Education Management in the Independent Curriculum in Elementary Schools

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ABSTRACT
Education is the most important pillar in a nation, where the goals contained in education are to be able to educate the nation's life and also be able to nurture all the achievements and potential that exists within each student, so that later they can become good and superior individuals to be able to compete, both in the national and international arena. Every existing educational institution must have a learning curriculum, because the curriculum is a design and arrangement that guides the continuity of education. The purpose of the study was to analyze how the independent curriculum forms in education management in an elementary school. This research uses a qualitative approach method with a descriptive form, which emphasizes more on explanatory and explanatory studies. Data collection techniques are carried out by means of interviews, and observation, the data is obtained by describing the opinions of the samples from the results of interviews conducted directly. The results showed that the independent curriculum in an educational management in elementary schools can run very well, safely and there are not many obstacles faced. Because the application of the independent curriculum in elementary schools makes students quite challenged and welcomes it well. Because the curriculum is something very new for students, many are enthusiastic about it. The weaknesses contained in the research are that the researchers did not visit many elementary schools, because they only focused on one place and on one of the students.

Keywords: education management, independent curriculum
INTRODUCTION

Education is a very important thing to be pursued by every citizen (Ahsan & Faletehan, 2021; Al-Gaashani dkk., 2019; Bridgman dkk., 2019). With education, everyone has a goal to achieve. Education can be said as a way to get to the road of success. Furthermore, education also cannot be separated from one's life, because education can actually shape a person so that he can become a more qualified person. The higher a person's education (Cliff dkk., 2022; Hill dkk., 2018; Pradhanawati dkk., 2019). The higher the success rate of that person. Education is also required to be able to gradually follow the current progress of the existing era. With education a person will be able to improve his pattern of thinking, from basic to mature thinking. This makes education the first priority to be able to advance a country, with the result being able to make the country more qualified and advanced.

In Indonesia, education is included in one educational unit, both education taken from the basic level to a higher level (Abdillah dkk., 2021; Cooke & Kumar, 2020; Zuilkowski dkk., 2019). Or higher education is also included in the education. formal and non-formal education which basically can be a guide in the implementation of the formation of the diverse character of students. To achieve this, of course, some forms of rules and a plan are needed that can support the goals to be achieved in an educational process. In this case management is needed, or a plan before doing a job, for management itself involves many parties in it, be it from the government (Tchamyou dkk., 2019; “The Movement of STEM Education in Indonesia,” 2019). School principals and even educators. In an established school, of course, a plan has previously been made for how all students can receive a proper education that will be given by the educators.

Management is like a foundation or deep foundation the success of a job in any case certainly requires management, especially in the course of an education. The management that is regulated by the school starts from the basics, from the learning system, the media that will be provided, adequate facilities and infrastructure (Chiu & Chai, 2020; Fernandes & Adj Achmad Rinaldo, 2018; Rasyad dkk., 2019). And so forth The management that is made must be in accordance with the quality of the students, and can make students get education comfortably and safely without any pressure from the school or educators. That way management is carried out, many surveys must be carried out related to its development (Olive & Enright, 2021; Pabbajah dkk., 2020; Yudiawan dkk., 2021). And the material that will be received by students must be in accordance with the curriculum applied to the school. Management in an education performs all the necessary management of education.

The first step to start a management in education, namely from adjusting the curriculum, sources of funds, personnel, facilities and infrastructure needed students (Donnelly dkk., 2020; Longhurst dkk., 2020; Western Sydney University dkk., 2018). Social relations that exist in the community, special services, and finally a design or a strategy to be able to achieve a desired process in the implementation of education With
the development of an era that has advanced and is developing very rapidly, as well as the many changes that have occurred in education, one of which is material changes, this aims to be able to direct education in Indonesia (Diem & Abdullah, 2020; Harjatanaya & Hoon, 2020; Rowe, 2020). To a more effective and efficient state. Where changes in education that often occur are in the problem of structuring the learning curriculum used in the continuity of education. At present, what is called an independent curriculum has been implemented at every level of education, including elementary school education.

The independent curriculum is a curriculum that is given with very many and various forms of learning. In learning using the independent curriculum (Hamied & Musthafa, 2019; Nurulfa dkk., 2021; Simmons & MacLean, 2018). Its use is focused on a social and essential content, so that later students can have a lot of time in exploring a concept that is given to them. There are many lessons, as well as the readings contained therein, because there are so many students in Indonesia who cannot understand the simple readings that exist and learn and bring mathematics (Aditya dkk., 2022; Lemos dkk., 2021; Rahmat & Wildan Yahya, 2021). Lessons into their daily lives, Then there are some that are essential to the independent curriculum in elementary schools:

1. **Strengthening the basic competencies and pedagogical understanding of a child**
   a. In order to understand the surrounding environment in place, learning between science and social studies is combined with a subject called natural and social sciences (IPAS).
   b. There is a lesson of a foreign language, namely English as an elective subject.
   c. Computational thinking in learning activities in Indonesian, mathematics and natural sciences.

2. **Learning in the form of a project, as a strengthening of student profiles in Pancasila lessons which are carried out in 2 weeks very within time.**

The independent learning curriculum is a policy given by the person who serves as minister education as well as culture or what is commonly referred to as (Mendikbud) (Amri dkk., 2022; Humaisi dkk., 2019; Lee dkk., 2021). Namely Mr. Nadiem Makarim Anwar. The emergence of the independent learning policy is a form of attention given by Mr. Nadiem Makarim Anwar, the Minister of Education and Culture, to education in the country of Indonesia, which can be said to have not come close to being of sufficient quality. The reason for the emergence of this independent curriculum has a quite alarming background, namely in 2019 there was a report originating from the Program for International Student Assessment or (PISA) (Acciaioli & Afiff, 2018; Adriany & Newberry, 2022; Oldfield dkk., 2020). Which reported that the achievements of Indonesian state students experienced a quite severe decline in the field of arithmetic - counting, namely mathematics lessons and literacy lessons.

Indonesia itself is at the sixth level from the bottom level, namely at position 74 out of 79 competing countries. Seeing this, the Minister of Education and Culture
finally implemented a change in the curriculum or learning system for students (Acciaioli & Afiff, 2018; McBride & Drake, 2018; Wibowo, 2019). Including students who were in elementary school. He applied this system to education in the country of Indonesia so that later it could lead to a better and equal direction with other countries that are ranked at the top. This is also a continuation of the plan by the president and vice president to be able to further enhance the progress of Indonesia’s human resources (HR). To do this, of course, a lot of changes will be made from start to finish. Why was it that, previously, several adjustments were made to the quality of the school and the development of the students (Burchinal, 2018; Varea, 2018). So that later the independent curriculum that was applied to students at the elementary school level could accept and digest the curriculum, so that after careful consideration, the goal would be achieved later. what you want together.

The purpose of this research is intended to be able to know about this independent curriculum, that is, to discuss the independent curriculum starting from form, material, and quality for students. Is the existence of this independent curriculum (Andriana & Evans, 2020; Darley & Luethge, 2019; Shamad & Wekke, 2019). Can make education better and more advanced in the future. It will also discuss the independent curriculum that is implemented at the elementary school level, whether it is in accordance with the quality and potential of each student. Furthermore, so that everyone can understand a form of the independent curriculum. What's more for the level of elementary school students (Nakajima dkk., 2019; Romi dkk., 2020; Zapp & Lerch, 2020). That way parents will be able to prepare all the needs of their children in pursuing an education, on the other hand, parents can also direct their children even better.

**RESEARCH METHODOLOGY**

This research used a qualitative method with a descriptive approach (Bosha & Gessese, 2021; Levitt dkk., 2018). Where the research was carried out by collecting all existing data which would later be used as a result of research whether the independent curriculum that is applied in the present has an effect or not. Furthermore, the data obtained by the researcher conducted an in-depth analysis of the data related to the discussion raised. In order for the data obtained to be accurate and in accordance with the desired results, a technique is needed in collecting the data, so that later the facts described are in accordance with those obtained and with actual events. That way there will be no deviations that will occur later from the proper order. In order to retrieve the actual data from the sources, several things were carried out such as paying attention to the surrounding conditions or asking a number of questions to the sample concerned with the issues raised.

This research took place on Saturday, February 11, 2023, which took place at one of the parents' homes of students who were in elementary school (Paeckel dkk., 2019; Price-Whelan dkk., 2018). This is done because there needs to be an opinion that comes from the parents of the students. That way the statement given will be able to
give results whether the independent curriculum is supported by parents or not. Data collection techniques or a statement from parents and students are collected based on the answers they give. In collecting data to make it even more accurate, researchers use several methods or forms of research again, including making observations or a small observation, by looking at how students learn in elementary schools, whether they enjoy learning or have a lot of difficulties.

Furthermore, as a support for the observation, several interviews were also conducted, apart from the parents the researcher also conducted interviews with students in the elementary school (Karabulut-Ilgü dkk., 2018). The interviews the researchers conducted with just randomly asking questions, not using questions that are difficult for them to digest. This is adapted to their situation directly. From the data or answers obtained from parents and students directly, researchers can very easily turn their answers towards accurate data, as well as explanations that can be understood by others. The explanation that has been given, the researcher can see directly the results of the interview alone, with interviews conducted several general forms of questions regarding the independent curriculum, researchers can see from facial expressions and answers, and the way they give answers.

RESULT AND DISCUSSION

Management is a process that is regulated within an organization, such as a plan in education, or also to build a large organization and have widespread influence. In the case of a management, it is also divided into several forms of management, one of which is management in an education, which is very dependent on the existence of an adequate and well-planned management, in order to achieve goals that were previously achieved by many parties, both from the school, parents, or from the students themselves. What is most discussed is about management in education, because in an educational arrangement there must be a good management progress and has been prepared with careful thought beforehand.

Apart from management in education, there is also such a thing as a learning curriculum. The learning curriculum is a planning system and contains several arrangements that are arranged related to a lesson material which can later be used as a reference or guide in the ongoing process of learning and teaching. All parties involved are directly involved with this curriculum and are required to understand what is in the curriculum. The curriculum has a goal in its movement, which is used as a tool or a stepping stone in an education so that later it can produce students who progress and develop very well.

The curriculum does not only function for students, but all existing school elements also get the function of having a curriculum in education. Where the function of the curriculum for educators themselves is that they can make it a guide in their teaching on students. The curriculum provides a clear view to educators about their teaching process as well as the form of material that will be taught to students. The curriculum also aims to be able to even out education in a country. The curriculum occupies a very important position in education, because in fact the curriculum is likened to a basic foundation in building something so that it is solid. Furthermore, the direction of an education is determined by the curriculum applied, so that in planning or implementing learning in schools, educators will depend on the curriculum used in the school.

For the curriculum itself, it is divided into three forms of components, namely the components of the subjects in the school, then local content, and self-development of students. In education, not only education management is discussed, but there is also management in a curriculum that is implemented in every school, including elementary schools. Curriculum management is one of the many aspects that is very influential in the success of any learning, both in national learning and in other learning. Which is a
The basic principle of curriculum management is a planned effort so that later the learning process carried out can be carried out properly as previously desired.

Nowadays, the curriculum has been transformed into a new curriculum, called the independent curriculum which has been in use since the 2022/2023 academic year, which applies to all schools, from elementary, junior high, to senior high schools. Before the implementation of the independent curriculum, curriculum management had several functions that were implemented, including:

a. Increase efficiency in exploiting the potential of existing resources in the curriculum, the use of these resources, or a component in the curriculum can be advanced through a previously well-planned processing.

b. Improving the quality of justice and opportunities for students to be able to achieve results very well and correctly, the achievements obtained are not only fixated on extracurricular activities, but also in extra and curricular activities which are managed properly.

c. Improving thinking and learning development according to the needs of students or also to the existing environment around students, with a curriculum that is managed properly and correctly can later provide an opportunity and promising results for the sustainability of students.

The independent curriculum is a form of curriculum with intra-curricular learning with a variety of materials and forms of learning, where content can be optimized later so that students will have plenty of time available to be able to explore the concepts in the curriculum and can strengthen competence. So that an educator can have the flexibility to get various forms of teaching, so that the lessons taught to students can be carried out according to what the educators previously planned which are equivalent to the interests, potential and talents of students. The independent curriculum is also designed in a very special way which can later give each student the right to learn to study independently.

The Minister of Education and Culture, namely Mr. Nadiem Makarim, who previously issued his policy for the continuity of education, namely the implementation of an independent curriculum in schools, including elementary schools, uses an independent curriculum system. Lessons in an independent curriculum contain a variety of teaching materials in it which can later be used by educators in their efforts to be able to achieve a Pancasila learning profile and achievements in learning, which among others are divided into teaching modules for educators, textbooks or lesson textbooks, learning videos, or others that can support the system of providing material from educators to students. According to the general understanding, the device is a tool or equipment.

The continuation of the implementation of the independent curriculum has been carried out by people from the ministries of education, culture, research and technology, since last February 2022. The independent curriculum must be carried out by all schools including all levels of education, starting from elementary school to senior high school, with the intention of being able to change the style and way of learning for every student in education according to the potential they have in each of them, so as to create a human resource that will be advanced and of high quality. The independent curriculum is carried out simultaneously and concurrently. The Ministry of Education and Culture provides flexibility to educational units to be able to implement the curriculum.

In the basic design of the 2013 curriculum in the form of a design which became the main foundation which was previously adjusted to the objectives of the existing system in national education and national education standards. Apart from that, the independent curriculum has another goal, namely to be able to develop a learning profile about Pancasila for each student. The competence to be aimed at in the independent curriculum is in the form of a major achievement in learning which is arranged based on phases, and which is made through a paragraph form which is intended to be able to explain knowledge, attitudes, and skills. The goal is to be able to achieve, strengthen, finally improve existing competencies towards more advanced and better ones for the future.

Furthermore, in the 2013 curriculum, the basic competencies contained in it are only arranged in the form of a scope and a sequence which is divided into four forms of core competencies, including spiritual attitudes, social attitudes possessed by students, knowledge and potential that exist in students, and their skills in any field. Then another difference that exists between the independent curriculum and the 2013
curriculum is in the teaching tools owned by each from the government and also the curriculum tools, the differences in teaching tools are divided into several forms, including:

Independent curriculum
1. There are textbooks and non-text books
2. Modules are given, as well as teaching examples
3. The flow of learning objectives that seem clear according to potential
4. There is a project profile reinforcement in Pancasila learning to students.
5. There are examples from the operational curriculum of educational units

In learning the independent curriculum, learning will be reflected in an approach to the subject. In a sense, the arrangement of the design on the learning schedule will be carried out in the form of dividing time per week, in a subject. In this way, educators will find it easier to manage students' study schedules, which was previously very different from that implemented by the 2013 curriculum, where the curriculum in its preparation must pay attention in advance to the details of effective weeks and effective days. In the independent curriculum in elementary schools, students are also given media in the form of a textbook which is loaded based on several divisions of themes.

The following is the distribution of elementary school lesson schedules in the independent curriculum.

**Daftar pelajaran kelas 1**

<table>
<thead>
<tr>
<th>Jam ke</th>
<th>Senin</th>
<th>Selasa</th>
<th>Rabu</th>
<th>Kamis</th>
<th>Jumat</th>
<th>Sabtu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>07.30-08.35</td>
<td>Upacara</td>
<td>Bhs indonesia</td>
<td>P5</td>
<td>Bhs indonesia</td>
<td>Pai</td>
</tr>
<tr>
<td>2</td>
<td>08.35-08.40</td>
<td>Bta</td>
<td>Bhs indonesia</td>
<td>P5</td>
<td>Bhs indonesia</td>
<td>Pai</td>
</tr>
<tr>
<td>3</td>
<td>08.40-09.15</td>
<td>Bta</td>
<td>Bhs indonesia</td>
<td>P5</td>
<td>Bhs indonesia</td>
<td>Pai</td>
</tr>
<tr>
<td>4</td>
<td>09.15-09.30</td>
<td>Istrirahat</td>
<td>Istrirahat</td>
<td>Istrirahat</td>
<td>Istrirahat</td>
<td>Istrirahat</td>
</tr>
<tr>
<td>5</td>
<td>09.30-10.05</td>
<td>Mtk</td>
<td>Mtk</td>
<td>P5</td>
<td>Pend. pancasila</td>
<td>Bhs inggris</td>
</tr>
<tr>
<td>6</td>
<td>10.05-10.40</td>
<td>Mtk</td>
<td>Mtk</td>
<td>P5</td>
<td>Pend. pancasila</td>
<td>Bhs inggris</td>
</tr>
<tr>
<td>7</td>
<td>10.55-11.30</td>
<td>Seni</td>
<td>Pend. pancasila</td>
<td>P5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>11.30-12.05</td>
<td>Seni</td>
<td>Pend. pancasila</td>
<td>P5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Keterangan:**
*Diikuti oleh peserta didik sesuai dengan agama masing-masing
** satuan pendidikan menyediakan minimal 1 jenis seni (seni musik, seni teater, dan seni tari). Peserta didik memilih satu jenis seni.
*** paling banyak dua JP per minggu atau 72 JP per tahun sebagai mata pelajaran pilihan
**** total JP tidak termasuk mata pelajaran bahasa inggris, muatan lokal, atau mata pelajaran tambahan yang diselenggarakan oleh satuan pendidikan.
### Jadwal Pelajaran Kelas 1 Kurikulum Merdeka

<table>
<thead>
<tr>
<th>No</th>
<th>Mata pelajaran</th>
<th>Alokasi intrakurikuler per tahun (minggu)</th>
<th>Alokasi projek penguatan profil pelajar pancasila per tahun</th>
<th>Total JP per tahun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pendidikan agama dan budi pekerti</td>
<td>108 (3)</td>
<td>36</td>
<td>144</td>
</tr>
<tr>
<td>2</td>
<td>pendidikan pancasila</td>
<td>144 (4)</td>
<td>36</td>
<td>180</td>
</tr>
<tr>
<td>3</td>
<td>Bahasa Indonesia</td>
<td>216 (6)</td>
<td>72</td>
<td>288</td>
</tr>
<tr>
<td>4</td>
<td>Matematika</td>
<td>144 (4)</td>
<td>36</td>
<td>180</td>
</tr>
<tr>
<td>5</td>
<td>Pendidikan jasmani olahraga dan kesehatan</td>
<td>108 (3)</td>
<td>36</td>
<td>144</td>
</tr>
<tr>
<td>6</td>
<td>Seni dan budaya</td>
<td>108 (3)</td>
<td>36</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>1. seni musik</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. seni rupa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. seni teater</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. seni tari</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total**:</td>
<td>**828 (23)</td>
<td>**252 (7)</td>
<td>**1080</td>
</tr>
<tr>
<td>7</td>
<td>Bahasa inggris</td>
<td>72 (2)**</td>
<td>-</td>
<td>72***</td>
</tr>
<tr>
<td>8</td>
<td>Muatan lokal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Keterangan:
*Diikuti oleh peserta didik sesuai dengan agama masing-masing
** satuan pendidikan menyediakan minimal 1 jenis seni (seni musik, seni teater, dan seni tari). Peserta didik memilih satu jenis seni.
*** paling banyak dua JP per minggu atau 72 JP per tahun sebagai mata pelajaran pilihan
**** total JP tidak termasuk mata pelajaran bahasa inggris, muatan lokal, atau mata pelajaran tambahan yang diselenggarakan oleh satuan pendidikan.

CONCLUSION
The independent curriculum, designed and made specifically for the continuity of education in Indonesia, aims to be able to overcome the decline in learning that is happening at the present time, which means providing freedom of learning or what is referred to as independent learning in the implementation of learning by educators, and school principals in their efforts to be able to compile, carry out the learning process and can further develop the curriculum in existing schools, taking into account the every need of students in receiving lessons. It can be said that the arrival of this independent curriculum was well received and welcomed by many people, especially educators and students, although there will be obstacles at the beginning but in practice education in Indonesia can develop very well as expected. The independent curriculum wants to achieve the goals that have been made, namely that existing educators, students, and parents can also get a better learning atmosphere in the future. Their curriculum also gives each learner a lot of freedom in developing their potential and in pursuing their interests. Thus students will not feel burdened with the lessons they receive.

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