



Problems In Implementing The Independent Curriculum In English Subjects In Kubu Raya

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Abstract. *This research used a qualitative approach that discusses problems that occur in SMPN 04 Rasau Jaya and Mts Al-Huda Pematang Tujuh using an independent curriculum. The independent curriculum is a new curriculum that is implemented as a refinement of the previous curriculum, namely the 2013 curriculum. In its application to learning, the independent curriculum has been developed into a more variable curriculum but still focuses on basic materials, character development and competence in students. As in his review, the independent curriculum has a goal as a recovery to the learning crisis that is getting worse due to the pandemic, besides that it also aims to provide freedom to institutions and teachers to develop and manage curricula and learning that are tailored to the characteristics of educational units and students. This study took several respondents consisting of school principals, related teachers and several students who were thought capable and understood related to this research. In data collection, interviews, field observations and documentation are used. The results of this study stated that there were three problems that occurred in the implementation of the independent curriculum and efforts made to overcome these problems. The three problems are the difficulty of changing the old mindset or habits in the application of learning, the application of differentiated learning that is less than optimal, and the number of different learning tools in one institution.*

Keywords: *Problem, Independent Curriculum, English*

INTRODUCTION

Education is one of the most important factors in determining the quality of human resources and the progress of a nation. The educational process is able to give birth to creative, innovative ideas in the dynamics of the times. Curriculum development is an instrument to improve the quality of education. According to Munandar (2017), the correct education policy will be seen through the implementation of the curriculum applied because "the curriculum is the heart of education" which determines the continuity of education

At this time, there is a new curriculum, namely the independent curriculum. Where the independent curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. Freedom to learn focuses on freedom and creative thinking. Merdeka Belajar focuses on freedom and creative thinking. One of the programs presented by the

Ministry of Education and Culture in launching independent learning is the start of the mobilizer school program. The program revealed by the Minister of Education and Culture Nadiem Anwar Makarim invited a lot of attention from education observers.

“Independent curriculum of learning can be said to be autonomy in the field of education. The policy of educational autonomy began to be revived in this era. Liberating education units, freeing teachers, freeing students can stimulate the emergence of new innovations. Students can learn independently and creatively, so that all Indonesian students who are diverse in ethnicity and culture can have their own variety of ways of learning. Revealed by Yuli Bangun Nursanti, Head of the Wonogiri Regency Education and Culture Office, the focus of Independent Learning lies in the learning process. Currently in the learning process we still encounter many students who cannot provide analytical thinking. In independent curriculum, it is hoped that critical and analytical thinking can be developed”.

Based on the background of the above problems, research will be conducted that discusses "Problems of Implementing the Independent Curriculum in English Language Education Subjects in Kubu Raya" to find out the problems as well as efforts made by educators in implementing an independent curriculum, especially in English Language Education subjects.

RESEARCH METHOD

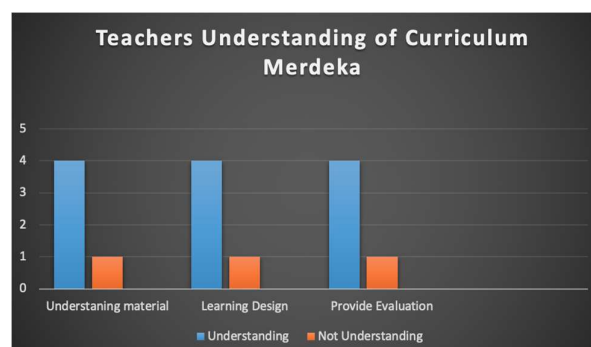
The method used in this study is the descriptive method, which is a method that examines the status of a human group, an object, a set of conditions, a system of thought, or a class of events in the present.

The study was conducted in two schools. First, this research was conducted at Mts Al-Huda Pematang Tujuh and SMPN 04 Rasau Jaya. The reason for choosing this location is because the position of these two schools is not too far from home and Mts Al-Huda is still a private school while SMPN 04 Rasau Jaya has become a state school. Mts Al-Huda Pematang tujuh is one of the schools in the village that is starting to almost develop while SMPN 04 Rasau Jaya is a well-known public school, so researchers want to see how teachers' perceptions and strategies towards the independent curriculum. Regarding timing, researchers conducted a study in 2023. The techniques used for data collection are use questioner and interview.

RESULT AND DISCUSSION

1. Questionnaire Results at SMPN 04 Rasau Jaya

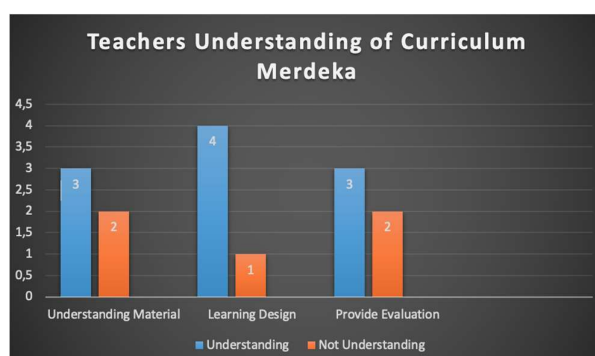
Figure 1 Diagram of Teachers Understanding of the Impelentation of Curriculum Merdeka Belajar



Based on the diagram above, obtained through taking questionnaire data at SMPN 04 Rasau Jaya, all teachers understand the independent learning curriculum. For the results of teachers' understanding of the material presentation from 5 teachers and 1 principal, there was 1 teacher who did not understand what the material presented in the independent curriculum and did not understand how to apply the material presentation. Furthermore, the teachers' understanding of the learning design in the independent curriculum, namely from 5 teachers and 1 principal, there is 1 person who does not understand. For teachers' understanding of learning strategies, there is 1 teacher who does not understand learning strategies that are suitable for use in the independent curriculum. As for the teachers' understanding of learning evaluation in the independent curriculum from 5 teachers, there is 1 teacher who does not understand how to provide evaluation to students in the independent curriculum. For students' understanding of the application of the independent curriculum in the learning process, there were 7 students out of 11 students who did not understand the independent curriculum. Therefore, based on the diagram above, it can be concluded that some teachers and students already understand a lot about the independent curriculum and only a few teachers do not understand.

2. Questionnaire Results at Mts Al-Huda Pematang Tujuh

Figure 2 Diagram of Teachers Understanding of the Impelentation of Curriculum Merdeka Belajar



Based on the results of questionnaires obtained by researchers through a piece of paper given to teachers at MTs Al-Huda Pematang Tujuh and SMPN 04 Rasau Jaya showed that teachers' understanding of the concept and position of the independent curriculum on the development of students' soft skills at MTs Al-Huda Pematang Tujuh and SMPN 04 Rasau Jaya obtained results from teachers' understanding of the definition of an independent curriculum from 11 students, 1 Principal and 5 subject teachers as a sample of questionnaire data collection at MTs Al-Huda Pematang Tujuh there was 1 teacher who did not understand the independent learning curriculum. For the results of teachers' understanding of the presentation of material from 5 teachers and 1 principal, there were 2 teachers who did not understand what the presentation of material contained in the independent curriculum and did not understand how to apply the presentation of the material. Furthermore, the teachers' understanding of the learning design in the independent curriculum, namely from 5 teachers and 1 principal, there is 1 person who does not understand. For teachers' understanding of learning strategies, there are 2 teachers who do not understand learning strategies that are suitable for use in the independent curriculum. As for the teachers' understanding of the evaluation of learning in the independent curriculum from 5 teachers, there are 2 teachers who do not understand how to provide evaluations to students in the independent curriculum. For students' understanding of the application of the independent curriculum in the learning process, there were 9 students out of 11 students who did not understand the independent curriculum. Therefore, based on the diagram above, it can be concluded that only some teachers understand the independent curriculum

3. Interview Results at SMPN 04 Rasau Jaya

Based on the results of research conducted that the implementation of the Independent Learning Curriculum at SMPN 04 Rasau Jaya has begun to run. While the application is still being carried out in stages, namely new for grade VII still applying the independent curriculum. According to the principal of SMPN 04 Rasau Jaya. As a new thing, of course, there are many obstacles faced in the implementation of the Merdeka Belajar Curriculum. In its implementation, SMPN 04 Rasau Jaya has implemented various matters related to the Merdeka Belajar Curriculum. One of them is the application of the Pancasila Student Profile with Project-Based Learning. Based on the results of interviews that have been conducted by researchers that, teachers do not have much difficulty in conducting diagnostic, formative, and summative assessments, it's just that they are constrained in determining assessments that are in accordance with the learning objectives to be achieved, determining assessments during project-based learning this is confusing for teachers because of the many types or forms of assessment such as presentations, projects, products, oral and written.

In addition, interview findings revealed that instructors who have implemented the Merdeka Curriculum at SMPN 04 Rasau Jaya still face several challenges. The effectiveness or ability of the teacher is also based on the lack of previous experience with self-study. In the digital age, some instructors even find it difficult to acquire or use basic skills for teaching purposes, such as Ms. Word and IT-based learning media. Actually, to encourage students to learn independently, teachers must be creative and imaginative by utilizing various media or learning methods. Finding references to the application of self-study is difficult for teachers. Books written for teachers or students distributed by bookstores or independent publishers do not include references that can help teachers find information on how to successfully support student-centered learning and designing appropriate educational activities.

Planning as a Principal in planning is to make a coaching schedule for all teachers related to important materials in the Independent Curriculum. His coaching before entering the new school year. Coaching is carried out outside of teaching hours so that it has to sacrifice a few days off the teacher. The implementation of coaching includes learning new paradigms, discussion of Learning Challenges (CP) from

Learning Objectives (TP) to Learning Objectives Flow (ATP), differentiated teaching modules, diagnostic assessments, projects to strengthen the Pancasila Student Profile. Evaluation it takes one day a week to create teaching modules and project modules in stages. SMPN 04 Rasau Jaya determines every Saturday, because students study Monday to Friday only. SMPN 04 Rasau Jaya also does not use textbooks, Therapy makes its own teaching modules to achieve CP. This is because the material in the textbook is not necessarily in accordance with the characteristics of students in our school. SMPN 04 Rasau Jaya also we cannot confirm whether the material in the package book is in accordance with the latest CP.

4. Results of Interview at Mts Al-Huda Pematang Tujuh

Based on research conducted by researchers at Mts Al-Huda Pematang Tujuh that the implementation of the Independent Learning Curriculum at Mts Al-Huda Pematang Tujuh has started to run for about a year. While the application is still being carried out in stages, namely new for class IV. According to the Principal of Mts Al-Huda Pematang Tujuh As a new thing, of course, there are many obstacles faced in the implementation of the Merdeka Belajar Curriculum. In its application, Mts Al-Huda Pematang Tujuh has implemented various matters related to the Merdeka Belajar Curriculum. One of them is the application of the Pancasila Student Profile with Project-Based Learning. Teacher Problems in the Application of the Independent Learning Curriculum at Mts Al-Huda Pematang Tujuh are in planning, implementing, and assessing learning in the Independent Learning Curriculum.

Based on the results of interviews that have been conducted by researchers that, teachers are faced with difficulties when preparing lesson planning, namely when analyzing the Learning Outcomes to be achieved by students because they are made per phase, then formulating them in the form of Learning Objectives (TP) and breastfeeding them in the form of Learning Objectives Flow (ATP). Not only that teachers who cannot use technology well will have difficulty in making lesson plans. This was experienced by one of the teachers who admitted that it was difficult to compile the Teaching Module. In addition, the problems experienced by teachers are still difficult in determining the right learning methods and strategies for children so that the learning process becomes fun and also students actively participate in the learning process. Not only that, there are still limited student books that cause

learning to be slightly hampered, besides that the lack of use of learning methods and media used by teachers in the learning process causes the learning atmosphere to become boring so that learning activities that should be active and fun are not realized properly.

In addition, teaching materials that are too broad also cause students difficulty in understanding the material taught, teachers still have difficulty in determining class projects and lack of time allocation for project-based learning. Evaluation Every day after teaching, selected teachers continue their work at home to formulate lessons that will be carried out the next day in each lesson chapter. In addition to preparing for learning the next day, teachers also analyze the learning outcomes that have been carried out every day to find out the problems in students so that the right solution can be obtained so that CP can be achieved. The solidification of material in each lesson chapter of the Pancasila student project must still be evaluated by the teaching teacher to adjust the needs and characteristics of each student.

Based on the results of research from both schools, it was found that in implementing the independent curriculum optimally, as follows:

1. RPP Planning

Important points in the design of the independent curriculum RPP include:

(1) student profiles to determine learning according to the talents, interests, learning styles and even daily circumstances of each student; (2) learning objectives; (3) evidence and assessment of students in carrying out learning materials that include learning steps (introduction, core and closing activities); (4) learning strategies to determine learning approaches, models and methods; (5) scope of learning activities; and (6) assessment seen from student activity, completeness of identification, photos of activities, timeliness of collecting.

2. Implementation of KBM

Mapping Student learning needs:

1. Student readiness to learn
2. Interest in learning several ways that can be done by teachers to attract students, including:
 - a. Creating learning situations that attract students' attention e.g. with humor, creating surprises, etc.

- b. Creating a learning context that is linked to individual interests
 - c. Communicate the value of the benefits of what students learn.
 - d. Create learning opportunities where students can solve problems (problem-based learning)
3. Learning profile

This learning profile is intended to find out more deeply the identity of students in order to find out the talents, interests and learning styles that each student likes. This is to determine the learning strategy. So a teacher must be more deeply aware of the needs of each of his students in order to choose the right learning strategy that suits the needs of students.

The Merdeka Curriculum is divided into 3, namely: (1) Learning activities continue to use K13 with a new paradigm (vision and mission) must convey students' readiness to learn; (2) how to teach using the learning paradigm based on students so that it is no longer based on material; (3) Freedom to change in the learning process that does not require students to complete all learning materials (adjusted to talents and interests). In this independent curriculum, teachers are required to be more creative in designing teaching modules, learning objectives and learning objectives so that a teacher can no longer carelessly make lesson plans to design KBM every week.

The purpose of school work is only to strengthen the profile of Pancasila students. PS is still given to students every day but not only in classroom learning. Learning also needs to be carried out outside the classroom to increase student activity and innovate themselves.

4. Assessment Aspect

The independent curriculum develops three human components, namely: (1) Components of thinking to produce more knowledge in each student; (2) The physical component to produce the skills of each individual; (3) Qolbu component to cultivate faith and devotion in accordance with the beliefs of each student. Assessment seen from student activity, evidence of carrying out activities, punctuality of collecting, independence and activeness, intracurricular activities and extracurricular activities. The Independent Curriculum carries out phase-based assessments.

5. The solution carried out by teachers in dealing with problems is the application of an independent curriculum

In the application of a new thing such as the curriculum, it is not normal if everything goes well without any obstacles. Apart from this, there are several solutions that can be an effort to solve the problems that occur, as follows:

1. Expanding knowledge related to learning methods

To increase the insight and readiness of schools in implementing the independent curriculum, all stakeholders need unity in learning the independent curriculum. This is so that the development of skills in implementing an independent curriculum can be realized properly. One way to overcome the difficult problem of changing old mindsets or habits is to try new things. Trying to make teaching tools as creative as possible. In addition, sharing with other teachers will help thinking to apply more varied learning methods and can also follow existing trainings. Because when a teacher has experience, creativity and broad insight from sharing, the application of the learning process will be easier. So the solution to this problem is to broaden horizons related to other learning methods and communicate with each other to find information in the process of implementing a learning.

2. Attend internal and external workshops

Workshops are short learning experiences that encourage active learning, learning in the sense of experiencing and using a variety of learning activities in order to meet the diverse needs of participants. Responding to the problem of the teacher's lack of understanding in implementing the independent curriculum including differentiation learning, seriousness is needed to study and apply it properly in accordance with applicable regulations. Besides being able to improve self-quality but also increase creativity in the application of differentiation learning, namely through the provision of workshops both inside and outside the institution. In learning, differentiation learning styles can be applied in practice according to the talents and needs of students. So even though the learning styles are not separated, they can still carry out learning with different achievements according to the topic of discussion. So what needs to be changed is the assessment process.

3. Sharing with fellow educators

One institution with 2 curricula will be quite different in terms of planning, learning process and assessment. Especially if an educator has to teach several classes with different curricula, the learning tools will also be different. According to David Gurteen quoted by Yusup in his book, knowledge sharing is a concept that describes the conditions of interaction between people, it can be two or more people, in the form of a communication process that aims to improve and develop each member. In implementing learning to maximize this so that it continues to run as it should, the solution is the willingness of educators to study and expand the network to share with other subject teachers related to the problems that occur. So fellow educators who apply the same can be easier if done and thought together.

CONCLUSION

Based on the results of research on "Problems in the Application of the Independent Curriculum in English Language Education Subjects", it can be concluded that:

1. Respondents admitted that they were still very unfamiliar with the independent curriculum. Teachers get information about by searching for information themselves through social media, such as YouTube and Facebook. The problem that occurs in the implementation of the independent curriculum is that teachers find it difficult to change the old mindset or habits in teaching, teachers are still carried away with the learning model of the previous curriculum so that its application to learning uses a mixed approach between the previous curriculum and the independent curriculum. The second problem is that teachers do not understand in detail related to differentiation learning and find it difficult to apply it in learning. The next problem is the teacher's problem with the many kinds of different learning tools that must be done before learning. This is because there are differences in curriculum from the grade level that must be taught by the teacher. Therefore, inevitably teachers must be good at compiling different learning tools in each class.
2. Solutions made in an effort to respond to existing problems are the first to broaden knowledge and try new things including various methods of learning. This can train teachers to become accustomed and more experienced in applying existing creativity. Apart from that, the next solution is to deepen insights related to differentiation learning, so English Education teachers specifically broaden their horizons regarding

the implementation of the independent curriculum. This can be done by diligently participating in internal and external workshops held by school principals as a means of monitoring teachers in an institution. And the solution to the last problem is to keep trying to find information such as sharing with teachers as a means of adding insight on how to be able to compile various teaching devices with different provisions.

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