held the second Office Management Program (PMO) Technical Guidance for the School Mobilization Program. This activity was attended by an expert school driving trainer, Mr. Judge Superintendent of Guidance, Ms. Susiarti M.Pd, the School Committee, representatives of parents, students at SDN Kartasura 02 and other invited guests. The activity was officially opened directly by the Principal of SDN Kartasura 02. This is all thanks to the support of all the big family of SDN Kartasura 02 Elementary School, "Activities for students related to training in writing descriptions using media images can increase students' understanding in improving religious, honest, disciplined, democratic character, curiosity, communicative, social care and responsibility (Kurniawan et al., 2021).

a) Mobilizing School Program Activities at SDN Srengseng Sawah 01 Pagi

1. Arrange KOS
2. Review ATP to develop teaching modules
3. Implementing the Merdeka Sekolah Mobilization curriculum with the characteristics of students as central and teachers teaching students based on students' talents and interests
4. Add insight and ability to implement the School
5. Motivator through workshops, PMO, Coaching, Workshops and trainings
6. Exposes and Expos of Driving Schools

b) Strength and Inhibition Factors

Initial Difficulties Implementing the Independent Curriculum:

1. Train teachers and students to apply a new learning paradigm
2. Prepare learning administration according to independent curriculum guidelines
3. Synchronize the Mobilization School e-Raport application
4. Changing the mindset of school members to apply student-centered education

How to Overcome Difficulties in Implementing the Independent Curriculum: Another obstacle faced related to Human Resources (HR), namely inviting teachers to change their minds so that they get out of their comfort zone, because changes made by the principal will be in vain if the teacher does not want to change. Besides that, according to (Javanisa et al., n.d.) that teachers in driving schools must have the ability to mobilize

other teachers so that goals can be achieved together. The concept of Learning the Independent Curriculum at SDN Kartasura 02 driving schools:

1. In the Independent Curriculum, the learning development framework is a continuous cycle.
2. Their curriculum includes mapping of competency standards, independent learning and minimal competency assessment so as to guarantee more flexibility for educators to formulate learning designs and assessments according to the characteristics and needs of students.
3. In the Merdeka Curriculum, the Pancasila Student Profile plays a role as a guide that guides all policies and reforms in the Indonesian education system, including learning and assessment
4. The operational curriculum and ATP have the same function as the syllabus, namely as a reference for lesson planning. If the education unit has an operational curriculum and teaching tool development ATP, you can refer to these two documents. Teaching modules are a number of tools or media facilities, methods, instructions, and guidelines that are designed in a systematic and attractive manner. Teaching modules are arranged according to the phases or stages of student development, considering what will be learned with learning objectives, and based on long-term development.

In this study with previous research there is a clear compatibility where the direction of driving schools is very dependent on the principal and teachers and the environment that supports them. But the opinion that is very different from previous research is that communication does not only come from the school principal but from all elements, teachers, students, and education staff in the school environment. The results of the study (Yuneti et al., 2019) also show that there is a positive and significant relationship between school principal communication and teacher performance.

CONCLUSION

Having a driving school can become a role model, a place for training, and also an inspiration for teachers and other school principals. Thanks to the tenacity and perseverance of the principal of SDN Kartasura 02 who encourages a variety of unique participatory programs, and many innovations, as well as the cooperation of the teachers who support their leaders to participate in

realizing the mobilizing school, the mobilizing school makes the principal understand the student learning process and become a mentor for teachers - Teacher at school. In driving schools, having teachers who understand that every child is different and has a different way of teaching, according to the right level produces student profiles that are noble, independent and independent, have the ability to reason critically, creatively, work together, and have a sense of diversity within the country and globally. A very significant finding from the driving school is the support of the community around the school which supports the educational process in the classroom. parents to community leaders, local government. Everything supports the quality of student learning in driving schools.

From the results of previous research, it turns out that there is a lot of conformity with the results of this study, where the similarity is that there is an increase from other schools to attend driving schools such as SDN Kartasura 02. However, the author feels it is very necessary to re-conduct relevant research to support the achievement of the driving school program. With the independent curriculum it is hoped that students can develop according to their potential and abilities because with the independent curriculum they get critical, quality, expressive, applicative, varied and progressive learning.

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