

IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM AT THE DRIVING SCHOOL

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ABSTRACT

This study aims to discuss the implementation the independent learning curriculum at the driving school. This research is a literature study, namely research that is sourced from library materials using a qualitative approach. In this case, the researcher explored a number of data, both primary data and secondary data with the following steps: reading and studying in depth primary data such as books, journals, articles, theses and dissertations related to the discussion of the independent learning curriculum at the driving school. The conclusion of this study is that The existence of facilities and infrastructure is also very supportive of the successful implementation of the implementation of the independent curriculum in driving schools. The assessment in the independent curriculum at the driving school that is applied is a comprehensive assessment that encourages students to have competencies according to their talents and interests without burdening students with the minimum score. The National Examination is abolished and replaced with a Minimum Competency Assessment and Character Survey, each school is given full authority regarding those related to national exam policies, Simplification of Learning Implementation Plans.

Keywords: *Implementation, Independent Learning Curriculum, Driving School.*

INTRODUCTION

Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization or enculturation. Education activity is always affected by common problem in daily life like economy, politics, culture and the development of science and technology. Colin Marsh and Paul Morris (1991) said that education in particular curriculum is always determined by some factors like politics, national identity, economy, religion and knowledge development.

Indonesian Ministry of National Education states that education is intended to build and develop Indonesian society that is democratic, competitive, well developed, prosperous, faithful in God, mastering science and technology, highly disciplined and dedicated. Those statement shows that children are the invaluable asset for the future of nation. The other points are learning needs good learning environment and well standard facility, learning activity needs interconnection and interrelation among society members, and education is a never ending job for human being. Lodge states that life is education and education is life (Muhaimin et al,2001).

Curriculum is the main element to operate education activity. Indonesia always develops and modifies the curriculum over and over to make education activity in line with social dynamism of the country.

We need curriculum to bring the vision and mission of education into reality. Curriculum is the main machine of education process. Education reform means to develop and advance the curriculum to keep abreast with the current situation and the coming life of student. Richards et al.(1992) explains that curriculum is an educational program consist of educational objectives, content, teaching procedures learning experiences, and assessment. While Marsh

and Stafford define curriculum as an interrelated set of plan and experience which student completes under the guidance of the school. In light of this problem, curriculum development covers the development of materials, teaching procedures, learning experience and evaluation. To develop curriculum there are some points to deal with like basic conception of curriculum, philosophical basis of curriculum and psychological basis of curriculum.

At this time there is a new curriculum, namely the independent curriculum. Where the curriculum is independent as a learning design that provides opportunities for students to learn in a calm, relaxed, fun, stress-free and pressure-free manner, to show their natural talents. Merdeka learning focuses on freedom and creative thinking.

One of the programs presented by the minister of education and culture in the launch of independent learning is the start of the driving school program. This school program is designed to support each school in creating a generation of lifelong learners who have personality as Pancasila students. For the success of all that requires the role of a teacher. (Ainia, 2020) "Teachers as the main subject who play a role are expected to be the driving force to take action that gives positive things to students". The existence of an independent curriculum is a rearrangement in the national education system in Indonesia which suggests that this statement makes changes and progress of the nation so that it can adapt to changing times (Yamin & Syahrir, 2020)

Schools can start implementing Independent Curriculum. Education, Culture, Research, and Technology Minister Nadiem Anwar Makarim announced that schools can start implementing the Independent Curriculum (Kurikulum Merdeka) in stages in accordance with the readiness of each school. The Independent Curriculum is a substitute for the Prototype Curriculum. According to Nadiem, the Independent Curriculum has been tested in 2,500 driving schools. In addition, this curriculum was also launched in other schools.

The Driving School Program is an effort to realize the vision of Indonesian education by realize an advanced Indonesia that is sovereign, independent and has personality through the creation of students who are Pancasila. The focus of the driving school program is on developing student learning outcomes holistically which includes competence (literacy and numeracy) and character, starting with good human resources. These human resources are teachers and school principals. The drive school program is an evolution of the previous school development program. The Motivating School Program will accelerate public/private schools across schools to more advanced and developed. This activity will be carried out in stages and integrated with all schools in Indonesia to implement the drive school program. With regard to the implementation of the independent curriculum in the driving school at this time the researchers motivated to do research. For this reason, the purpose of this study is to identify and obtain information about the implementation of the independent curriculum in driving schools.

THEORETICAL FRAMEWORK

In the extensive Indonesian dictionary, the word Merdeka can be interpreted as being free from slavery, colonialism or can be interpreted as being independent. In Arabic, the phrase Merdeka is commonly referred to as hurriyah, which means free from all forms of binding oneself to anything or istiqla. In this context, being independent is equivalent to thinking freely and determining one's destiny. While learning is a relatively permanent behavior change, a life obtained from observation or practice.

Curriculum of Merdeka Belajar, a priority program of the Government to create superior human resources. The progress of the 4.0 industrial revolution is the foundation of the program, so the universities must immediately improve the learning activity to aligns it with

developing technology. Learning activities contained in the Merdeka Belajar curriculum, namely: 1) internships/industrial practices; 2) project in the village; 3) student exchange; 4) research; 5) entrepreneurship; 6) independent studies/projects; 7) humanitarian projects; 8) teaching in schools [1]. The principles of curriculum development are expected to be used as guidelines for study programs in developing the curriculum to produce a reliable curriculum in achieving learning objectives.

According to Sihotang (2021) that the driving teacher must have a role that can be used as a role model or role model, namely by having the ability to manage learning as effectively as possible and must also be able to bring significant changes in terms of improving the ecosystem that exists in a school or outside the school, not only that Motivating teachers must have the ability to create good relationships that exist between students and all school members by utilizing technological developments in order to create quality improvements and not forgetting to always carry out evaluations and improvements that are carried out continuously when carrying out learning practices.

According to Mulyasa (2021) that the teacher must be able to become a mentor and be able to become a teacher guidance for students in utilizing technology well so that it has benefits for the learning process. 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, applicable, varied and progressive learning. "And this new curriculum change requires collaboration, strong commitment, seriousness and real implementation from all parties, so that the profile of Pancasila students can be embedded in students" (Fetra Bonita Sari, Risda Amini, 2020).

The main assumption of independent learning is the provision of trust to the teacher so that the teacher feels independent in carrying out learning" (Koesoema, 2020). Learning is more comfortable, teachers and students can be more relaxed in discussing, learning can be outside the classroom which not only listen to the teacher's explanation, but also form courage, independence, clever in socializing, civilized, polite, competent, and not only relying on a ranking system which according to some surveys is only disturbing children and parents" The concept of Freedom of learning according to the opinion (Sherly et al., 2020) that the returning the national education system to the essence of the law to provide independence schools interpret the basic competencies of the curriculum into their assessment. By applying independent curriculum will be more relevant and interactive where project-based learning will provide.

RESEARCH METHODOLOGY

Qualitative descriptive method is used in this research method. (Sugiyono, 2020) stated that "qualitative methods are classified as artistic methods because the research process is less patterned and classified as interpretative methods because the data generated in a study tends to relate to the interpretation of data collected in the field". Qualitative research is the process of collecting data in a natural way for the purpose of interpreting and analyzing phenomena when the researcher can be the primary tool.

The descriptive method according to (Sugiyono, 2020) is the method used to analyze or explain the findings, but is not used to draw conclusions. Then, according to Anggito, in qualitative research, data is not sought through statistical means or other quantitative measurement methods. This qualitative description method is a research method that describes, describes, and analyzes objects from a particular situation from all data obtained during field activities. Interviews and observations are the techniques used in this study. On In this study,

it is explained what the roles of principals and teachers are to make the independent curriculum successful in driving schools. It also reviews whether this independent curriculum can be efficiently applied.

DISCUSSION

The concept of Independent Learning is an offer in reconstructing the national education system by rearranging the education system to meet the progress of change and improvement of the nation that adapts to changing times. Educators require where and when to study, regardless of the child is going through. The teacher dictates what material and goals the students have to learn, even though it is not relevant in the students' lives.

Even Ki Hajar Dewantoro emphasized several times the freedom of learning. "...independence should be imposed on the way children think, that is, do not always take the lead, or be told to admit the thoughts of others, it will still make it a habit for children to seek all knowledge by themselves using their own minds..." learning independence is an important matter, it is a prerequisite for the fulfilment of point learning achievements without learning Independence, students cannot enjoy learning. Character education will not be achieved because all behavior is not based on awareness.

The adaptation of the education system in the era of the industrial revolution 4.0 starts stimulation with a new literacy process. In this era, having extensive experience with the digital or visual world, it is currently the task of an educational institution to lead, direct and explore the critical power and potential of its students in the learning process to build an educational ecosystem that facilitates the growth of the character of independence, innovation, expertise. And the convenience of students, independent learning is expected to be able to form quality and superior resources to complete educational opportunities in the industrial revolution 4.0 era, which aims to advance a nation and state based on the description of the background above, an in-depth research is needed on learning methods in the independent education system study. Freedom to learn has a critical, creative, innovative, transformative, relevant, effective and efficient characteristic in the learning process. In this case, the Ministry of Education and Culture presents this concept in the world of education in Indonesia. They are emphasizing independent learning and driving teachers. This means that students have the freedom to get an education, and teachers become the driving force (motor) to achieve an independent learning process. The learning process carried out in a fun way allows students to remember more and longer material; in other words, the retention rate is more substantial. In Ki Hajar Dewantara's view above, freedom to learn produces creativity, an essential element for progress.

The Motivating School is a school that prioritizes the development of student learning outcomes where in the driving school it links one of the themes, namely the five principles of Student Profile. As the name implies, this driving school uses a curriculum which includes one important aspect in the life of society, nation and state.

The implementation of the independent curriculum on the learning motivation of students, to make it happen, of course, requires a big role from a teacher who is the end spearhead in realizing the driving curriculum in each school. A driving teacher has an obligation to bring changes to the curriculum to uphold Pancasila, so that the role of the driving teacher does not only follow curriculum that already exists but is required to be able to bring about change and balance with the times in the modern era by providing emphasis on five principles character education in students and are required to have a critical attitude in dealing with whatever is happening.

In the driving school curriculum, the assessment is known as a holistic assessment or assessment that is carried out before a learning process begins so that the focus of the

assessment of the driving school curriculum is on the learning outcomes of the students themselves.

The background of implementing the driving school curriculum, in addition to raising the theme of five principles of the student's profile, also raised the theme of culture work. So that the two themes are more known as the five principles Student Profile Strengthening Project and Work Culture. As a result, the learning motivation of students during the implementation of the curriculum is assessed increased than before. It is said so because it is adjusted to the theme of the five principles of the Student Profile Strengthening Project and Work Culture, where the learning motivation of students certainly increases because in achieving maximum results in the learning process, students are required to be able to get used to developing attitudes and values of work ethics in learning.

The driving school is expected to be able to make students who have the ability in cognitive, affective and psychomotor aspects develop optimally while continuing to apply and uphold good characteristics in the learning process.

The existence of facilities and infrastructure is also very supportive of the successful implementation of the implementation of the independent curriculum in driving schools. Complete facilities and infrastructure are very supportive of the implementation of the independent curriculum in driving schools, especially in the availability of IT tools. Motivating schools receive financial assistance to complete the availability of infrastructure that supports learning while participating in the driving school program. For books in the Independent Curriculum, the Ministry of Education and Culture has prepared them. In its implementation, it is undeniable that it will involve various learning platforms as learning media, because the driving school is the beginning of change towards school digitization (Patilima, 2022)

The assessment in the independent curriculum at the driving school that is applied is a comprehensive assessment that encourages students to have competencies according to their talents and interests without burdening students with the minimum score that must be taken by independent curriculum students. Teachers are free to make assessments. The National Examination is abolished and replaced with a Minimum Competency Assessment and Character Survey, each school is given full authority regarding those related to national exam policies, Simplification of Learning Implementation Plans.

CONCLUSION

The existence of an independent curriculum is a rearrangement in the national education system in Indonesia which suggests that this statement makes changes and progress of the nation so that it can adapt to changing times. By using an independent curriculum, changes are felt in schools, teachers are more flexible to be creative in teaching as much as possible, and to know more about the interests, talents, needs and abilities of students. The independent curriculum learning process at the driving school refers to the profile of Pancasila students which aims to produce graduates who are competent and uphold character values. Teachers can more freely choose teaching methods.

The Driving School is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competence and character starting with superior human resources (principals and teachers). The Motivating School Program prioritizes the development of student learning outcomes and relates them to one of the themes, namely the Pancasila Student Profile. This driving school curriculum is expected to be able to motivate students to increase critical power and activeness in learning

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