

Independent Learning Curriculum Management To Create Quality Learning

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ABSTRACT

Curriculum management is a concerted effort to facilitate the achievement of teaching objectives, with a focus on optimizing teaching and learning interactions through the application of management principles. Therefore, in independent learning curriculum planning, there are a series of procedures, including the preparation of planning documents, preparation of human resources, readiness of facilities and infrastructure, and uploading of planning documents. This planning document includes learning outcomes, formulation of learning objectives, preparation of learning pathways, and implementation of assessments. Directed and planned learning experiences are structured and organized through a systematic process of reconstructing knowledge and experience under the supervision of educational institutions so that students have motivation and interest in learning. Data collection techniques used interviews, observation and documentation. Management of the independent learning curriculum implemented at SMKN 1 Takengon is carried out starting from planning, organizing, implementing and evaluating.

Keywords: curriculum, independence, education;

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INTRODUCTION

Education is the main pillar for the progress of a nation. Education is a basic element in improving human resources. Human resources grow and develop according to the ability to reason and individual thought patterns from their own experiences. In line with the National Education System law article 1 of 2003 states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Education aims to increase the potential of students in a humane manner in order to make each person superior and able to compete in the national and international realms, the same as the objectives of national education article 3 of Law Number

20 of 2003 concerning the National Education System, namely the development of the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative independent and become democratic and responsible citizens (Riowati & Yoenanto, 2022).

The curriculum is a tool used to achieve educational goals so that it can be said that the curriculum is a reference for the process of implementing education in Indonesia (Angga, Suryana, Nurwahidah, Hernawan, & Prihantini, 2022). The curriculum is a guide for educators in teaching in order to achieve learning objectives. Education takes place throughout life which at any time undergoes changes, according to demands and needs, one of which is the progress and development of science and technology, which requires a high way of thinking. The curriculum in Indonesia has continuously changed, since 1947 until now. In 1947 a national curriculum was applied to all levels of education in which it was required to follow the curriculum, then curriculum improvements were made in 2004 using a competency-based curriculum, in 2006 a curriculum based on the education unit level (KTSP) was used, while in 2013 using the K-13 curriculum which changed the content standards. Changes occurred again in 2018 until 2022, there was a total renewal with the name of the independent learning curriculum.

This Independent Curriculum provides freedom to students, to be active in learning, centered on students, and develop the character that students reflect in accordance with the Pancasila profile (Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022). The Merdeka Belajar Curriculum implies that the lesson plans made by teachers must be given in a fun way, so that students do not feel pressured when learning. Teachers must provide guidance and direction to students, so that their interests and talents continue to develop. With the independent learning curriculum, it is hoped that it will be able to improve the quality of students in various fields, not only academic, but also non-academic (Vhalery, Setyastanto, & Leksono, 2022).

The background of managing Merdeka Belajar Curriculum (KMB) as an effort to create quality learning is related to the evolution of educational needs in the era of globalization and technological development. Some of the factors behind the adoption of KMB involve the following aspects: The era of globalization and the Industrial Revolution 4.0 demands curriculum adjustments to prepare the younger generation to face global challenges and rapid technological changes. RTC is geared towards ensuring that the curriculum is more relevant to the needs of the world of work, producing graduates who have skills that match market demands.

RTC emphasizes flexibility in learning methods to enhance student creativity, provide space for the development of individual potential, and support diverse learning styles. RTC aims to empower teachers and students in the learning process. Teachers are expected to have a more active role in designing learning, while students are given the opportunity to develop their interests and talents. The adoption of ETC supports the use of technology as a learning support tool that can improve the accessibility and effectiveness of the learning process. Through this approach, it is expected that ETC can create a more dynamic, relevant and timely learning environment, so that graduates can successfully face complex challenges in an ever-evolving global society.

RESEARCH METHODS

This article uses a qualitative method, researchers try to find a meaning so as to get an understanding and find the meaning of a phenomenon, an existing event (Abdussamad, 2022). Data collection techniques use interviews, observation and documentation. Interviews, observations, and documentation were conducted by collecting data related to the independent curriculum at SMK N 1 Takengon. After the data is collected, it is then analyzed through the stages of data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2014).

RESULT AND DISCUSSION

The curriculum is a directed and planned learning experience that is structured and organized through a systematic process of reconstructing knowledge and experience under the supervision of an educational institution so that students have motivation and interest in learning. According to Herujito, (2001) management is a different process consisting of planning (planning), organizing (organizing), actuating (implementing) and controlling (evaluating) which is carried out to achieve specified goals using human and other resources. In management there are several elements as follows:

1. Planning

Planning is the initial foundation for the next process so that it can run according to the objectives. The planning stage contains needs analysis, formulation and answers to philosophical questions, establishing curriculum design, and making the main planning in the form of development, implementation, and assessment (Ya'coub & Afif, 2021). In the implementation of curriculum management, SMK Negeri 1 Takengon implements an independent learning curriculum. The independent learning

curriculum is a form of curriculum developed by the Ministry of Education and Culture as an important part of efforts to restore learning from the crisis that the Indonesian nation has long experienced (Indrayana, Manik, Lisnasari, Br, 2022). The planning of the independent learning curriculum implemented at SMK Negeri 1 Takengon was carried out at the beginning of the 2021/2022 academic year, namely in July 2021. At this stage, SMK Negeri 1 Takengon invited resource persons to provide information about the implementation of the independent learning curriculum.

The involvement of all school components such as human resources in the planning process is also the most important thing to achieve goals. The planning process for the independent learning curriculum carried out at SMK Negeri 1 Takengon involves all stakeholders such as the principal, teachers, Deputy Head, and school committee. This involvement is a form of cooperation carried out in achieving goals and implementing the independent learning curriculum smoothly. This is in accordance with the theory that curriculum management is a process that involves elements of participants at many levels to make decisions about learning objectives, how to achieve and examine the effectiveness and meaningfulness of these methods (Hamalik, 1990). The curriculum planning process also cannot be done without a guideline. The independent learning curriculum in the implementation process uses a guideline called the independent learning platform which is a platform that can be used in understanding every process of implementing the independent learning curriculum. This is in accordance with the theory in the guidelines for implementing the independent learning curriculum set by the Minister of Education of the Republic of Indonesia.

Curriculum management is a process of joint efforts to facilitate the achievement of teaching objectives with an emphasis on an effort, improving the quality of teaching and learning interactions by implementing the principles of management itself (Basri & Rusdiana, 2015). For this reason, in planning an independent learning curriculum there are procedures consisting of preparing planning documents, preparing human resources, preparing facilities and infrastructure and uploading planning documents, which in the planning document contain learning outcomes, formulating learning objectives, preparing learning paths and implementing assessments (Rusman & Pd, 2009). So that the independent learning curriculum planning procedure at SMK Negeri 1 Takengon is in accordance with the guidelines of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.

Curriculum management is a process of joint efforts to facilitate the achievement of teaching objectives with an emphasis on an effort, improving the quality of teaching and learning interactions by implementing the principles of a management itself. For this reason, in planning an independent learning curriculum there are procedures consisting of preparing planning documents, preparing human resources, preparing facilities and infrastructure and uploading planning documents, which in the planning document contain learning outcomes, formulating learning objectives, preparing learning paths and implementing assessments. (Haudi, Lestariningsih, Ariyanto, & Siagian, 2021). So that the independent learning curriculum planning procedure at SMK Negeri 1 Takengon is in accordance with the guidelines of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.

2. Organizing

Curriculum organization as a pattern of delivering material in the learning process that is prepared and implemented by all elements in education. In various kinds of curriculum organization will provide an overview of how the curriculum pattern should be implemented in educational institutions while still considering the interests, talents and abilities of existing students. With the selection of the right form of organization will facilitate the learning process and with optimal results as expected. Curriculum organization is a pattern or design of curriculum materials whose purpose is to facilitate students in carrying out learning activities so that learning outcomes can be achieved effectively (Rusman, 2018). Therefore, learning itself is a process carried out by individuals to obtain a new overall change in behavior as a result of the individual's own experience in interaction with the environment. Curriculum organization is a very important principle for the curriculum development process and is closely related to learning outcomes, because it determines the content of learning materials, determines how to deliver learning materials. Each curriculum organization has its own advantages and disadvantages, both theoretical and practical.

The implementation of curriculum organization is carried out in July to August at the beginning of the new school year where the annual program and semester program are prepared. Based on the understanding of knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture related to phenomena and visible events.

The process of organizing the curriculum carried out at SMK Negeri 1 Takengon involves the principal, head of curriculum, teachers, education staff / TU, and also involves experts brought in from the education office directly. For the implementation of curriculum organization carried out at SMK Negeri 1 Takengon it is in accordance with curriculum management procedures.

So, in good management, the next learning process will run even better and will also be neatly organized. As well as a learning system that is in accordance with interrelated components to achieve a good learning process so that teachers can determine various steps in utilizing existing resources and facilities to achieve the desired learning objectives.

3. Implementation

Implementation of curriculum and learning is in line with the national education standards policy, especially as a basis or standard in the education process so that its implementation adapts to national education standards. From the results of the research on the process of implementing the independent learning curriculum carried out at SMK Negeri 1 Takengon, there are four stages, namely the initial, developing, ready and advanced stages. This is in accordance with the guidelines for implementing the independent learning curriculum as specified in the learning and assessment guidelines for the independent learning curriculum published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.

In the process of implementing the independent learning curriculum, a strategy is needed in the learning process. A learning strategy is a plan that contains a series of activities made to achieve educational goals. In this case, the implementation of the independent learning curriculum at SMK Negeri 1 Takengon uses a strategy by applying knowledge from online and offline and equalizing the mindset between teachers and students by sharing or discussion. interactive learning strategy is a strategy that focuses on studies which include discussion and sharing between students and teachers (Indrayana et al., 2022).

The learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning objectives and serves as a guide for learning designers pembelajaran (Kadarwati & Malawi, 2017). In the implementation of learning in the independent learning curriculum at SMK Negeri 1 Takengon, according to

the results of research conducted by researchers, a student-centered learning model is used and lectures are reduced. This is also in accordance with the theory stated that one of the learning models is the student-centered learning model. This learning is a model that focuses on the needs and interests of children.

4. Evaluation

Evaluation is the final stage in management. Evaluation is a systematic process of collecting, analyzing and interpreting data information to determine the extent to which students have achieved learning objectives (Haudi et al., 2021). From the research conducted related to the evaluation of the independent learning curriculum at SMK Negeri 1 Takengon, it is carried out by means of formative evaluation and summative evaluation. Formative evaluation is an evaluation carried out with more emphasis on self-assessment. Meanwhile, summative evaluation is carried out using assignments, midterm exams and semester final exams to find out how students' understanding of the learning process is and how the implementation of learning using the independent learning curriculum is in an effort to improve the quality of learning.

The main differences between summative and formative lie in purpose, time, and level of generalization. Formative assessment is an assessment of the quality of the curriculum that is carried out at any time or continuously during the curriculum implementation process. The results of the assessment are used as complementary data in the final assessment of the entire curriculum implementation. Meanwhile, summative assessment is a comprehensive assessment of the quality of the curriculum at the end of a period of curriculum program implementation. The assessment results are used as a final consideration of the successful implementation of the curriculum (Mustari, 2014). The existence of follow-up is a continuation with the implementation of a guideline. In the implementation of this independent learning curriculum, it is hoped that there will be a follow-up, namely the development of all components, so that it can be continued in the following year.

The concept of independent learning has the same direction and objectives as the concept of the progressivism school of education philosophy, both of which offer independence and freedom to educational institutions to explore the potential of students to the fullest by adjusting the interests and talents of students with this hope that education in Indonesia

will become more advanced and quality in the future and be able to have a positive impact on the progress of the nation and state. In the concept of independent learning, between teachers and students are subjects in the learning system. This means that the teacher is not used as a source of truth by students, but teachers and students collaborate and seek the truth. The position of the teacher in the classroom is not to plant or homogenize the truth according to the teacher, but to explore the truth, the reasoning and critical power of students to see the world and phenomena. Opportunities for the development of the internet and technology become a momentum for freedom of learning (Mustaghfiroh, 2020).

There are several obstacles in implementing the independent learning curriculum at SMK Negeri 1 Takengon, such as in planning the independent learning curriculum, there are obstacles, namely lack of teacher knowledge and minimal experience. In the organizing section, some of the human resources do not understand technology where the era of the independent learning curriculum has many things that need to be accessed via the internet or technology. Furthermore, there is a problem about references that are still few for learning the independent learning curriculum.

Discussion

The concept of an independent learning curriculum is similar to humanistic education which emphasizes freedom, choice, sensitivity and responsibility of learners. Humanistic education applies a concept of learning that looks more at the development of learners' personalities, and focuses on their potential to seek and discover their abilities. Even according to educational experts, in the preparation and presentation of subject matter must be in accordance with the feelings and attention of learners (Universitas Islam Negeri Alauddin Makassar & Nuryamin, 2011).

According to Ki Hajar Dewantara, independence should be imposed on the way students think, that is, they should not always be pioneered or told to recognize other people's thoughts but get used to students seeking all their own knowledge by using their own minds (Hardiman & Udiani, 2012). This is because a learner is basically able to think to find knowledge through himself. Free learning is an educational process to create a happy and joyful learning atmosphere. Independent learning requires teachers, students, and parents to build a happy atmosphere in their environment (Ainiyah, 2018).

Education always strives to create students who are always renewing every time. Not only able to be highly educated but able to become agents of

change in small and large scopes. The changes and innovations produced are able to make a maximum contribution to the progress of a nation that has quality human resources (Saefullah & Abdullah, 2012). Dalam kurikulum merdeka belajar terdapat nilai-nilai ajaran Islam yang pada intinya dapat dibedakan menjadi tiga aspek, yaitu nilai-nilai aqidah, ibadah, dan akhlak (Saefullah & Abdullah, 2012). In the independent learning curriculum there are values of Islamic teachings which in essence can be divided into three aspects, namely the values of aqidah, worship, and morals (Saefullah & Abdullah, 2012). The values of aqidah teach students to believe in Allah Subhanahu wata'ala, foster an attitude of surrender and strive to always carry out his orders and feel that Allah is always watching and taking into account all their actions. The values of worship teach students that in every action is always based on a sincere heart to achieve the pleasure of Allah SWT.

The concept of an independent learning curriculum is implemented by giving learners the freedom to learn. Learners know and enjoy their learning rights in the classroom and outside the classroom, with facilitation that supports and succeeds their learning systems and patterns. Implementation of an independent learning curriculum requires a common attitude, view, and orientation. The independent learning curriculum is inspired by the challenges of life in the future which demand mastery of more than scientific disciplines and skills. The independent learning curriculum is also in line with the concept of transformative learning, the concept of liberating education, Experimental Learning, and Contextual Teaching and Learning (Ainiyah, 2018).

The implementation of an independent learning curriculum requires human resources to be optimized and they have new experiences, as well as learning situations and conditions that allow them to be actively involved in producing and constructing knowledge and skills. With the implementation of the independent learning curriculum, madrasahs are encouraged to be more productive in establishing cooperation and partnerships with Islamic Education Institutions. The progress is that if the concept of an independent learning curriculum is applied holistically, students will undoubtedly have a great opportunity to gain richer and more comprehensive scientific, skill and humanitarian experiences. The implementation of an independent learning curriculum is optional (choice), not obligatory, so the kickoff of this independent learning plan is highly dependent on the leadership of the Islamic Education Institution with the policies it sets. Rational considerations and future prospects certainly lead to wise and strategic choices that

independent learning becomes an alternative learning system that is projected so that it can produce the results and objectives of an effective education system with progress (Saefullah & Abdullah, 2012). In this case, Islam requires its people to always make positive internal changes (mental attitudes, thoughts, and morals) towards khaira ummah (the best people) through effective, constructive, and productive education and learning processes.

CONCLUSION

The curriculum is a directed and planned learning experience that is structured and organized through a systematic process of reconstructing knowledge and experience under the supervision of an educational institution so that students have motivation and interest in learning. The planning of the independent learning curriculum implemented at SMK Negeri 1 Takengon was carried out at the beginning of the 2021/2022 academic year, namely in July 2021. At this stage, SMK Negeri 1 Takengon invited resource persons to provide information about the implementation of the independent learning curriculum. The organization of the curriculum carried out at SMK Negeri 1 Takengon involves the principal, curriculum vice principal, teachers, education staff / TU, and also involves experts who are brought in from the education office directly. For the implementation of curriculum organization carried out at SMK Negeri 1 Takengon it is in accordance with curriculum management procedures. The implementation of the independent learning curriculum carried out at SMK Negeri 1 Takengon, there are four stages, namely the initial, developing, ready and advanced stages. This is in accordance with the guidelines for implementing the independent learning curriculum specified in the learning and assessment guidelines for the independent learning curriculum published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.

Evaluation of the independent learning curriculum at SMK Negeri 1 Takengon is carried out by means of formative evaluation and summative evaluation. Formative evaluation is an evaluation carried out with more emphasis on self-assessment. Meanwhile, summative evaluation is carried out using assignments, midterm exams and semester final exams to find out how students' understanding of the learning process is and how the implementation of learning using the independent learning curriculum is in an effort to improve the quality of learning. The obstacles in implementing the independent learning curriculum at SMK Negeri 1 Takengon, such as in planning the independent learning curriculum, there are obstacles, namely lack of teacher knowledge and

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