

SCHOOL READINESS IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM AT SMP ISLAM YAQIN 1 MONTONG BATU BAWI, JEROWARU DISTRICT

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Abstract

The curriculum plays a holistic function in the world of education. In its strategic position, it serves as a vehicle and medium for the conservation, internalization, crystallization, and transformation of knowledge, technology, arts, and human life values. The objectives of this research are: 1) To understand the efforts of schools in implementing the Merdeka Belajar curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru; 2) To identify the roles of teachers in implementing the Independent Learning Curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru; and 3) To analyze the supporting and inhibiting factors in the implementation of the Independent Learning Curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru. The research method used in this study is descriptive qualitative. Data collection techniques involve observation, interviews, and documentation. Data analysis includes data reduction, data presentation, and drawing conclusions. The findings of this study indicate that: 1) the efforts made by the school are not only focused on students but also include curriculum analysis, identification of student needs, competency-based learning design, use of digital resources, innovation in learning approaches, diverse material development, trial and evaluation, up to reflection and adjustment; 2) The teacher council at SMPI Yaqin 1 Montong Batu Bawi, Jerowaru, has played roles as facilitators in facilitating the learning process, evaluators in assessing student progress and educational programs, innovators in creating new learning methods, and motivators in inspiring and encouraging student learning enthusiasm; 3) There are several supporting factors in implementing the Independent Learning Curriculum at this school, including adequate technology infrastructure, education management information systems, competency training and development, supportive leadership, and partnerships with external parties. The inhibiting factors include limited access and infrastructure, data analysis incapacity, time and resource constraints, policy uncertainty, and privacy and security issues. The

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implications of these findings highlight the importance of continuous support and a holistic approach in ensuring the successful implementation of the Independent Learning Curriculum at the junior high school level, as a step towards improving the quality of education in Indonesia.

Keywords: School Readiness, Independent Learning, Curriculum

INTRODUCTION

Independent Learning Curriculum is a policy prepared by the Ministry of Education, Culture, Research, and Technology aimed at developing the existing curriculum. According to the Ministry of Education, Culture, Research, and Technology, Independent Learning Curriculum includes various types of internal learning, where the learning content is optimized to provide sufficient time for students to understand concepts and strengthen their competencies. This curriculum can maximize learning by allowing students ample time to explore concepts and consolidate their knowledge (Nugraha, 2022). The curriculum outlines choices for all educational units and gathers information about units ready to implement the Independent Learning Curriculum.

One of the main aspects of the Independent Learning Curriculum is to provide flexibility for teachers in designing and implementing learning according to students' needs and local characteristics. The concept of Independent Learning Curriculum fundamentally promotes learning that provides space for independence, is contextual, and implemented innovatively (Joulanda A.M Rawis et al., 2023). Independent Learning Curriculum includes many intracurricular learning activities, which are more reinforced, giving students sufficient time to understand learning concepts and develop their own competencies (Marsela Yulianti et al., 2022).

The curriculum is an integral part of the education system that cannot be separated from other system components. Without a curriculum, an education system cannot be considered complete. The curriculum is the spirit that drives the dynamics of an education system and is a vital idea that forms the basis for delivering quality education. Indeed, the curriculum often serves as a benchmark for the quality and implementation of education. The quality of education outputs heavily depends on the quality of the curriculum, which directly impacts learners.

Changes to the existing curriculum are referred to as the Independent Learning Curriculum. The Independent Learning Curriculum aligns with the aspirations of the national education figure Ki Hajar Dewantara, emphasizing independent and creative learning freedom. This fosters learners with independent character (Ardianti et al., 2022). The curriculum serves a holistic function in the world of education. In its strategic position, it plays a role and functions as a vehicle and medium for the conservation, internalization, crystallization, and transformation of knowledge, technology, arts, and the values of human life (Tim Pengembang MKOP, 2006).

The curriculum plays a significant and strategic role in perpetuating the mandate of knowledge taught by Allah SWT through prophets, philosophers, scholars, theologians, academics, and teachers across generations, fostering the development of students' cognitive, affective, and psychomotor potentials. Consequently, it ensures the continuous evolution of knowledge and life values within a framework that creates conducive, dynamic, and constructive conditions in the world. As a means and medium of internalization, the curriculum functions as a tool for understanding, appreciating, and applying these knowledge and values across a broad and universal spectrum of life realities, thus imbuing life with significance in terms of utility and outcomes.

The curriculum serves as a vehicle and medium for crystallizing knowledge and life values because individuals, as both objects and subjects of education and the curriculum, are not only required to comprehend, understand, master, appreciate, and practice these knowledge and values but also to develop concern and commitment towards them. This ensures that holders of knowledge and values feel a sense of belonging and responsibility towards themselves and their environment, based on the mandate they uphold (Helmawati, 2016).

The curriculum not only serves as a means and medium for conservation, internalization, and crystallization but also acts as a vehicle and medium for transformation. Holders of knowledge and values are required to pioneer, lead, and design a constructive, dynamic, productive, and innovative human civilization. They are also tasked with actively and dedicatively guiding, nurturing, and directing its changes through increasingly improved civilizational transformations.

Changes in the curriculum have both positive and negative impacts on the quality of education. The positive impact includes enabling students to learn in line with the times, as described above. However, rapid changes in the curriculum can also have negative effects,

where students' learning outcomes may decline due to difficulties in adapting or adjusting to the new curriculum (Oktaviani et al., 2023a).

Thus, it is reasonable for the government to constantly refine previous curricula, as they have been adjusted to meet the demands of the times, where rapid technological advancements compel continuous adaptation to avoid falling behind. Moreover, the emergence of the Covid-19 pandemic that swept the world has made the integration of technology into education particularly palpable. Since Indonesia's independence, the curriculum has undergone changes up to 11 times. The first curriculum was the 1947 Curriculum, followed by the 1954 Curriculum, the 1968 Curriculum, the 1973 Curriculum (School Development Pioneer Project), the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, the 1997 Curriculum (1994 Curriculum revision), the 2004 Curriculum (Competency-Based Curriculum), the 2006 Curriculum (School-Based Curriculum), and the 2013 Curriculum. (Insani, 2019).

In the teaching and learning activities, there are learning achievements of the curriculum that must be fulfilled by students, teachers, and schools. Student learning achievements are the minimum competencies that every student must achieve in each subject. Learning achievements in the Independent Learning Curriculum are updates of the Core Competencies and Basic Competencies designed to strengthen the focus on competency development. In the 2013 Curriculum (K13) and previous national curricula, this focus already existed and is continued in this curriculum. Each learner's learning achievements vary according to their educational level, from Early Childhood Education (PAUD), elementary education, junior high school, to senior high school.

Previous relevant studies to this research include: One: Teacher Readiness in Implementing the Independent Learning Curriculum in Elementary Schools (Febrianningsih et al., 2023). What sets this study apart is its focus, methodology, as well as the objectives and findings. Two: Analysis of School Readiness in Implementing the Independent Learning Curriculum in Elementary Schools (Oktaviani et al., 2023b). What distinguishes this study is its focus, methodology, as well as the objectives and findings.

The problem statement in this research are as follows: 1) What efforts are made by the school in implementing the Independent Learning Curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru?; What is the role of teachers in the implementation process of the Independent Learning Curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru?; and

What are the supporting and inhibiting factors that influence the implementation of the Independent Learning Curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru?

The objectives of this research are: 1) To understand the efforts made by the school in implementing the Independent Learning Curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru; 2) To identify the role of teachers in implementing the Independent Learning Curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru; and 3) To analyze the supporting and inhibiting factors in the implementation of the Independent Learning Curriculum at SMPI Yaqin 1 Montong Batu Bawi Jerowaru.

METHODS

The method in this research emphasizes qualitative research, which describes the actual conditions of an object directly related to the research context of interest. Qualitative methodology is a research procedure that generates descriptive data in the form of written or spoken words from individuals and observable behaviors. Therefore, this study interprets a data variable and connects it with other data variables presented in the form of words or narrative sentences (Andi Prastowo, 2016).

In this study, the researcher employs a qualitative descriptive research approach. Qualitative descriptive research collects data in the form of words rather than numerical figures. It also guides research to explore or capture social situations comprehensively, extensively, and in depth (Sudarwin Denim, 2002). The research was conducted at SMPI Yaqin 1 Montong Batu Bawi, located in Jerowaru District, East Lombok Regency. The focus of the study is on how prepared this school is in adapting to the Ministry of Education's policy in implementing the Independent Learning Curriculum. The research was carried out from January to March 2024. The research object is SMPI Yaqin 1 Montong Batu Bawi, situated in Pandan Wangi Village, Jerowaru. The research subjects include school administrative staff, vice principals in charge of the curriculum, teachers of grades VII to IX, and students of grades VII to IX. Data collection methods used by the researcher include observation, interviews, and documentation. For data analysis, data reduction, data presentation, and conclusion drawing were conducted. This process involves arranging data sequences, organizing them into patterns, categories, and basic units of analysis.

RESULTS

Curriculum was investigated through field research involving observations and interviews with the vice principal in charge of the curriculum, subject teachers, class advisers, and students. Based on observations and interviews with multiple sources, it was found that the implementation of the Independent Learning Curriculum at SMPI Yaqin 1 is still in its initial stages and experimental phase. This is evident from the school's preparedness in terms of instructional materials, computer facilities, and internet access.

1. The readiness of SMPI Yaqin 1 Montong Batu Bawi in implementing the Independent Learning Curriculum.

In implementing the Independent Learning Curriculum at SMPI Yaqin 1, several efforts must be undertaken by the school administration, including the principal, vice principal in charge of the curriculum, and teaching staff. These efforts include curriculum development and instructional material enhancement. In the development of curriculum and instructional materials, several steps are crucial to consider, including: a) Identification of educational goals; b) Consultation and stakeholder participation; c) Competency mapping; d) Competency-based learning design; e) Integration of technology and innovation; f) Development of holistic evaluation; g) Teacher training and development; and h) Continuous monitoring and evaluation.

By adhering to these efforts and steps, schools can effectively and correctly implement the Independent Learning Curriculum. Furthermore, in developing instructional materials, schools focus not only on students but also conduct curriculum analysis, identify student needs, design competency-based learning, utilize digital resources, innovate teaching approaches, develop diverse materials, conduct trials and evaluations, and engage in reflection and adjustments. Following these steps can make instructional material development in implementing the Independent Learning Curriculum more effective in supporting student-centered learning and meeting contemporary demands.

2. The Role of Teachers in Implementing the Independent Learning Curriculum

As teachers, the roles we undertake are crucial in facilitating learning, imparting knowledge, and providing information to students. We primarily act as facilitators, but there are other roles that must be considered in carrying out these tasks, such as learning facilitators, personal mentors, and developers of creative teaching materials. These three components are essential aspects that every teacher, including class advisers, should pay attention to.

Additionally, teachers must play roles in competency-based evaluation, as professional mentors, and supporters of character development. These responsibilities must be upheld by every teacher, not just class advisers. In the implementation of the Independent Learning Curriculum, these duties and tasks become obligations for all teachers in the school.

Teachers also need to act as community collaborators, working with local communities to create learning based on regional needs and potentials. Moreover, teachers must be educational innovators by promoting innovation in education through the use of technology and current teaching methods. As motivators, teachers provide encouragement and enthusiasm to students, helping them understand learning concepts in engaging and interactive ways. Some aspects that teachers should consider in their role as motivators include project-based learning management, personalized learning, career guidance and life skills mentoring, formative assessment and support, collaboration with stakeholders, and the use of technology.

Research findings indicate that the impact of teachers' roles in implementing the Independent Learning Curriculum at SMPI Yaqin 1 is highly positive, as recognized by students. They mention being given the freedom to express opinions and ask about learning topics they don't understand. The current learning models are more engaging and easily understood, and teachers provide active learning facilitation that enables discussions and collaboration among peers. Diverse learning models and varied learning materials, such as books and videos, make learning less monotonous. In the learning process, teachers have acted as facilitators or bridges and have set good examples for their students.

3. Supporting and Inhibiting Factors

a. Supporting Factors

There are several factors that support the implementation of the Independent Learning Curriculum at SMPI Yaqin 1, including adequate technological infrastructure, educational management information systems, training and competency development, supportive leadership, and partnerships with external parties. These factors are crucial for the successful implementation of the Independent Learning Curriculum at SMPI Yaqin 1.

b. Inhibiting Factors

In implementing the Independent Learning Curriculum, there are also several inhibiting factors, including limited access and infrastructure, data analysis challenges, constraints in time and resources, policy uncertainties, as well as privacy and security issues. These are common challenges inherent in implementing the Independent Learning Curriculum, not only in our school but also in many schools located in remote villages.

DISCUSSION

1. Efforts in Implementing the Independent Learning Curriculum

The curriculum is a set of learning plans related to objectives, content, teaching materials, and methods used as guidelines in organizing learning activities to achieve national educational goals" (Fauzi, 2022). Rahayu et al., as cited in (Irfan et al., 2023) stated that the Independent Learning Curriculum was developed as a more flexible framework centered on fundamental materials and aimed at developing the uniqueness and abilities of students. Based on this statement, there are several actions that schools, including SMPI Yaqin 1, must take in implementing the Independent Learning Curriculum, such as:

a. School Curriculum Development

The school adapts the national curriculum by considering the needs, potential, and characteristics of students in the school environment. The school curriculum development in implementing the Independent Learning Curriculum at SMPI Yaqin involves several strategic steps. Here is an explanation of the curriculum development process:

- 1) Identification of Educational Goals: The first step is to understand the goals of the Independent Learning Curriculum that align with national educational objectives. This includes character formation, mastery of core competencies, and critical thinking skills.
- 2) Competency Mapping: Conducting mapping of the basic competencies that students aim to achieve at each educational level. This involves identifying core competencies and additional competencies relevant to the students' development at the junior high school level.
- 3) Design of Competency-Based Learning: Designing learning focused on developing students' competencies, not just factual knowledge. Consideration is given to the

use of diverse teaching methods, including project-based learning, active learning, and collaborative learning.

- 4) **Integration of Technology and Innovation:** Leveraging technology to support interactive and inclusive learning processes. Technology integration can broaden students' access to learning resources, facilitate online learning, and enable competency-based assessment.
- 5) **Development of Holistic Evaluation:** Designing evaluation tools that encompass various aspects of student development, including knowledge, skills, attitudes, and values. Holistic evaluation allows teachers to comprehensively track student progress and provide meaningful feedback.
- 6) **Teacher Training and Development:** Supporting teachers with appropriate training and development to effectively implement the Independent Learning Curriculum. Training may include strategies for project-based learning, competency-based assessment, and the use of technology in teaching. This is still in the planning stage, considering the lack of adequate facilities and supporting infrastructure.
- 7) **Continuous Monitoring and Evaluation:** Conducting regular monitoring and evaluation of curriculum implementation at the school. This helps identify successes and challenges in implementation, allowing for continuous adjustments and improvements.

By involving all these steps in the school's curriculum development process, the implementation of the Independent Learning Curriculum in junior high schools can be more effective in preparing students to face challenges in the modern era.

b. Development of Teaching Materials

There are several points that researchers can elaborate on in creating or adapting relevant, innovative, and engaging teaching materials to enhance student learning. Teaching material development in implementing the Independent Learning Curriculum involves innovative approaches and student-centered learning orientations. Here are several steps that the school will implement in developing teaching materials:

- 1) **Curriculum Analysis:** Start by understanding the goals and structure of the Independent Learning Curriculum and the competencies that students aim

to achieve. This analysis helps ensure that the developed teaching materials align with the designated learning objectives.

- 2) **Identification of Student Needs:** Assess the needs and interests of students to determine relevant and engaging content and learning approaches. This can be done through surveys, observations, or discussions with students.
- 3) **Design of Competency-Based Learning:** Design teaching materials that focus on developing students' competencies, not just factual knowledge. Use active learning approaches that are collaborative and integrate critical thinking, creativity, communication, and collaboration skills.
- 4) **Use of Digital Resources:** Utilize digital technology to support interactive and inclusive learning. Use digital resources such as instructional videos, simulations, educational games, and online learning platforms to enrich students' learning experiences.
- 5) **Innovation in Learning Approaches:** Explore innovative methods and techniques, such as project-based learning, problem-based learning, flipped learning, and others. Adapt the learning approach to the characteristics of students and the learning materials being delivered.
- 6) **Development of Diverse Materials:** Provide learning materials in various formats and media to accommodate different learning styles. Include text, images, audio, video, infographics, and interactive materials.
- 7) **Testing and Evaluation:** Before widespread implementation, pilot test the teaching materials with a group of students to measure their effectiveness. Evaluate student responses, achievement of learning objectives, and alignment with curriculum needs. Digital learning-based assessments, using devices like laptops and smartphones, are used to experiment with digital learning materials. This evaluation activity was first conducted in mid-term semester change in the academic year 2023/2024 in August 2023.
- 8) **Reflection and Adjustment:** Based on evaluation results, reflect on the developed teaching materials and make adjustments if needed to ensure the quality and responsiveness of the materials to changing learning needs.

The digital era generates vast and diverse knowledge, information, and learning resources that can be accessed freely anywhere and anytime, making it highly feasible for everyone, including learners, to study independently. Moreover, it allows for reducing the roles of schools, teachers, and parents in the learning process. Diminishing the involvement of others in the learning process can eliminate pressures, constraints, and shackles that diminish learners' motivation, curiosity, self-confidence, and learning freedom. On the other hand, it enables the enhancement of self-reliance and learning independence, freedom of expression, and the freedom to learn (Bastari, 2021).

By following these steps, the development of teaching materials in implementing the Independent Learning Curriculum can become more effective in supporting student-centered learning that is relevant to contemporary demands. All teachers in schools need to design it comprehensively and systematically so that learning can proceed interactively, inspiringly, enjoyable, challenging, and motivating for all learners (Ahmal et al., 2020).

2. The Role of Teachers in Implementing the Independent Learning Curriculum

Teachers play a crucial role in implementing the Independent Learning Curriculum at SMPI Yaqin based on the researcher's interview findings, which can be elaborated as follows:

a. The Role of Teachers as Facilitators

As facilitators, teachers provide facilities and spaces as bridges to more effective and efficient learning. Additionally, as motivators, teachers must consider the following aspects:

- 1) Facilitator of Active Learning: Teachers are responsible for facilitating active, student-centered learning. They help students learn through exploration, discussion, and projects relevant to their daily lives.
- 2) Personal Companion: Teachers not only teach but also act as personal companions for each student, providing the support needed to achieve learning goals.
- 3) Developer of Creative Teaching Materials: Teachers design and develop innovative teaching materials that are relevant to the local context. They create engaging learning experiences that motivate students.

- 4) **Competency-Based Evaluation:** Teachers conduct competency-based evaluations that emphasize understanding concepts, skills, and real-world application. This helps measure students' learning achievements holistically.
- 5) **Professional Mentor:** Teachers also serve as mentors for other teachers in implementing the Independent Learning Curriculum. They share experiences, learning strategies, and best practices to improve the quality of education in the school.
- 6) **Character Development Supporter:** Teachers assist students in developing character, attitudes, and positive values. They provide guidance and exemplify behaviors to help shape well-rounded individuals.
- 7) **Community Collaborator:** Teachers collaborate with the local community to create learning experiences based on local needs and potential. They strengthen the connections between the school, students, parents, and the broader community.
- 8) **Educational Innovator:** Teachers continually encourage innovation in education by utilizing the latest technology and teaching methods. They adapt to changing times to provide effective learning experiences for students.

By fulfilling these roles, teachers can ensure the successful implementation of the Independent Learning Curriculum, creating a stimulating, inclusive, and high-quality learning environment for all students.

b. The Role of Teachers as Motivators

Teachers act as motivators, helping students understand learning concepts in engaging and interactive ways. They adopt various teaching strategies tailored to students' learning styles and facilitate discussions, collaborations, and experiments. As motivators in implementing the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi, teachers play a crucial role in providing guidance, facilitating discussions, supplying learning resources, and encouraging independent learning. They are also responsible for adapting the learning process to meet students' needs and interests and using various active and innovative teaching methods.

1) Project-Based Learning Management

Teachers introduce project-based learning, enabling students to learn through hands-on experiences, research, and applying concepts in real-world contexts. They guide students in planning, executing, and evaluating learning projects.

Managing project-based learning in implementing the Independent Learning Curriculum involves students learning through real-life projects relevant to their lives. This includes project planning, role distribution, collaboration, and reflection. This approach allows students to develop skills, knowledge, and attitudes aligned with the Independent Learning Curriculum's emphasis on independence, creativity, and critical thinking.

2) Personalized Learning

Teachers recognize the diversity in students' abilities, interests, and learning styles and provide personalized learning experiences tailored to each student's needs. They use various approaches, resources, and tools to support the success of all students.

Personalized learning in implementing the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi involves adapting learning to students' needs, interests, and learning styles. This involves using various methods and resources, including technology and team-based learning. This approach allows students to take an active role in their learning process, enhancing their engagement and understanding of the material.

3) Career and Life Skills Guidance

Teachers not only teach academic subjects but also guide students in developing life skills, leadership abilities, and competencies needed for success in the workforce. They provide encouragement, advice, and direction to students in planning their careers and facing future challenges.

Career guidance in the context of the Independent Learning Curriculum at SMP Yaqin 01 Montong Batu Bawi involves helping students explore their interests, talents, and career goals. They can provide advice on career opportunities and help students develop life skills such as communication, leadership, and time management. In this way, they help students plan their futures according to their aspirations and potential.

4) Formative Assessment and Support

Teachers provide ongoing constructive feedback to students about their learning progress. They use various formative assessment methods to identify students' learning needs and provide additional support as needed.

Formative assessment is a continuous evaluation process conducted during learning to monitor students' progress and provide feedback that helps them develop understanding and skills. In the context of the Independent Learning Curriculum at Yaqin 01 Montong Batu Bawi, formative assessment is crucial as it supports the principles of student empowerment and student-centered learning. Support in implementing the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi includes training teachers to design and use evaluation tools aligned with the curriculum's principles and facilitating collaboration among teachers to share best practices in using formative assessments and applying learning approaches that meet individual students' needs.

5) Collaboration with Stakeholders

Teachers collaborate with parents, the community, and businesses to create a holistic and integrated learning environment. They involve stakeholders in the students' learning process and leverage local resources to enhance the learning experience.

Collaboration with stakeholders in implementing the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi is crucial. This involves stakeholders such as teachers, parents, students, school staff, and the local community. By involving them in the curriculum planning, implementation, and evaluation processes, you can ensure that the needs and expectations of all parties are considered, thereby enhancing the effectiveness and acceptance of the curriculum.

6) Use of Technology

Teachers integrate technology in learning to enhance accessibility, interactivity, and learning effectiveness. They use various digital tools and platforms to present materials, support collaboration, and measure students' learning progress.

In implementing the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi, technology plays a key role. This may involve using online learning platforms, educational apps, and software that allow students to access learning materials anytime and anywhere. Moreover, technology supports assessment processes, such as online exams and

automated grading, and facilitates communication between teachers, students, and parents through digital platforms.

The implementation of the Independent Learning Curriculum should facilitate a conducive learning environment, encompassing elements that are enjoyable, engaging, safe, active, and innovative in exploring students' abilities to achieve learning objectives. (Annisa Alfath et al., 2022).

On the other hand, the role of teachers in implementing the Independent Learning Curriculum at SMPI Yaqin 01 has a significant impact on the development of student learning, as described in the above interviews, which can be outlined as follows:

- 1) Guiding independently means that teachers guide students to learn independently, provide adequate understanding of the subject matter, and give clear guidance in the learning process.
- 2) Facilitating active learning means that teachers create an interactive and participatory learning environment. They provide opportunities for students to discuss, ask questions, and collaborate in understanding the material.
- 3) Providing diversified learning materials means that teachers present various relevant and varied learning resources, such as books, videos, educational games, and others.
- 4) Being a facilitator means that teachers facilitate the learning process, support students in developing their interests and talents, and provide guidance tailored to individual needs.
- 5) Setting an example means that teachers serve as role models in attitude, behavior, and dedication to learning. They must demonstrate integrity, a passion for learning, and a strong work ethic to students.

Therefore, it can be concluded that the role of teachers in implementing the Independent Learning Curriculum is crucial in creating a learning environment that focuses on the comprehensive development of students' potential.

3. Supporting and Inhibiting Factors

a. Supporting Factors

1) Adequate Technological Infrastructure

The availability of technology infrastructure such as computers, laptops, or tablets, along with stable internet connectivity, can support efficient data collection, storage, and analysis. Adequate technological infrastructure in the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi includes stable internet access, hardware such as laptops or tablets for students and teachers, supportive learning software, and training for teachers in using these technologies. With this infrastructure, online learning can proceed smoothly, providing interactive and inclusive learning experiences for students.

2) Education Management Information System

An integrated Education Management Information System (EMIS) can facilitate effective data collection, management, reporting, and access for all stakeholders. The Education Management Information System (SIMPEND) is a digital platform used in the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi to manage student data, curriculum, learning processes, and evaluations. SIMPEND enables centralized data storage, facilitates information access, and allows for data analysis to make better educational management decisions.

3) Training and Competency Development

Targeted and ongoing training for teachers, school principals, and other educational staff in data management can enhance their abilities to use data for better decision-making. Training and competency development programs in the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi aim to provide students with opportunities to develop skills relevant to their future needs. This may include training in digital skills, entrepreneurship, leadership, or soft skills such as communication and collaboration. Thus, students can be better prepared to face challenges in the real world after graduation.

4) Supportive Leadership

Support and commitment from school leadership and local government in prioritizing effective data management can drive the implementation of data-driven Independent Learning Curriculum. Supportive leadership in implementing the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi should be progressive and inclusive.

They should also facilitate teacher innovation, support project-based learning, promote collaboration among teachers and students, and provide space for experimentation and student-centered learning. Additionally, they should be able to build a school culture that motivates and encourages shared responsibility in achieving broader learning goals.

5) Partnership with External Parties

Collaboration with research institutions, universities, or other organizations with expertise in data analysis can help schools optimize the use of data for improving learning outcomes. In the context of the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi, partnerships with external parties can refer to cooperation between the school and various institutions or organizations outside the school environment. This may include collaboration with companies, government agencies, local communications, or non-profit organizations to provide additional resources, training, or learning experiences that support the curriculum goals and holistic student development. The readiness of schools to embrace curriculum changes should pay close attention to two fundamental aspects: competent teachers and adequate facilities and infrastructure. (Puspitasari et al., 2019).

b. Inhibiting Factors

1) Limited Access and Infrastructure

Limited technology infrastructure and uneven internet access can hinder effective data collection, transmission, and analysis. The limitations in access and infrastructure can be barriers in implementing the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi. For instance, remote areas may have unstable internet connections, or schools may lack necessary facilities such as computers or other digital devices required for online learning. This can make it difficult for students and teachers to access necessary learning resources to effectively implement the curriculum.

2) Data Analysis Capability

Lack of skills and knowledge in data analysis at the school level can inhibit the use of data for informed decision-making. Ignorance in data analysis may arise due to insufficient emphasis on these skills within the Independent Learning Curriculum. Many factors contribute to this, including a lack of relevant subject matter, insufficient time allocated for data analysis learning, or possibly inadequate training for teachers to teach these skills.

3) Time and Resource Constraints

Time and resource constraints, such as limited workforce or budget, can limit a school's ability to manage data effectively. The Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi faces several limitations related to time and resources. Limited time can make it difficult to cover all desired curriculum materials. Furthermore, the availability of resources such as textbooks, learning tools, and infrastructure can also limit the optimal implementation of the curriculum. However, a flexible and innovative approach can help overcome these limitations by effectively utilizing available resources.

4) Policy Uncertainty

Frequent changes in educational policies or lack of clarity in the guidelines for implementing the Independent Learning Curriculum can confuse schools in consistent data management. The Independent Learning Curriculum policy aims to provide schools with the freedom to design curricula according to local needs and potentials. Uncertainty in this context means that the curriculum created does not favor a particular ideology or political interest. This allows for the inclusion of various perspectives and approaches in curriculum development, creating a more inclusive and diverse learning environment.

5) Privacy and Security Issues

Concerns about student data privacy and security can hinder the maximum collection and use of data. Privacy and security issues can be inhibiting factors in the implementation of the Independent Learning Curriculum at SMPI Yaqin 01 Montong Batu Bawi due to risks related to data protection, potential cyber-attacks, leakage of personal information, and challenges in monitoring students' online activities without violating their privacy

Many teachers still face difficulties in implementing the Independent Learning Curriculum due to lack of participation in socialization or training. This new curriculum provides a broad insight into educators in creating or developing a new curriculum, which is not an easy task, especially when it is a relatively new regulation or policy, requiring educators to adjust over a considerable period of time. (Mustofa et al., 2022).

CONCLUSION

1. The efforts of SMPI Yaqin 01 Montong Batu Bawi in implementing the Independent Learning Curriculum have been going well, even though it is still in the trial phase, it has been carried out in accordance with the procedures from the Ministry of Education. Based on the results of interviews and observations, the researcher concludes that the implementation of the Independent Learning Curriculum still requires adequate preparation, both in terms of school infrastructure and supporting facilities to implement the curriculum at SMPI Yaqin 01 Montong Batu Bawi.
2. The role of teachers in implementing the Independent Learning Curriculum at SMPI Yaqin 01 has been well executed. Additionally, there are several roles of teachers in the implementation of this curriculum, namely: 1) as a facilitator, which includes tasks such as: a) Providing Learning Facilities; b) Creating an Interactive Learning Environment; and c) Providing Guidance. 2) Teachers as motivators who function to: a) Increase Learning Interest; b) Encourage Independence; and c) Provide Rewards.
3. The supporting and inhibiting factors in the implementation of the Independent Learning Curriculum can be concluded as follows: supporting factors include adequate technological infrastructure, an integrated educational management information system, training and competency development, and supportive leadership. Meanwhile, the inhibiting factors include the limitations of technological infrastructure and unequal access to the internet, lack of skills and knowledge in data analysis at the school level, and limitations of time and resources.

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