

Teacher Perceptions of the Independent Curriculum for Senior High Schools Changed Independent Category Indonesian Language Lessons in Surakarta



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ABSTRACT: This research is a qualitative research with a case study strategy. This study aims to determine teachers' perceptions regarding the implementation of the independent curriculum, especially at independent sharing schools. The subjects of this study were Indonesian language teachers and students at SMA Negeri 6 and 7 Surakarta. Data collection techniques in this study include observation, interviews, and document analysis. Researchers used the triangulation method to validate the research results so as to produce findings on teacher perceptions of the independent curriculum. The conclusions obtained in this study are: 1) the teacher's perception from the research above regarding the Independent Curriculum is a curriculum that is "free" for educators in determining learning in the classroom. Although in practice the administrative burden is still much like the previous curriculum. Freedom here, students are given the freedom to determine their learning style and choice of subjects they will study; 2) The terms in the 2013 Curriculum are different from the Independent Curriculum. The material in the Independent Curriculum is more focused and essential, so students are able to explore the material more deeply; 3) the assessment used is different from the 2013 curriculum which emphasizes cognitive, affective, and psychomotor assessments. The independent curriculum contains diagnostic assessments, formative assessments, and summative assessments.

KEYWORDS: Teacher perception, independent curriculum, observation report

I. INTRODUCTION

The Independent Curriculum is a hot issue in education in Indonesia today. The Independent Curriculum has begun to be implemented in Indonesia to replace the previous curriculum, namely the 2013 Curriculum (Nurwiati, 2022; Inayati, 2022). The curriculum itself is a set of programs related to learning in education that are designed, developed, and implemented in order to achieve predetermined educational goals (Chamisijatin & Permana, 2019). A dynamic society, the development of science and technology, as well as changing educational goals make the curriculum also adapt to circumstances, so that the curriculum will continue to experience development and change according to demands and needs.

Like the function of the curriculum, the Independent Curriculum also enhances the previous curriculum (Iskandar, et al., 2023). This curriculum begins with designated schools, namely driving schools that previously participated in selection by the Ministry of Education (Kurniati & Kusumawati, 2022). Driving schools began in the 2021/2022 academic year when the Covid-19 pandemic hit (Rahimah, 2022). In the following year, the driving school's impact on the independent school changed. So that most schools have implemented the Independent Curriculum in the 2022/2023 academic year.

A total of 18,872 schools have been asked to become driving schools that implement the Independent Curriculum (Kemdikbud, 2022). Because the implementation of the Independent Curriculum began during the pandemic, various socialization implementations were carried out online through webinars and technical guidance (Chamidi, et al., 2022).

Actually, the Independent Curriculum was prepared by the government as a learning solution during a pandemic (Sari & Gumiandari, 2022). Armed with blended learning, the Independent Curriculum is used as a solution to overcome learning lost that is being experienced by education in Indonesia (Lukman, 2022).

The government is preparing a strategy to implement this curriculum in stages by dividing it into three categories of schools, namely the categories of independent learning schools, changing independent schools, and sharing independent schools (Alimuddin, 2023). In independent learning schools, namely driving schools, they are the first step in implementing the

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Independent Curriculum. Then, continued with the independent school changed. In this changing independent school, it has entered its second year. So, the reference for an independent school to change is the influence of a driving school. Learning materials and tools are mostly obtained from collaboration with driving schools.

In addition to getting knowledge from driving schools, independent changing category schools must also study the concept of this independent curriculum independently. Schools actively learn more by conducting comparative studies to driving schools that have implemented the Independent Curriculum.

In their understanding, several driving schools have different views. Independent learning also creates differences of opinion among teachers. This difference in views makes teachers' perceptions of the Independent Curriculum vary. For this reason, it is necessary to conduct further research to see teacher perceptions of the Independent Curriculum.

Because the independent school category changes to be the first year in the 2022/2023 academic year, it is necessary to know how teachers perceive the implementation of this independent curriculum. Apart from that, it also reveals the differences between the Independent Curriculum and the 2013 Curriculum, especially in the subject of Indonesian. This will be a benchmark for schools with the same category to be able to respond to changes in the Independent Curriculum.

II. METHOD

This study uses a qualitative approach using a case study strategy. According to Creswell (2016) argued that in qualitative research the involvement of researchers is very important, especially in the case study method. Basically research with this type of case study aims to describe something in more depth.

The research was conducted at SMA Negeri 6 and 7 Surakarta which became the object of research because these SMAs are schools with the same category, namely independent change and have applied the Independent Curriculum for Indonesian subjects. The researcher used a descriptive-qualitative method in analyzing teacher perceptions of the independent curriculum for Indonesian subjects. Data collection techniques used in this study include observation, interviews, and document analysis. Observations were made by observing the learning process in class. Furthermore, in-depth interviews were conducted with two Indonesian language teachers, and four class X students. Meanwhile, document analysis took learning device objects. This research was conducted in November 2022 during class activities. The data that has been collected is then validated using the triangulation method so as to produce findings on teacher perceptions of the independent curriculum.

III. RESULT

Perception in KBBI is defined as a direct response (acceptance) of something. Meanwhile, Anwar (2022) defines perception as a complex cognitive process that produces images that may differ from reality. Perception is also called treatment to collect information from sensory organs that can be understood as a whole (Lusiana, 2017). The teacher's perception is said to be the teacher's experience from an experience gained which is interpreted and concluded in the message (Rozaini, 2016). So, the teacher's perception of the Independent Curriculum is the teacher's view of curriculum planning, implementation and evaluation which focuses on the freedom of teachers and students in developing interests and talents according to the characteristics and learning styles of students.

As the name suggests, namely the Independent Curriculum, from the results of interviews with teachers, they assume that this curriculum is a "free" curriculum. Free here in the sense of "free and not hindered by anything". The teacher's perception of this curriculum is that the curriculum is determined by the educational unit and tends not to have too much administration like the previous curriculum. However, after learning more about the independent curriculum, the independence that is meant is in terms of students being able to determine the choice of subjects they want to study even though they are still directed by the teacher. The initial perception of this independent curriculum, teachers still think it is not much different from the 2013 curriculum. Teachers are still burdened with quite a lot of learning tools.

What's more, when implementing this curriculum, socialization and technical guidance were carried out online and independently. For most teachers, they still experience difficulties in implementing this curriculum. Teachers receive information and implementation of the Independent Curriculum from the Freedom Teaching Platform (PMM). The school principal requires teachers to complete the lessons learned at PMM by monitoring with the MGMP and checklists that have been prepared by the curriculum section. The form of control from schools regarding teacher readiness for the new curriculum can be seen by how many percent of teachers complete activities in PMM. The PMM application has a big role in the teacher's understanding of the Independent Curriculum.

In the 2013 Curriculum, teachers are familiar with learning tools such as Core Competencies (KI), Basic Competencies (KD), syllabus, and Learning Process Plans (RPP) (Pratiwi, et al., 2022). After the teacher has studied the Independent Curriculum both

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independently and in workshops held by schools, the teacher understands the form of learning tools changing terms such as Learning Outcomes (CP) which are equivalent to KI and KD, Learning Objectives Flow (ATP) which is equivalent to the syllabus and RPP which are equivalent to the Teaching Module. The difference is certainly in a more complete systematics.

RPP components include (1) learning identity; (2) Learning Themes/Sub Themes; (3) Competency Standards/Core Competencies/Stages of achievement of development; (4) Basic Competency; (5) Indicators; (6) Learning objectives; (7) Subject matter; (8) Method; (9) learning activities; (10) Learning Media/Tools, Materials and Resources; and (11) Assessment of learning outcomes (Employee Pusdiklat Team, 2016). For the Independent Curriculum, the teaching module components include three important components, (1) general information (school identity, initial competencies, Pancasila student profiles, facilities and infrastructure, target students, and the learning model used); (2) core components (learning objectives, meaningful understanding, triggering questions, learning activities; assessment, enrichment and remedial); and (3) attachments (student worksheets, teacher and student reading materials, glossary, and bibliography), (Ministry of Education and Culture, 2021).

From the description above, it can be seen the difference with the 2013 curriculum, the material in the Independent Curriculum is more essential and less. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students (Berlian, et al., 2022). Even though the Independent Curriculum is more essential, it can be seen in the teaching module documents that this curriculum is more numerous and more complex. In line with the results of interviews with teachers, learning tools are still burdened with quite a lot of teaching tools. Previously, in the 2013 Curriculum, teachers had used learning tools, especially lesson plans with one lesson plan sheet (Ndiung & Menggo, 2021) to ease the teacher's administrative burden.

The Indonesian material, especially for class X SMA/MA or SMK/MAK in the 2013 Curriculum includes: (1) Observation Reports; (2) Exposition; (3) Anecdotes; (4) Folklore; (5) Negotiation; (6) Arguing; (7) Biography; and (8) Poetry (Suherli, et al) using a textbook written by Suherli, et al with the title Bahasa Indonesia. Meanwhile, the Independent Curriculum consists of: (1) Observation Reports; (2) Social Criticism; (3) Saga; (4) Negotiation; (5) Biography; and (6) Poetry (Aulia & Gumilar, 2021) uses a textbook written by Aulia & Gumilar entitled Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK Kelas X. Both books are mandatory textbooks used throughout Indonesia. It can be seen from the amount of material used for the 2013 Curriculum, there are eight main materials, while in the Independent Curriculum there are six main materials. The difference in the amount of material is enough to affect the number of hours in class. The difference between the two subject matter of the Independent Curriculum is used for student learning experiences through project-based learning that produces products. These products will later be exhibited at the exhibition of works that have become the Independent Curriculum program.

The learning method approach is also different, for the 2013 Curriculum using a scientific approach, while the Independent Curriculum uses a project-based method approach.

The assessments used in the 2013 Curriculum are cognitive, affective, and psychomotor (Ayuni, et al., 2022). Teachers still think that the independent curriculum is still assessed by dividing it into these three categories. In the 2013 Curriculum, the results of the report cards that appear are divided into two values, namely the value of knowledge and skills. Meanwhile, in the independent curriculum, the assessments used are diagnostic, cognitive, and non-cognitive assessments. The results that come out on the report card have been combined into one value with the average of the three categories.

Teachers are still groping (Melani, et al., 2023) with the diagnostic assessments that must be learned in this curriculum. Diagnostic assessment is an initial assessment (Rachmawati, et al., 2022) that teachers use to determine how students learn according to their character. Mapping the strengths and weaknesses of students can be seen from the results of a diagnostic assessment which can be used as a reference when determining student indicators when designing formative and summative assessments (Rachmawati, et al., 2022). This learning style diagnostic assessment activity aims to help students and teachers identify learning styles that should be a reference in learning both at school and at home and teachers can easily compile teaching materials and apply methods according to the learning styles of their students (Jatmiko & Putra, 2022). The diagnostic assessment consists of groups of students using visual, auditory, and kinesthetic learning methods (Ekaningtiass, et al., 2023). Visual, that is, students are presented in a way of learning through the media of images. While the auditory learning method, students are presented with learning media through sound/audio. Furthermore, kinesthetic learning methods use learning media through movement.

This grouping of learning methods is still carried out in general, such as only apperception activities in the 2013 Curriculum. In fact, diagnostic assessment is more than that. Diagnostic assessment can determine the learning method to be used in one class. It is possible that in one class there are different methods adapted to the learning interests of each student. Types of cognitive and non-cognitive assessments are also adapted to their learning styles. So, this is what is called independent learning. Students get learning according to their respective learning styles.

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Furthermore, the following table presents the differences between the 2013 Curriculum and the Independent Curriculum.

Table 1: Differences between the 2013 Curriculum and the Independent Curriculum for Class X Indonesian Subjects

Category	2013 Curriculum	Independent Curriculum
Learning Media	KI & KD, Syllabus, & RPP	CP, ATP, & Teaching Module
Lesson Components	Plan 1. Learning identity 2. Learning Themes/Sub Themes 3. Competency Standards/Core Competencies/Stages of achievement of development 4. Basic Competency 5. Indicators 6. Learning objectives 7. Subject matter 8. Method 9. Learning activities 10. Media/Tools, Learning Materials and Resources 11. Assessment of learning outcomes.	1. general information a. school ID, b. initial competency, c. Pancasila student profile d. facilities and infrastructure, e. student targets, f. the learning model used 2. core components a. learning objectives, b. meaningful understanding, c. lighter question, d. Learning Activities; e. assessment, f. enrichment and remedies 3. Attachments a. student worksheets, b. teacher and student reading materials, c. glossary, and d. bibliography
Subject matter	8 subject	6 subject
Textbook	<i>Bahasa Indonesia</i> (Suherli, dkk.)	<i>Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK Kelas X</i> (Aulia & Gumilar, 2021)
Approach	Scientific	Project
Assessment	Cognitive, Affective, & Psychomotor	Diagnostic, cognitive and non-cognitive

Learning in the 2013 Curriculum which focuses activities on students (Susdiana, et al., 2018) is still maintained in the Independent Curriculum (Kurniati, et al., 2022). Students are learning centers and teachers are facilitators (Lince, 2022). Learning in the Independent curriculum places more emphasis on project-based learning (Nisa, et al., 2023) which can actually be practiced and utilized for the lives of students in their environment. For this reason, the material taught is less and essential (Rosmana, et al., 2023) and emphasizes the projects they will make.

At the advanced level, student learning independence is also evidenced by the selection of their interests and talents. The 2013 curriculum still groups majors into MIPA, IPS, or Bahasa. Unlike the Independent Curriculum, students can choose subject classes according to their interests and talents. For teachers, it is still inconceivable how the Independent Curriculum will work at an advanced level. What are the strategies that will be used to deal with the Independent Curriculum at the advanced level or class XI phase F.

IV. CONCLUSIONS

The teacher's perception from the research above regarding the Independent Curriculum is a curriculum that is "free" for educators in determining learning in the classroom. Although in practice the administrative burden is still much like the previous curriculum. Freedom here, students are given the freedom to determine their learning style and choice of subjects they will study.

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The terms in the 2013 Curriculum are different from the Independent Curriculum. The material in the Independent Curriculum is more focused and essential, so students are able to explore the material more deeply. Learning tools, especially Indonesian language material, also experience differences with denser material, from 8 teaching materials to 6 teaching materials. The assessment used is different from the 2013 curriculum which emphasizes cognitive, affective and psychomotor assessments. The independent curriculum contains diagnostic assessments, formative assessments, and summative assessments.

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