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THE ROLE OF INDEPENDENT CURRICULUM IN DEVELOPING STUDENTS' CREATIVE AND INNOVATIVE SKILLS IN THE ERA OF SOCIETY 5.0

Hasan Sastra Negara & Fitri Angraini
UIN Raden Intan Lampung
hasansastranegara@radenintan.ac.id; fitriangraini890@gmail.com

Abstract

Rapid developments, especially in the era of Society 5.0, require adaptation in the education system to create a generation that is not only knowledgeable, but also has high creative and innovative skills. The purpose of this study is to describe the role of the independent curriculum in developing students' creative and innovative skills in the era of society 5.0. This study is included in the type of qualitative research with a descriptive method. The subjects of the study were teachers and students. Data collection through observation, interviews, and documentation. Data were analyzed using the Miles and Huberman model which includes data reduction, data display, and data verification. The results of the study show that (1) the independent curriculum that is implemented gives students more freedom to explore their interests and talents. (2) In determining students' interests and talents, teachers use diagnostic assessments in order to understand students' learning styles and interests because each student has a different way of learning. (3) The Independent Curriculum used integrates Pancasila values in every learning activity, such as teachers implementing project-based learning to strengthen the profile of Pancasila students (P5) by giving assignments or projects individually or in groups through coloring pictures, drawing Indonesian batik, and making *ecoprint* crafts . (4) Teachers apply various models to develop creative and innovative thinking skills in grade 4 elementary school students, one of which is through project-based learning. The conclusion of this study is that SD Islam Assalam Bandar Lampung has implemented an independent curriculum whose learning has developed student creativity and innovation through the project-based learning model and integrated Pancasila values in implementing P5-based learning.

Keywords: Independent Curriculum; Creative and Innovative Skills; Era Society, Technology

INTRODUCTION

The curriculum plays an important role as a guideline and reference in the learning process in schools, namely as a director and regulator in achieving educational goals (Fatmawati, 2021; Sundari, 2017; Wahyudin, 2018; Zumrotun et al., 2024). The curriculum is a major component in the success of education, where a good and appropriate curriculum will lead education to the desired goals and objectives (Baba, 2018; Buchari, 2018; Julaeha et al., 2021). Along with the progress of the times, the curriculum continues to be developed according to educational needs. Where this development is expected to be able to improve skills and produce a generation of the nation with superior, quality, creative, innovative, and competitive resources (Asna et al., 2023; Boentolo et al., 2024; Iqbal et al., 2023; Puspa et al., 2023). The independent curriculum is an innovation in the Indonesian education system which is designed as a new paradigm in the context of developing creative and innovative skills (Fitriyah & Wardani, 2022; Kurniati et al., 2022; Ledia & Bustam, 2024; Mulyono, 2022).

On the other hand, the Society 5.0 era is a new era where technology and humans unite to create a better society (Danuri, 2019; Gunawan & Handayani, 2023; Maulidya & Indriani, 2023). These two things are interrelated because the curriculum needs to adapt to the developments and needs of today's society. In addition, the curriculum must stimulate students' creativity and innovation and contribute to building a better society. The independent curriculum teaches students to think critically, analytically, and creatively in facing Society 5.0 (Anggreini & Priyojadmiko, 2022; Hanipah, 2023; Nadhiroh & Anshori, 2023). A teacher must be able to minimize the role as a *learning material provider* , a teacher must be an inspiration for the growth and development of student creativity. A teacher must be able to be a facilitator, tutor, inspiration and true learning that motivates students to Learn Independently (Anggreini & Priyojadmiko, 2022). The independent curriculum at SD Islam Assalam Bandar Lampung has been applied to all subjects both in lower and higher classes, more precisely in class I and class IV, in the independent curriculum there are school activities carried out by students to strengthen and deepen learning (co-curricular activities).

Through the independent curriculum, students' thinking skills can be developed, such as creative and innovative thinking. Creative thinking skills are when students find a lesson, then consciously modify it in their own thinking and something new happens (Ramdani & Artayasa, I., 2020). The level of creative thinking of students is still low, seen when students are presenting (Aliyyatunnisa, 2019; Guntur et al., 2020; S. P. Sari et al., 2019; W. P. Sari et al., 2022). Students rarely take notes on important things, instead students are busy with their own affairs, then students have not been able to see problems from different perspectives. Students rarely provide new ideas or ideas that are different from their friends. This can be seen when educators give students the opportunity to create or provide new ideas, but only 5 people are able to provide new ideas. Students also rarely find problems, ideas, or things that other people have not thought of, so students have not been able to convey their thoughts or ideas that are different from others. However, there are some students who are able to develop or enrich their friends' ideas. But students rarely create something in detail, they only create or convey it as is.

Based on the problems that have been presented, there is research conducted related to the role of the independent curriculum and the development of student skills in the era of society 5.0, namely (Amalia, 2022; Anggreini & Priyojadmiko, 2022; Fauziah et al., 2022; Mardhiyah et al., 2021; Marwan et al., 2024; Millati, 2021; Neliwati et al., 2023; Setiyaningsih & Wiryanto, 2022; Waruwu & Waruwu, 2023; Zumrotun et al., 2024) in the previous study discussing 21st century education and learning which provides a positive contribution to the development of student independence which is oriented towards activities to train critical thinking skills, problem solving, metacognition, communication, collaboration, innovation and creativity, information literacy in students by leading to the learning process. In addition, it discusses the important role of teachers and principals in implementation by using various creative and innovative strategies and techniques to meet the demands of the needs of personal, social, learning, and career aspects of students in order to realize superior student character and national values according to the 6 dimensions of Pancasila, and increase teacher independence and professionalism. No one has discussed the role of the independent curriculum in developing skills, especially creative and innovative skills in students in the era of society 5.0. The purpose of the study is to describe the role of the independent curriculum in developing creative and innovative skills of students in the era of society 5.0.

METHODS

This study adopted a qualitative descriptive design with the aim of describing the role of the Merdeka Curriculum in developing students' creative and innovative skills in the Society 5.0 era. This design was chosen to gain an in-depth understanding of how the curriculum contributes to the development of these skills. The objects of the study include the role of the Merdeka Curriculum and the development of students' creative and innovative skills in the era in question. The location of the study was at SD Islam Assalam Bandar Lampung, which was selected through several stages and considerations. First, the research objectives were identified, where this school had implemented the Merdeka Curriculum. Second, the city was selected because SD Islam Assalam has better technological infrastructure than other schools in the surrounding area; also, the Bandar Lampung city government has implemented the development of 21st century learning. Third, an initial survey was conducted to determine schools that had implemented the Merdeka Curriculum, by selecting private schools in the city center that had varying levels of curriculum implementation. Fourth, the sample selection was carried out purposively to ensure that the school was able to provide relevant insights into the role of the Merdeka Curriculum in developing student skills.

The subjects of the study consisted of teachers and fourth grade students. This study was conducted from January to March 2024. The selection of the number of respondents was carried out so that researchers could conduct in-depth interviews and obtain detailed data, with the hope that respondents could provide relevant and in-depth information on the topic being studied. Carefully selected respondents have met the requirements to ensure the validity and reliability of the data through triangulation, and include sufficient variation in relevant characteristics, such as teaching experience and implementation of the Independent Curriculum.

The research instruments used include observation, interview questionnaires, and documentation. Observation aims to record the activities and implementation of the Merdeka Curriculum in schools, while the interview questionnaire consists of open-ended questions to explore the experiences and views of teachers and students. Documentation is carried out to collect information related to the role of the curriculum in developing student skills in the Society 5.0 era.

Data were collected through several methods: direct observation of learning using the Merdeka Curriculum, semi-structured interviews with teachers and students to gain an in-depth understanding of their experiences and perceptions, and documentation that includes collecting data in the form of images, audio, video, and other documents. The validity of the data was ensured through careful observation, increased persistence, and triangulation that included comparing various sources and techniques.

Data analysis follows the Miles and Huberman model, which includes three main steps (Amaliya & Fathurohman, 2022): (1) data reduction, which is the process of selecting, focusing, simplifying, abstracting, and transforming raw data from field notes, interviews, and documents; (2) data display, which is arranging the reduced data in the form of matrices, graphs, tables, or diagrams to facilitate understanding and interpretation; (3) verification and drawing conclusions, where researchers draw conclusions and verify data through triangulation to compare and confirm information from various sources.

The research procedure consists of several stages: (1) preparation, including identification of research locations, preparation of instruments such as observation and interview questionnaires, and instrument trials to ensure validity; (2) data collection, conducted through direct observation at SD Islam Assalam to see the implementation of the Merdeka Curriculum, in-depth interviews with teachers and students, and collection of related documents; (3) data analysis, which includes organizing and reducing the data that has been collected, presenting data in an analysis format, and verification and triangulation to ensure the validity of the findings; (4) reporting, where the research results are compiled in the form of reports and recommendations based on the findings obtained. The steps in data analysis follow the procedures set out by Miles and Huberman, namely:

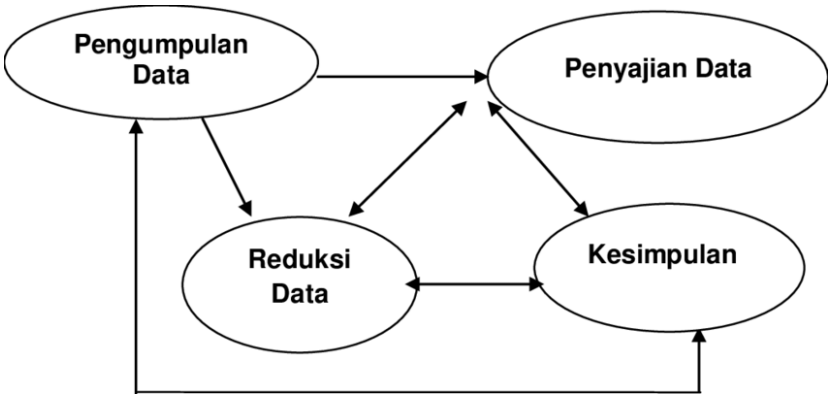

Figure 1 Miles and Huberman Analysis Steps(Sam & Qohar, 2016)

RESULTS

The Independent Curriculum provides students with greater freedom to explore their interests and talents, which in turn encourages students to think creatively and find innovative solutions to various challenges. This freedom reflects the importance of personalization in learning, where students are encouraged to develop their abilities according to their potential and interests, creating a more relevant and meaningful learning experience. The implementation of various projects and practical activities in the Independent Curriculum allows students to apply theoretical knowledge in real situations. This approach not only improves students' understanding of the learning material, but also hones students' problem-solving and innovation skills. By facing real-world challenges, students learn to think critically and creatively, find effective solutions, and develop out-of-the-box thinking skills that are much needed in the Society 5.0 era. The Independent Curriculum also plays a role in creating a fun and challenging learning environment. This kind of environment can increase students' learning motivation, encourage them to continue to innovate and explore new possibilities. In this supportive atmosphere, students feel more enthusiastic about learning and are more courageous in taking risks in the learning process, which is the key to developing creativity and innovation. This is the same as what was conveyed by the fourth grade teacher in his interview that:

"We implement the Independent Curriculum at SD Islam Assalam by giving students more freedom to explore their interests and talents. We strive to create a fun and challenging learning atmosphere with various projects and activities that encourage creativity and innovation. The implementation of the Independent Curriculum is very relevant to the Society 5.0 era, where technology and creativity are the main keys. We integrate technology into learning, such as using digital devices and online learning platforms. In addition, the projects given are often based on solving real problems that require creative thinking and innovative solutions."

The implementation of the Independent Curriculum at SD Islam Assalam shows an innovative approach to education that gives students more freedom to explore their interests and talents. In a fun and challenging learning environment, students are encouraged to engage in various projects and activities that stimulate creativity and innovation. This approach is very relevant to the demands of the Society 5.0 era, where technology and creativity are key elements. The integration of technology into the learning process is carried out through the use of digital devices and online platforms, which help

facilitate a more interactive and modern learning experience. In addition, the projects given to students are often based on solving real problems, which require not only creative thinking but also innovative solutions. Thus, SD Islam Assalam seeks to prepare students to face future challenges with relevant and adaptive skills.

The independent learning curriculum will change the learning method that was previously implemented in the classroom to learning outside the classroom. The concept of learning outside the classroom provides opportunities for students to have flexible discussions with their teachers. In this way, students can develop their character by daring to express opinions, gain social skills, and become competent students. Students will later be given the freedom to elaborate on the skills they have (Wahyuni et al., 2023). In its implementation, teachers during learning link learning to the context of students' real lives, where teachers utilize the local environment, culture, and issues that exist around them. One form of learning at SD Islam Assalam that provides direct experience to students is by inviting students to go directly to the field, for example to the market, such as in the buying and selling material, students are invited to go directly to the market to make transactions with sellers.

The implementation of the Independent Curriculum at SD Islam Assalam began with a diagnostic assessment. The purpose of the diagnostic assessment is to determine the characteristics of students, starting from learning styles, student interests, to the potential of students. This assessment is carried out at the beginning of the school year and occasionally before teaching to determine students' readiness for learning. Similar to what the fourth grade teacher said in his interview, namely:

" *Diagnostic assessment at SD Islam Assalam aims to understand the characteristics of each student in depth. Through this assessment, we can find out the students' learning styles, their interests, and their potential. With this information, we can design more appropriate and effective learning for each student. Diagnostic assessments are carried out at the beginning of the school year to get an initial picture of each student. In addition, this assessment is also carried out occasionally before teaching, especially when starting a new topic or a large project, to determine the students' readiness for learning. The methods used can be observation, questionnaires, interviews, and simple initial tests* ."

It is important to know the learning styles and interests of students because each child has a different way of learning. Some prefer visual, some are kinesthetic, or auditory. By understanding this, teachers can adjust teaching methods to be more effective and

interesting for students. Likewise with student interests, if learning is related to what they are interested in, they will be more motivated and enthusiastic. After getting the results of the diagnostic assessment, teachers analyze the data to design the right learning strategy. For example, if there are students who prefer visual, the teacher will use more pictures, diagrams, or videos in learning. Teachers can also group students based on interests or learning styles for group activities, so that students can support each other and learn in the way that is most appropriate for the student. The results of the diagnostic assessment help teachers identify the creative and innovative potential of each student. By understanding students' interests and learning styles, teachers can provide projects and activities that are truly interesting and challenging for students. For example, if a student shows interest and potential in art, the teacher can provide a more complex art project or involve technology. In this way, each student can develop according to their potential and become more creative and innovative.

The Merdeka Curriculum is also implemented by integrating Pancasila values in every learning activity. Teachers apply project-based learning to strengthen the profile of Pancasila students (P5) by giving assignments or projects based on strengthening the profile of Pancasila students to students either individually or in groups. This aims for students to have values of piety to God Almighty, global diversity, being independent, being able to work together, thinking critically and thinking creatively.

The teacher gives P5 assignments, namely coloring the pictures provided to students, the aim is to train students' creative thinking. The teacher also gives assignments in the form of drawing Indonesian batik in each student's P5 notebook. In P5 project-based learning, the teacher instructs students to record the application of each dimension of the Pancasila student profile in each student's notebook. The teacher gives P5 assignments by writing the dimensions of the Pancasila student profile on the cardboard that has been provided. The teacher carries out project-based learning to strengthen the Pancasila student profile by making *ecoprint crafts* , namely crafts whose manufacturing method utilizes natural dyes from tannin or leaf, flower, root, or stem dyes that are placed on a piece of cloth, then the cloth is boiled and then dried. The teacher and students make *ecoprint crafts* in the form of clothes. This aims for students to have an independent attitude in completing their own tasks, have a mutual cooperation attitude by helping friends who are in trouble, and have creative thinking. This is in line with what was expressed by the fourth grade teacher, namely:

" *The P5 assignments that we give to students aim to train creative thinking and strengthen the profile of Pancasila students. For example, we give assignments to color the pictures that have been provided. The goal is to train students' creativity and imagination in choosing colors and combining them. We also give assignments to draw Indonesian batik in P5 notebooks to each student. This aims to introduce and preserve Indonesian culture while training their drawing skills* ."

In P5 project-based learning, students are asked to record the application of each dimension of the Pancasila student profile in their notebooks. This helps students understand and reflect on the values of Pancasila in their daily lives. The dimensions of the Pancasila student profile include aspects such as critical thinking, creativity, independence, mutual cooperation, global diversity, and noble character. By recording the application of these dimensions, students are expected to be able to internalize and apply them in their daily lives. The implementation of the Merdeka Curriculum in this school is designed to develop students' creativity, innovation, and character in accordance with the values of Pancasila. Through diagnostic assessments conducted at the beginning of the school year, teachers can understand the characteristics, interests, and potential of each student, so that learning can be tailored to individual needs. P5 assignments, such as coloring pictures, drawing Indonesian batik, and recording the application of the dimensions of the Pancasila student profile, aim to train creative thinking and strengthen national values. Ecoprint craft projects involving making clothes with natural dyes not only improve students' practical skills and creativity, but also teach independence and mutual cooperation.

As in this ecoprint research (Dyatmika et al., 2023; Kartika et al., 2023; Putri et al., 2023; Yasin, 2024), students can express their creativity and imagination in an environmentally friendly work that can later be developed and utilized to reduce environmental pollution. Students can continue to develop creativity in utilizing leaves and flowers in order to reduce environmental pollution and hone skills that will be useful in the next level of education . The positive response and enthusiasm of students towards these tasks show the success of this approach in supporting their holistic development. Thus, the Independent Curriculum at SD Islam Assalam has succeeded in creating a challenging learning environment and supporting the development of creative and innovative skills of students in the Society 5.0 era.

Teachers apply various models to develop creative and innovative thinking skills in grade 4 elementary school students. One of them is through project-based learning.

Students are involved in projects that require solving real problems, such as creating an ecosystem model or designing an environmental campaign. In addition, teachers encourage exploratory activities in students to explore their interests. For example, through science experiments, arts, and crafts, students are free to choose topics that interest them, which in turn increases students' creativity. This is in accordance with what was expressed by the teacher in her interview:

" *One of the main models that I implement is through project-based learning. I believe that through these projects, students have the opportunity to develop creative and innovative thinking skills directly. One of the projects I did was an ecosystem modeling project. Students were given the task of creating an ecosystem model that displayed various elements such as plants, animals, and their natural environment. Students had the freedom to choose the ecosystem they wanted to study, such as a rainforest, desert, or river. Students were involved in every stage of the project, from researching the chosen ecosystem to designing and building the ecosystem model. Students had to think creatively about how to display the elements of the ecosystem accurately and attractively in the model* ."

In the interview above, it is seen that the educational approach applied uses a project-based learning model to strengthen creative and innovative thinking skills. The application of the project-based model, for example, the teacher gives students a project to create an ecosystem model that displays various elements, such as plants, animals, and their natural environment. Students are given the freedom to choose the ecosystem they want to study, for example, a rainforest, desert, or river. Each student must then conduct research on the chosen ecosystem, including the plant and animal life there, and how environmental factors affect the ecosystem. After that, students are asked to design and create their own ecosystem model using available materials, such as paper, cardboard, paint, and other recycled materials. Students must think creatively about how to display the elements of the ecosystem accurately and aesthetically in the model. During the model-making process, students learn to think creatively in solving problems that arise, such as how to best arrange ecosystem elements and how to use available materials effectively.

When the project is completed, students then present the model to their classmates and explain the ecosystem studied and the reasons behind the model design used. Through this project, students not only gain a better understanding of the ecosystem, but also develop creative and innovative thinking skills through a real problem-solving process. Through the ecosystem modeling project, the teacher provides a concrete example of how

students are actively involved in learning. By giving students the freedom to choose and design an ecosystem model, they not only hone their research and design skills, but are also encouraged to think creatively about how to depict ecosystem elements accurately and interestingly. This approach emphasizes not only the end result, but also the process, so that students can experience the development of critical and innovative thinking skills throughout the project. Thus, the teacher creates a learning environment that introduces creativity, independence, and overall student involvement, which are important foundations for educational success. As in the study(Anjarini, 2022; Dini, 2022; Fariza & Kusuma, 2024; Kusadi et al., 2020; Nurmantoro et al., 2022; Puspita et al., 2022; Ramadhan & Hindun, 2023) The integrated thematic learning model based on projects that includes syntax, social systems, reaction principles, support systems and instructional impacts, along with learning support tools is very effective in improving students' creative thinking skills. The implementation of project-based learning model significantly improved students' creative thinking skills which showed an increase in their ability to formulate new ideas, solve complex problems, and collaborate effectively. In addition, students developed positive attitudes towards learning, increased motivation, and experienced an increase in their understanding of learning concepts.

There are 7 learning models recommended for learning in the 21st century, including: (1) Discovery Learning; (2) Inquiry Learning; (3) Problem Based Learning; (4) Project Based Learning; (5) Production Based Learning; (6) Teaching Factory; (7) Blended Learning Model (Mardhiyah et al., 2021). Assalam Islamic Elementary School has implemented learning models based on group discussions, demonstrations, problem-based learning, direct learning, and other active learning models. With the learning model aimed at making learning achievements and objectives more efficient and effective and also by implementing one of the learning models into the learning process, it is expected to improve the quality of learning so that it can help students in creating skills in creativity. This is in line with research (Albina et al., 2022; Khawani & Rahmadana, 2023; Nirmayani & Dewi, 2021)that by implementing learning models in the 21st century, the learning process is more innovative and can improve student creativity.

Increasing students' creativity and innovation in the Independent Curriculum provides students with the freedom to develop their creativity and innovation. This encourages students to be more active in learning and produce creative and innovative works. In implementing the Independent Curriculum, creative and innovative thinking

skills in grade 4 elementary school students can be applied through various approaches that emphasize active student participation and emphasis on developing individual interests and talents. For example, teachers can organize thematic learning projects where students are asked to explore their own interests, such as designing an environmentally friendly environmental park. The use of technology can also be incorporated into learning, such as the use of graphic design applications to create presentations on innovative solutions to social or environmental problems. In addition, collaboration in group projects encourages students to develop social and creative skills, while creating creative solutions to existing problems. Discovery-based learning can also be used, where students are encouraged to find answers to their own questions, spurring creative and innovative thinking. Through this approach, students not only learn about the subject matter, but also develop thinking skills that are important for success in a world that is constantly changing and developing. This is in accordance with research(Nurnaningsih et al., 2023) Students' creative thinking skills emerge in the form of ideas, variations of ideas that emerge from various points of view, development of ideas by observing and analyzing various possible information, and the emergence of new ideas that arise from their sensitivity.

DISCUSSION

The Merdeka Curriculum gives students the freedom to explore their interests and talents, which is very important in enhancing creativity and innovation. In this context, the application of project-based learning methods has proven effective. Students are involved in various projects that not only improve practical skills but also encourage them to think critically and creatively. For example, activities such as drawing batik and making ecoprint crafts provide hands-on experiences that enrich students' learning process.

Diagnostic assessments conducted by teachers are also an important factor in this study. By understanding the characteristics and learning styles of students, teachers can design more appropriate and interesting learning strategies. This finding is in line with research by Zafitri et al., (2018), which shows that appropriate assessments can improve learning effectiveness by adjusting teaching methods to students' needs. In addition, research by Anggreini & Priyojadmiko, (2022)also emphasizes the importance of the role of teachers in facing the challenges of implementing the Independent Curriculum, which focuses on improving more interactive and creative learning.

In comparison with previous studies, such as those conducted by (Monalisa, 2023), which showed that the Independent Curriculum can improve students' learning independence, the results of this study confirm that the freedom given in the curriculum encourages students to be more active in the learning process. Research byFuadiy & Al Fauz, (2023) also supports these findings, by showing that project-based learning can improve students' motivation and creative thinking skills. This suggests that a more flexible approach to the curriculum can have a positive impact on students' skills.

In addition, research byRosnaeni, (2021) shows that innovative learning approaches, such as problem-based learning, also contribute to improving students' problem-solving skills, which is in line with the objectives of the Independent Curriculum. Research by Said, (2023) highlights the importance of technology integration in education to improve the effectiveness of learning in the digital era. The results of this study are in line with the findings that the use of digital tools in learning can improve student interaction and their involvement in the learning process, which are important aspects of the Independent Curriculum. In addition, research by Simanjuntak et al., (2023)shows that parental involvement in children's education also has a positive effect on the development of student skills, which can be considered in the implementation of the Independent Curriculum.

Overall, this study confirms that the Independent Curriculum is not just an educational guide, but also a tool that empowers students to develop creative and innovative skills. By implementing an approach that is responsive to students' needs, this curriculum has the potential to prepare young people to become competitive and adaptive individuals in a changing world. The implications of this study indicate the need for training for teachers to apply diagnostic assessments and project-based learning methods effectively, as well as the integration of technology in learning to increase the effectiveness of the Independent Curriculum.

CONCLUSION

The Independent Curriculum has a significant role in developing creativity and innovation in students at the Assalam Islamic Elementary School in the era of society 5.0. The independent curriculum that is implemented gives students more freedom to explore their interests and talents. In determining students' interests and talents, teachers use

diagnostic assessments to understand students' learning styles and interests because each student has a different way of learning. The Independent Curriculum used integrates Pancasila values in every learning activity, such as teachers implementing project-based learning to strengthen the Pancasila student profile (P5) by giving assignments or projects individually or in groups through coloring pictures, drawing Indonesian batik, and making *ecoprint* crafts. Teachers apply various models to develop creative and innovative thinking skills in grade 4 elementary school students, one of which is through project-based learning. In addition to the project-based learning model, Assalam Islamic Elementary School has implemented group discussion-based learning models, demonstration-based learning, problem-based learning, direct learning, and other active learning models in accordance with 21st century learning.

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