

IMPLEMENTATION OF INDEPENDENT CURRICULUM IN SCIENCE LEARNING AT ISLAMIC ELEMENTARY SCHOOL

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Abstract: A great nation has numerous people and quality human resources, which education provides. The curriculum is an important part of any educational institution. in an educational setting. Implementation is the term. Implementation is usually a goal-oriented activity. The Minister of Education launched the autonomous curriculum in 2022 to address Indonesia's learning crisis. to solve Indonesia's learning crisis. Science in primary school is intended to help kids understand their surroundings. Students can understand the environment and social standards. This study examines MI Islamiyah's scientific curriculum teaching and learning. This descriptive-qualitative research uses data from observations, documentation, and interviews with the madrasah head, class teachers, and vice-head for curriculum and research directly following classroom activities. Data from observations and interviews shows that an autonomous science curriculum is most significant. An independent scientific curriculum has been efficiently implemented at MI Islamiyah Banjarnlari, Kediri City's 4th grade. Teachers must keep innovating to make learning interesting. Keywords: implementation, independent curriculum, science, elementary school

INTRODUCTION

Challenges in education will always exist, including problems when facing the new curriculum. Everyone wants these students to have a more promising future than the previous generation and be competitive. (Susetiyo et al., 2023) The curriculum is one of the important elements that must exist and be implemented in an educational unit or institution. This curriculum is in the form of a device that contains various plans for learning activities, such as a process of acquiring knowledge and experience through school activities. (Wijayanti & Ekantini, 2023)

Curriculum changes must have an impact, (Rahmadhani et al., 2022) a real impact on students, the Merdeka Curriculum is a new curriculum designed by the government through the Ministry of Research and Technology. This curriculum is intended as an alternative, to overcome the learning crisis that has worsened since the pandemic. This crisis starts from the low learning outcomes of students, (Arfandi & Samsudin, 2021) in basic things such as reading literacy. The curriculum has a major influence on what teachers teach and how they teach the material. Therefore, a well-designed curriculum will encourage and facilitate teachers' teaching better and more creatively.

Natural and Social Sciences is knowledge that examines the challenges of living and non-living things in the universe and their interactions (Sugih et al., 2023) and examines human life as an individual as well as a social being who interacts with his environment. (Teknologi, n.d.) In the independent curriculum, students have a character in accordance with the Pancasila learner profile. This Pancasila learner profile

will later become a reference for designing the national curriculum in the form of educational standards, the Pancasila learner profile is the goal of national education, the goal of national education is said to be successful if it succeeds in producing students who have PPP then from the Pancasila learner profile will be derived to the graduate competency standards. What is meant by the student profile of Pancasila is lifelong learning, competent, character and behaviour of Pancasila values. How to implement the Pancasila learner profile is by teaching and learning activities in the classroom, project-based learning activities, extracurricular activities, namely talent and interest activities, school culture, habituation and school community culture (Andrini, 2016)

Along with the times, science has also developed. Something we know in the past can be an experience in the present or in the future. The carrying capacity of nature to meet human needs over time is also decreasing. The development of the human population also triggers many problems.

Based on the observations, it was found that the learning facilities and infrastructure at the institution were quite complete, but the science laboratory did not support them. So, in teaching and learning activities, the teacher uses makeshift infrastructure. Therefore, this research was conducted to determine how to implement an independent curriculum in IPAS learning, the problems that occur, and efforts to overcome the independent curriculum in IPAS learning class IV-B MI Islamiyah Banjarmlati Kota Kediri.

METHOD

This research is field research, namely research conducted directly in the field to collect the desired data in accordance with the problem formulation. (Muslich, 2009) This study uses a descriptive qualitative approach where data is collected through the results of interview sheets, observation and documentation. (Moleong, 2016) This is addressed to the head of the madrasa, waka curriculum, and class IV-B teacher MI Islamiyah Banjarmlati Kediri City. The data analysis used is descriptive, presenting the results of research based on factual data collection derived from all information obtained from interviews. (2019)

RESEARCH RESULT

Problematics of Implementing Merdeka Curriculum in IPAS Learning for Class IV-B MI Islamiyah

The problems that underlie the implementation of an independent curriculum in IPAS learning at MI Islamiyah Banjarmlati, Kediri City, include students, teachers, and madrasah. The problem from the students' side is the difficulty in understanding the material and doing assignments, from the teacher's side, namely the difficulty in determining the learning models and methods that are in accordance with the material to be taught and passive

students because they are still adjusting from curriculum 13 to the independent curriculum, from the school side, namely the lack of incomplete infrastructure such as science laboratories, teaching aids and inadequate libraries. Madrasahs also lack the ability to implement p5 because there must be a special team to make the p5 programme.

Learning went well, but we did not have p5 because p5 must have a special team to make the p5 programme earlier. Also, we do not yet have an IPA laboratory to carry out special IPA practices, so that practice is usually conducted in the classroom and around the madrasah. Adjustments to the transition of learning from the 2013 curriculum to the independent curriculum because the new independent curriculum will be implemented in 2023. In addition, I am also confused about determining learning methods and models suitable for the material and children who are sometimes passive in class; for infrastructure, I think it is complete but only lacks an IPA laboratory and teaching aids.

The problems that occur in implementing the independent curriculum at MI Islamiyah are not an obstacle to implementing it; learning activities continue to run well, and the madrasah continues to improve on any existing problems.

Data on Efforts to Overcome Problems in Implementing the Merdeka Curriculum in IPAS Learning Class IV-B MI Islamiyah

Problematics is a problem that has not been solved and requires a solution. In madrasahs, several problems related to the implementation of the independent curriculum in IPAS learning are encountered; therefore, the madrasah and teachers make various efforts to minimise and solve the problems faced in the implementation of the independent curriculum in IPAS learning.

To overcome the p5 problem, we coordinated and deliberated with the team and class teachers. For example, in reporting, the report is printed for one year because we are still in the first year. So we are still printing for 1 semester of p5 reporting because it is still new and for the science laboratory we will soon make a room, because it is currently still under construction (Saiful Anam, Interview Head of Madrasah, 2024)

The new independent curriculum implemented in 2023 is still new. To adjust the curriculum transfer, I usually invite children to literacy first before the lesson so that those who are passive have the desire to change, not to be passive. Because there is no science lab here and the props are incomplete, I use makeshift props that I bring from home. Besides that, sometimes I take learning classes in the computer lab, too, so that they are not bored. (interview with Mrs Meta, 2024)

Efforts in overcoming the last problem are to improve inadequate learning facilities and infrastructure, we will move the library to its own room, temporarily because we have limited space the library is located next to the cooperative, later we will move so that children can apply a culture of reading in the library as the content of the current independent curriculum,

and for the IPA lab, we will also facilitate it. However, for now it is still under construction. (Lu'luil Maknun, Interview Waka Curriculum 2024)

From the explanation above, efforts to overcome the problems of learning IPAS at MI Islamiyah in implementing p5 by holding meetings with the team and class teachers for the implementation of learning because, at MI Islamiyah, there are no teaching aids, so teachers use makeshift props. Facilities and infrastructure that do not yet exist, such as science laboratories and libraries, will soon be followed up still in the construction stage. Later, with a library and science laboratory already good at implementing an independent curriculum, it is hoped that it can further attract students' interest in learning.

DISCUSSION

Implementation boils down to activity, then action, action or the mechanism of a system. Implementation is not just an activity but a planned activity to achieve an activity goal. (Rosad 2019) Based on this opinion, it can be understood that implementation is a planned activity to implement an idea, concept, policy or innovation in achieving certain goals.

The implementation of the Merdeka curriculum is positioned as a national curriculum, which is essentially the same as the implementation of the previous curriculum, but what is different in its application is that the implementation of the Merdeka curriculum is more directed towards Pancasila Education, which gives birth to competent, characterised, who behave in accordance with the values of Pancasila so that in the realisation of the implementation of the Merdeka curriculum requires teachers to be professional and design or design effective and enjoyable learning. the implementation of the Merdeka curriculum is designed as a refinement of the previous curriculum, where in the previous curriculum, teaching and learning activities were still unstable, such as students' low interest in reading lesson material, learning that was considered boring, and also teachers who were considered less creative. So, learning is considered less fun and makes previously active students become passive. The existence of the Merdeka curriculum can make teaching and learning activities that were previously only active in the classroom into students who can explore outside the classroom, and creative teaching and learning activities can build and attract students' interests so that teaching and learning activities become more enjoyable and attractive to students.

IPAS stands for Natural and Social Sciences. IPAS is a subject that aims to understand the surrounding environment, including natural and social phenomena. However, in the independent curriculum, both subjects are taught together in a particular learning theme. The assessment is only done separately. This change indicates that science and social studies can be taught simultaneously. Moreover, both subjects' study objects are equally about the surrounding environment. Science focuses on the object of the scientific study of natural phenomena, while social studies focus on the social context (related to society). The independent curriculum merges science and social studies into one subject, namely IPAS.

IPAS is an amalgamation of two subjects, Science and Social Studies. In the independent curriculum, the two subjects are combined and taught together on certain learning themes. The change can be interpreted that science and social studies can be taught together because the object of study is both about the surrounding environment, whereas science focuses on the object of scientific study of natural phenomena. In contrast, social studies focus on the social context.

A curriculum that has been developed does not become a reality if it is not implemented in the sense of actual use in schools and classrooms. In this implementation, efforts must be made to deal with certain influential factors, such as resource readiness, community cultural factors, etc. (Mulyasa, 2013). MI Islamiyah is a religion-based school. In implementing the independent curriculum in the school, religious values in daily life are very strong in accordance with the material in IPAS learning about Norms and Regulations in Society.

The implementation of the independent curriculum at MI Islamiyah in IPAS learning certainly has advantages and disadvantages. The advantage of IPAS learning is that it makes students more creative and active when learning, and passive students who can keep up with their other friends and teachers are also more creative when learning. While the shortcomings are in the infrastructure that is not sufficient, students who have different abilities from active and creative friends are quite difficult for teachers to handle and also for teachers to learn again because this curriculum is still new.

Researchers explained several problems encountered in the implementation of the independent curriculum in class IV IPAS learning at MI Islamiyah, including:

- a. IPAS lesson planning problem: Teachers have difficulty determining the learning methods, models, and teaching aids to be used.
- b. Problems in implementing IPAS learning include passive students, students sometimes having difficulty understanding the material and doing assignments, conditioning students who are busy when learning takes place, arousing students' interest in learning, and inadequate infrastructure.

As explained by Philip h. Coombs, learning planning is a rational and systematic provision in the development of education where the objectives of education can be more directed and effective, efficient and indeed according to the needs of teachers and students.

The limited facilities and understanding of students and teachers in implementing the independent curriculum in many schools are also the main inhibiting factors in the implementation of the Merdeka Curriculum, such as those encountered by researchers when observing the IV-B class teachers having difficulty in determining the learning methods and models and teaching aids to be used because the available infrastructure is not complete enough so that the teacher uses makeshift teaching aids. In its implementation, there are still students who are passive in learning.

The various efforts made by teachers, students, and principals to minimise and solve the problems of implementing the independent curriculum in IPAS learning are quite good, and results are produced from

the efforts made. Like the IV-B class teacher Mrs Meta, from an internal perspective, learning planning is used to determine the learning model and teaching aids in accordance with the material to be conveyed (interview with Mrs Meta, 2024.) Also, experiencing problems from an external perspective, namely difficulties in conditioning students who are crowded and getting bored when learning takes place and for infrastructure facilities that do not support it because there is no science laboratory and library.

Teachers try to overcome problems in terms of determining learning models and methods and determining teaching aids that are in accordance with the material. Teachers use existing facilities and infrastructure and utilise their own creativity. To overcome the problems of students who are busy and bored when learning takes place, the teacher does ice breaking in the middle of learning so that students return to concentration on the ongoing learning. For assessment in this independent curriculum, the teacher himself gives grades because the teacher is more familiar with the situation of students in the classroom.

CONCLUSION

Implementing the Merdeka curriculum in IPAS learning in class IV-B MI Islamiyah Banjarmati, Kediri City, shows there are problems in planning the learning. Teachers sometimes have difficulty choosing material because the Merdeka curriculum is a new curriculum implemented at MI Islamiyah, especially at the upper-grade level. There are also problems in the implementation of learning where there are students who are passive when learning and students who are less able to understand the subject matter so in this case, the teacher must carry out more creative and fun learning to attract students' interest in learning and rotate students' seats once a week to minimise students who are sometimes still passive in learning and do not understand the lesson material delivered by the teacher.

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