

IMPLEMENTATION CURRICULUM INDEPENDENT IN SDN 32 UKKE'E (AS SCHOOL MOVER) INREGENCY SOPPENG

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Abstract k

Ministry of Education and Culture. Education and Culture in Elementary Schools is literacy and numeracy. This school program is designed to support each school in creating generations of lifelong learners with Pancasila personality. The success of everything requires the role of a teacher. The method used in this research is a qualitative research method. Independent learning is note about learning US you like or US you please students, but independent learning is a system formed and created by the government. SDN 32 Ukku'e is a driving school in the Donri-donri sub-district, Soppeng. In this school there are two classes that do not use an independent curriculum, namely grade two and grade six, in the sense of an independent curriculum class at this school. In implementing the curriculum, students are given a learning process involving existing media, using school facilities and other teaching aids. Classes at this school have a reading corner in each class to encourage literacy in students.

Keywords: *Independent Curriculum, implementation, Driving School, SDN 32 Ukke'e*

1. INTRODUCTION

The curriculum is the "soul" in the world of education that must be evaluated innovatively, dynamically and periodically in accordance with current developments and science and technology. Even the very rapid development of science and technology no longer allows the world of education to remain in the "comfort zone" of the current curriculum for long. ¹Education in life is a very important thing. Every person in Indonesia has the right to receive a proper education referring to the importance

¹Maman Suryaman, "Orientation "Development of the Independent Learning Curriculum," *Ejournal Unib* , no. 13–28 (2020): 1.

of education itself. Education is one of the most important factors that influences the quality of human resources and the progress of a nation.

The educational process can produce creative, innovative ideas in the dynamics of time. Curriculum development is one tool for improving the quality of education. An adequate education policy is realized through the implementation of the curriculum, because "the curriculum is the heart of education" which determines the continuity of education. According to Law Number 20 of 2003 of 2003, "curriculum is a set of learning plans according to objectives, content, materials and teaching methods, which are used as guidelines for implementing learning and are used to achieve national education goals". "In Indonesia, various changes and improvements have been made to the implementation of the curriculum, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (1994 curriculum revision), 2004 (competency-based curriculum) and 2006 (Ministry of National Education Level 2 and 3) the national curriculum was changed back to the 2013 national curriculum curriculum (Kurtilas) and updated in 2018 for the Revised Kurtila."

Currently a new curriculum has been used, namely the independent curriculum. offers students the opportunity to study calmly, relaxed, enjoyable, free of stress and pressure, and show their natural abilities. ²One of the programs to launch independent teaching learning presented by the Ministry of Education and Culture. Education and Culture in Elementary Schools is literacy and numeracy. This school program is designed to support each school in creating a generation of lifelong learners with a Pancasila personality. The success of anything requires the role of a teacher. This is in accordance with the statement "A teacher whose role is expected to be able to act as a driving force to do positive things for students". The existence of this curriculum is a regulation in the Indonesian national education system which "states that this statement is related to the changes and progress of the nation to adapt to changing times".

Likewise, Minister of Education Nadiem Makarim stated that "educational reform cannot only be implemented administratively, but must bring about cultural change". In his view, by considering the vision and mission of Indonesian education in the future, the concept of independent learning can be accepted to create quality people who are able to compete in various environments of life. With the help of this curriculum, students must develop their talents and skills accordingly, because through an independent curriculum they will obtain critical, quality, expressive, applicable, varied and progressive learning. "In addition to this new curriculum change, cooperation, strong commitment, sincerity and sincere implementation are needed from all parties to include the Pancasila student profile in students." This program is an effort to realize the vision of education in Indonesia, realizing an advanced Indonesia that is sovereign, independent and has a created personality. . The focus of the driving school program

²Prihantini Aangga, Grandson Suryana, ImaNurwahida, Asep Hernawan, "Comparison of the Implementation of the 2013 Curriculum and the Curriculum Independent In School Base," *Basicedu* 6 (2022).

is to develop students' learning success holistically. This includes competence (literacy) and character, starting with superior human resources (primarily schools and teachers). Regarding the implementation of the independent curriculum, researchers are currently encouraged to conduct research. Therefore, the aim of this research is to identify and collect information about the implementation of the independent curriculum at SDN 32 Ukke'e

2. IDENTIFICATION OF PROBLEMS

Of course, it is a challenge for teaching staff to face the new curriculum, because to introduce this independent curriculum to students, educators must first know about it. In this case, teaching staff also receive education and direction in managing the independent learning curriculum. To adapt lessons in class, discipline and new methods, you have to be more creative. This curriculum requires teachers as educators to be able to manage their classes and make students more active. Also increasing the literacy of teachers and students must continue to be improved. What then becomes a challenge is how teachers can attract students' interest in increasing literacy. The existing system so far is only about how teachers teach by means of lectures, lacks dialogue and does not provide opportunities for students to learn. independent.

3. E PE METHOD OF IMPLEMENTATION/RESEARCH METHODS

The method used in this research is a qualitative research method. The qualitative method is a research method based on postpositivist thinking which is used to examine natural objects where the researcher is the key instrument, data collection is carried out by triangulation, then analyzed by reduction then presented and conclusions are drawn.³ This research process was carried out by means of observation and in-depth interviews with sources.

4. RESULTS AND DISCUSSION

Freedom to learn can be understood as freedom to think, freedom to work, and appreciation or response to changes that occur. The education system will also change from inside the classroom to outside the classroom. Students can discuss more with the teacher, can learn with excursion classes, not only listen to the teacher's explanations, but rather form students' personalities who are brave, independent, smart in socializing, civilized, polite, capable. According to several surveys, it does not only depend on the ranking system that only worry about children and parents.⁴ Freedom to learn is not about learning as you like or whatever students do, but freedom to learn is a system formed and created

³Sugiyono, *Research methods Quantitative, Qualitative, And R&D* (Bandung:Alphabet, 2018).

⁴Suri Wahyuni Nasution, "Assessment of the Independent Learning Curriculum in Elementary Schools," Mahesa Center 1, no. 1 (2021).

by the government. SDN 32 Ukku'e is a driving school in Donri-donri sub-district, Soppeng, this school is led by women, in this case Mrs. Hj. Fatima.

A school with good facilities and infrastructure, with a library equipped with a large collection of books and computers, this school applies an independent curriculum in the teaching and learning process with teachers who are educated and have carried out the learning and training process through the independent teaching program. In this school there are two classes that do not use the independent curriculum, namely second grade and sixth grade, meaning that the independent curriculum classes at this school include grades one, three, four and five. In implementing the curriculum, students are given a learning process involving existing media, using school facilities and other teaching aids. Classes at this school have reading corners in each class to encourage literacy in students.

5. CONCLUSION

The curriculum is the "soul" in the world of education that must be evaluated innovatively, dynamically and periodically in accordance with current developments and science and technology. One of the programs to launch independent teaching learning presented by the Ministry of Education and Culture. Education and Culture in Elementary Schools is literacy and numeracy. Of course, it is a challenge for teaching staff to face the new curriculum, because to introduce this independent curriculum to students, educators must first know about it. In this case, teaching staff also receive education and direction in managing the independent learning curriculum. SDN 32 Ukku'e is a driving school in Donri-donri sub-district, Soppeng. In implementing the curriculum, students are given a learning process involving existing media, using school facilities and other teaching aids. Classes at this school have reading corners in each class to encourage literacy in students.

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