

TEACHERS' PROBLEMS IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM IN GRADE V STUDENTS OF SDIT INSAN GEMILANG SIGI

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Abstract: *Roblematics is an obstacle or problem that still creates a problem that cannot yet be solved, so that achieving the goal becomes hampered and not optimal. The purpose of this study is to determine the Implementation of the Independent Learning Curriculum and to determine the teacher's efforts in overcoming the problems of the Independent Learning Curriculum in class V SDIT Insan Gemilang Sigi. This thesis is entitled "Teacher Problems in Implementing the Independent Learning Curriculum for Class V Students of SDIT Insan Gemilang Sigi". This type of research is field research using a descriptive qualitative approach. The data collection techniques used are observation, interviews, and documentation. The data analysis techniques used are data reduction, data presentation, and data verification. Based on the results of this study, it shows that: 1) SDIT Insan Gemilang Sigi School has implemented the Independent Learning Curriculum but is implemented gradually. 2) Problems faced by teachers in implementing the Independent Learning Curriculum, namely: lack of teacher readiness in facing the new challenges of the Independent Learning Curriculum, including: not all teachers understand the Independent Learning Curriculum, weak mastery of teachers in using Information Technology (IT), teachers have difficulty in making so many learning devices, especially teaching modules. 3) Efforts implemented by teachers in overcoming problems in implementing the Independent Learning Curriculum are to participate in socialization and training on the Independent Learning Curriculum, teachers take the initiative to train themselves to increase their potential capacity in facing the new challenges of the Independent Learning Curriculum, in making teaching modules teachers can use teaching modules provided by the education government as an example. The implications of the results of this study are that schools are expected to pay more attention to teacher development in the process of implementing the Independent Learning Curriculum so that the learning process can run in accordance with the Curriculum that is currently being*

Keyword: *teacher problems, implementing independent learning curriculum*

Abstrak: Problematika merupakan suatu kendala atau persoalan yang masih menimbulkan suatu masalah yang masih belum dapat dipecahkan, sehingga untuk menuju tujuan menjadi terhambat dan tidak maksimal. Tujuan penelitian ini untuk mengetahui Penerapan Kurikulum Merdeka belajar dan untuk mengetahui upaya guru dalam mengatasi problematika Kurikulum Merdeka belajar di kelas V SDIT Insan Gemilang Sigi. Skripsi ini berjudul tentang "Problematika Guru dalam Menerapkan Kurikulum Merdeka Belajar Pada Peserta Didik Kelas V SDIT Insan

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Gemilang Sigi” . Jenis Penelitian ini adalah penelitian lapangan dengan menggunakan pendekatan kualitatif yang bersifat deskriptif. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan verifikasi data. Berdasarkan hasil penelitian ini menunjukkan bahwa: 1) Sekolah SDIT Insan Gemilang Sigi telah menerapkan Kurikulum Merdeka belajar namun diterapkan secara bertahap. 2) Problematika guru dalam menerapkan Kurikulum Merdeka belajar yaitu : kurangnya kesiapan guru dalam menghadapi tantangan baru Kurikulum Merdeka belajar antara lain : tidak seluruh guru telah mengerti mengenai Kurikulum Merdeka belajar, lemahnya penguasaan guru dalam menggunakan teknologi Informasi (IT), guru kesulitan dalam membuat perangkat pembelajaran yang begitu banyak khususnya modul ajar. 3) Upaya yang diterapkan guru dalam mengatasi permasalahan penerapan Kurikulum Merdeka belajar adalah mengikuti sosialisasi dan pelatihan tentang Kurikulum Merdeka belajar, guru berinisiatif untuk melatih diri menambah kapasitas potensi diri dalam menghadapi tantangan baru Kurikulum Merdeka belajar, dalam pembuatan modul ajar guru bisa memanfaatkan modul ajar yang diberi oleh pemerintah pendidikan sebagai contoh. Implikasi dari hasil penelitian ini diharapkan pihak sekolah agar lebih memperhatikan lagi perkembangan guru pada proses penerapan Kurikulum Merdeka belajar sehingga proses pembelajaran dapat berjalan sesuai dengan kurikulum yang sedang diberikan

Kata Kunci: Problematika Guru, Menerapkan Kurikulum Merdeka Belajar.

INTRODUCTION

The era of the industrial revolution 4.0 has challenges as well as opportunities for educational institutions. The conditions for advancing and developing educational institutions must have the power to innovate, and be able to collaborate. If they are not able to innovate and collaborate, they will be far behind. Educational institutions must be able to balance the education system with the development of the times (Yamin & Syahrir, 2020). In realizing this, it is necessary to update the curriculum in accordance with the progress of the times and technology. Because, if a reform is not carried out, it will make the learning and education process in Indonesia will experience delays with the education of other countries.

Along with the progress of the times, if the old curriculum method is still used, it may be less relevant so that with the renewal of the curriculum, it can be used as a basis in the learning process to be

more effective and efficient, so that learning that can achieve the set national goals will be created. Schooling as the spearhead in the implementation of the curriculum is required to understand and apply it optimally and seriously, because the quality of the implementation of the educational process is one of them seen from this. However, in the field, curriculum changes often cause new problems, so that at the implementation stage there are technical obstacles, so that schools as organizers of the formal education process more or less at this early stage require a lot of energy just to know and understand the content and objectives of the new curriculum.

The curriculum is a structured educational planning that is overseen by schools and educational institutions, which is not focused on the teaching and learning process, but to shape the personality and improve the standard of living of students in the community (Bahri, 2017). Meanwhile, according to Wahyuni (2015),

the curriculum in an education is used as a goal for the implementation of education in Indonesia. The curriculum is not only limited to the field of study contained in it and its learning activities, but includes everything that affects the development and personal formation of students in accordance with the educational goals to be achieved so that it can improve the quality of education (Fatih et al., 2022).

Curriculum reform is very influential in the learning process because with the reform, the learning process, model, or method will be more effective and efficient, and will experience progress to improve the quality of education in Indonesia to make education in Indonesia better. Curriculum and learning are two things that cannot be separated. As a plan or program, the curriculum will be meaningless if it is not implemented in the form of learning. Likewise, without a clear curriculum as a reference, learning will not take place effectively. The problem of how to develop a curriculum is not as easy and simple as we imagine. In curriculum development, there are curriculum components that must be considered, including objective components, content components, method components, and evaluation components.

The implementation of the curriculum by the education unit can use a curriculum that is in accordance with the learning needs of students and must pay attention to the achievement of student competencies in the educational unit in the context of learning recovery. Therefore, educational units are given the option to implement a curriculum that is in accordance with the learning needs of students. The three curriculum options are the 2013 Curriculum, the Emergency Curriculum (i.e. the 2013 Curriculum simplified by the Ministry of Education and Culture), and the Independent Curriculum.

The Merdeka Curriculum is a curriculum with diverse intracurricular

learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to the content of the subject (Ministry of Education and Culture, 2022).

The Independent Learning Curriculum is a policy designed by the government to make a big leap in the quality of education in order to produce students and graduates who excel in facing complex future challenges. The essence of Freedom of Learning is freedom of thought for educators and students. Independent learning encourages the formation of an independent character where educators and students can freely and fun explore knowledge, attitudes and skills from the environment (Daga, 2021). In the independent learning curriculum, teachers are freed to create educational and fun learning. Pedagogical competence today also requires teachers to be able to model and carry out the learning process. Teachers are also given the mandate to plan, implement, evaluate, and follow up on the evaluation (Sutrisno, 2022). In addition to being one of the learning resources, the role of teachers in the curriculum concept is as a learning facilitator where it can be supported by knowledge competencies, skills, and basic values whose reflection is in the ability to think and act which is included in professional, pedagogic, personality, and social competencies. The concept of active, innovative, and comfortable learning must be able to realize students according to the needs of the times, especially in the current era (Ariga, 2022).

Education is one of the main pillars of a country's development, and curriculum development is crucial in ensuring the effectiveness of the learning process. The conditions for advancing and developing educational institutions must have the power to innovate, and be able to collaborate. If they are not able to innovate and collaborate, they will be far behind. Educational institutions must be able to balance the education system with the development of the times (Aprillia and Iryanti 2024). In Law No. 20 of 2003 concerning the National Education System, article 1 Paragraph 1 is as follows:

Education is a conscious and planned effort to create an atmosphere of the learning process so that students can actively develop their potential to have religious spiritual strength, self-control, noble moral personality, and the skills needed by themselves, the nation and the State (Meisin, Zulaiha, and Meldina 2022).

The implementation of the Independent Curriculum can be said to have just been implemented in Indonesia which previously used the 2013 Curriculum, so that references to the Independent Learning Curriculum are still very few, especially at the elementary school education level. In the implementation of the Independent Learning Curriculum, the preferred approach is student-centered. This approach directs education to develop students' individual personalities, experiences, backgrounds, perspectives, talents, interests, capacities, and individual needs in learning. Intense interaction between educators and students is the focus, where educators play the role of facilitators and supervisors who understand and respond to the learning needs of each individual (Fauzi 2023).

Although KMB has a noble goal in building students' independence and creativity, the reality in the field often shows that there are various problems in its implementation, especially in grade V

of elementary school. At this level, students begin to be exposed to more complex material, and teachers must be able to integrate the principles of KMB into daily learning. Therefore, it is necessary to conduct further research to explore and analyze the problems that may arise in the implementation of KMB in grade V of elementary school.

Based on the description of the background of the problem mentioned above and the initial observations that the author encountered at the SDIT Insan Gemilang Sigi school, the researcher found that the school has implemented the Independent Learning Curriculum from 2022, but it has been implemented gradually. Although the Independent Learning Curriculum has a very noble purpose, in its implementation there are still obstacles faced by teachers in implementing the Independent Learning Curriculum, the obstacles or problems faced by teachers in the implementation of the Independent Learning Curriculum are teachers having difficulty in implementing learning strategies that are different from the previous semester, where teachers are only given learning tips so that at the beginning of each semester teachers have difficulty making tools so much learning. The problem of teachers in applying the Independent Learning Curriculum to the planning and implementation of learning is that teachers have difficulties in making learning tools which are the speed of teachers in understanding or analyzing CP, formulating TP and compiling ATP and teaching modules. Especially in making teaching modules that must be made by teachers themselves by following the situation of the condition of students in their respective classes, because this Independent Curriculum is student-centered but the impact is on teachers, where teachers must be independent. The difficulty for teachers in implementing the Independent Curriculum is that there are sudden updates such as learning outcomes (CP) so that modules, ATP and other

learning tools must be remade. Then teachers are also emphasized to always update the learning method. Based on the obstacles faced by teachers in implementing the Independent Learning Curriculum in Schools, the author is interested in raising the title "Teachers' Problems in Implementing the Independent Learning Curriculum in Class V Students of SDIT Insan Gemilang Sigi."

At this time, there are many studies on the ability to discuss, one of which is a research written by Darmanyanti's sister thesis entitled "The problem of Islamic religious education teachers in the implementation of the Independent Curriculum for learning at SMK Negeri 2 Palopo" (DARMAYANTI 2023). The results of this study are the lack of teachers' ability to use technology, lack of time for socialization or workshops of the Independent Learning Curriculum, difficulties in making learning plans, constraints in the provision of learning practice materials, lack of infrastructure in the form of LCD, absence of assessment indicators made by teachers so that teachers have difficulty in assessing students. The similarities of this research are based on the thesis that is used as a study. Previously, there was a similarity, namely research on teacher problems in implementing the Independent Learning Curriculum. The similarity with the research conducted by the author is to use a qualitative descriptive research method whose purpose is to present a complete picture of the phenomenon being researched and tested. That is, what are the problems faced by teachers in implementing the Independent Curriculum, the difference is that the previous researcher only focused on the problems faced by PAI subject teachers in implementing the Independent Learning Curriculum, while the author focused on all subject teachers in grade V. Then the previous researcher focused on the Vocational Secondary School (SMK)

level, while the author at the Integrated Islamic Elementary School (SDIT) level, as well as the different locations and times of the research.

LITERATURE REVIEW

1. Definition of curriculum

The curriculum comes from the Greek words "curare", which means racetrack, and "curir", which means runner. There are two definitions of curriculum. According to S. Nasution, the curriculum is a series of plans made to allow learning to take place, and both are the responsibility of teachers and educational institutions. Meanwhile, Crow and Crow describe the curriculum as a series of materials and learning content that students will take until they get their diploma (Raffles, Yanto, and Khair 2025)

A curriculum can be defined as a set of plans, rules about content, learning resources, and techniques used to guide students in the learning process. This definition is based on the curriculum given. Program management consists of planning, implementation, monitoring, and evaluation (Nabila 2024)

Some types of education management include curriculum management, student management, facilities and infrastructure management, and personal management.

2. Definition of the independent curriculum

Nadiem Makarim proposed a new policy program called "Merdeka Belajar" to the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). The idea is to create a fun learning environment for students without being tied to scores or grades (Mulyasa 2021). The concept of independent learning encourages the role of teachers in the creation of curriculum and learning processes. The role of teachers is very important in the curriculum development process to adapt the content of the curriculum to the needs of the community and students. Teachers

must understand student psychology and how to apply the learning approaches and methods that will be used during the learning process (Annisa A. et al., 2022)

BSNP, or the National Education Standards Agency, defines the Independent Learning Curriculum as a learning curriculum that refers to the approach of interests and talents. This definition is in line with the previous idea that the Independent Learning Curriculum is an educational program that uses an interest and talent approach. The purpose of the national education system and national education standards is to describe students as Pancasila student profiles. Education, culture, and the character of a nation shape the profile of students, especially in young students and youth (Hehakaya, E. & Pollatu, D. 2022)

RESEARCH METHODOLOGY

The type of research conducted by the author is qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors (Sarumaha, Sarumaha, and Gee 2022). Technically, the author is directly involved in the field, namely making observations about how teachers' problems in implementing the Independent Curriculum learn for students in grade V of SDIT Insan Gemilang Sigi.

This research took place in Lolu, Sigi Biromaru District, Sigi Regency, Palu City, Central Sulawesi Province which is located on Tambuli street.

The author's reason for choosing this location is for various reasons, including that the location of the research is considered very representative of the title of the thesis prose raised by the author. Because besides the right object, it also provides new nuances for the author in adding research experience, especially in knowing the problems of teachers in applying the Independent Learning Curriculum to grade V students of SDIT Insan Gemilang Sigi. The next reason is

that the author's initial observation at the school, that teachers still have their own obstacles in implementing the Independent Curriculum, especially for grade V students, turns out that no one has researched directly at that location regarding the problems of teachers in implementing the Independent Curriculum.

In this qualitative research, the data used is divided into two, namely primary data and secondary data. Primary data is data that is collected directly from the source or what is commonly called main data (not through intermediary media), namely the primary data from this study, namely the Head of Madrasah, Homeroom Teacher V. Meanwhile, secondary data is data collected in the form of documents that are already available at the research location such as in schools, secondary data can usually be seen from the teacher's archive.

After the amount of data and information has been successfully collected by the author, the next step is to analyze some of the data obtained in the form of descriptive analysis using several data analysis techniques, including:

1. Data Reduction; The author makes a summary of the results of the data that has been collected, and selects the main data, and Focus on the data that is considered very important and choose themes and patterns according to the research. The data that has been collected by the author will give a very clear picture, and it will be easier for researchers to obtain and collect the data in their entirety (Makbul 2021).

2. Data Presentation, Data presentation can be done after data reduction, because data has been obtained through the results of interviews, as well as documentation, in this case data can be presented through notes, dense data descriptions so that the presentation of data in qualitative research can be analyzed and then described.

3. Data Verification, compiling the data that has been obtained, the author makes conclusions or verifies data derived from the results of data that has been collected through interviews, documentation, observations. Thus, the conclusion in this study is that the author makes initial conclusions that are still temporary, conclusions are still changed if no more strong data are found in the next field research.

In checking the validity of the data, data is not much different from the data that has been obtained by the author with data that has occurred in the field on the object of research. Then in checking the validity of the data, the data presented can be accounted for by the author. In checking the validity of the data that the author conducts in this qualitative research, namely by conducting a credibility test.

Checking the validity of the data is applied in this study so that the data obtained is guaranteed to be valid and credible, in this case the author conducted a review, whether the facts as the analysis of the data obtained really occurred at the location where the research was held, namely at SDIT Insan Gemilang Sigi.

RESULTS OF RESEARCH AND DISCUSSION

Before discussing more about this research, let's first understand the following things:

First, the curriculum is a set of subjects and various educational programs implemented by each level of education (Solehudin, Priatna, and Zaqiyah 2022) The curriculum is used as a reference or guideline in carrying out learning in the classroom as an effort to achieve educational goals effectively and efficiently. The independent learning curriculum is a curriculum that is still relatively new in Indonesia where the implementation of this curriculum is expected to be able to improve the quality of student learning outcomes because

learning is carried out independently according to the needs of students in each school (Fadil, Amran, and Alfaien 2023) This independent learning curriculum also provides a more flexible learning offer while still focusing on subjects that are considered important to master Accompanied by the provision of flexibility for teachers in implementing learning. The principles applied in the independent learning curriculum include: this curriculum is designed or compiled by paying attention to the stages of development of students, the learning carried out is encouraged to form students who like to learn so that they become lifelong learners, the learning process is carried out by paying attention to the characteristics of students and the school environment and learning is carried out in a relevant manner, adjusted to the environment such as customs, and culture that applies while still involving the tri centers of education, namely educational institutions, parents and the community to form qualified graduates (Sigalingging 2022)

Second, student understanding is something that has been mastered by students in the learning process where the knowledge mastered is then used as the basis for implementation (Ayuningrum and Herzamzam 2022) With this, learning becomes more meaningful. This is because, without understanding, it is impossible for the knowledge obtained to be implemented optimally. Therefore, understanding is an important thing that must be known where this understanding must also be correct, especially in the Religious factor.

Third, Islamic religious education is one of the compulsory subjects presented to students with Islam (Susilowati, 2022). PAI subjects are an important subject because they have moral and monotheistic learning to bring students who are pious and moral which is reflected in their daily habits (Nelisma, 2022). The independent

learning curriculum at SD Y in Magelang district will be carried out starting in 2022 for grades 1 and IV after the teachers clearly obtain information about the implementation of the independent curriculum and will be gradually applied to all classes following the class increase of students who are currently in grades 1 and 4. This is in line with what was conveyed by TN as the principal at SD Y. In addition, TH also mentioned that he had difficulties in implementing this curriculum because the books owned by the school were not complete as the applicable rules. However, because technology is so advanced, these difficulties can begin to be solved by disciplining themselves to read more and look for references so that the material presented remains valuable and impactful.

The Ministry of Education and Culture explained that the Independent Learning Curriculum focuses on essential materials and the development of student competencies in its phases so that students can learn more deeply, meaningfully, and fun, and not rush. Learning is much more relevant and interactive through project activities that provide wider opportunities for students to more actively explore actual issues such as environmental, health, and other issues to support the development of character and competencies of the Pancasila Student Profile. The purpose of this teaching is to strengthen students' literacy and numeracy skills as well as their knowledge in each subject. Phase or level of development means the Learning Outcomes (CP) that must be achieved by students, adjusted to the characteristics, potential, and needs of students. In the Independent Learning Curriculum, there is no longer a demand to achieve a minimum completeness score, but emphasizes quality learning as Indonesian Human Resources (HR) ready to face global challenges. (Rahmadayanti & Hartoyo, 2022). In the process of implementing the Independent Learning Curriculum, of course, it will cause

problems in the process of planning, implementing, and assessing learning because this curriculum has just been implemented and surely the parties are still confused about its implementation, causing problems that occur in it. Teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal education pathways, primary education and secondary education (Nalapraya 2023)

Teachers are people who are active in carrying out educational functions, the success of teachers is the success of Education (Sasono and Istiqlaliyah 2021) Teachers are very important and influential for the success of their students.

Then there is a new policy that can free educational institutions so as to encourage students to innovate and develop creative thinking. This curriculum provides a very wide space for a teacher to develop quality learning in order to produce an educated generation, and can compete globally so as to improve the quality of education (Hasibuan, 2022). One of the teachers admitted that there are great hopes for the implementation of the Independent Curriculum, namely the realization of students who have noble character, honesty, intelligence, superiority, innovative, creative, Indonesian character, high competitiveness, and have a good spirit of national nationalism and are able to adapt to global life. In order to realize these expectations, the role of the school principal is needed. As a learning leader to be able to move all components in the school as an agent of change that is central is to provide excellent service to students, so that they can develop optimally. In addition, the Independent Curriculum is one of the programs that is very different from the previous Curriculum, namely the Pancasila Student Profile Strengthening Project (P5), so that students are able to design a project/research about solving or

solving problems faced in daily life (critical reasoning).

Teachers are also still very constrained regarding knowledge and assessment of the independent curriculum, the teaching materials are still very minimal, and knowledge and assessment of the independent curriculum are still very lacking. Because teachers' understanding of the Independent Curriculum is still lacking and not in line with the learning paradigm of the Independent Curriculum, they encounter obstacles and challenges in carrying out learning, so teachers' efforts in overcoming existing problems, namely principals and teachers participate in the Implementation of the Independent Learning Curriculum training to improve the quality of teachers.

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Teacher Problems

Problematics comes from the word problem which means problem or problem. According to KBBI, problems mean things that are still unsolved. So problematics or problems are the things that are needed to solve the incompatibility between theories or reality that occurs. According to Abd. Muhith problematika comes from English, namely "problematic" which means problem or problem, then interpreted in the Indonesian dictionary, namely problema means things that cannot be solved that can cause problems. A problem is an obstacle or obstacle that can be solved, in other words, a problem is a gap between reality that is expected to be something good, so that maximum results are also achieved. Problematics is defined as a solution or problem solving. These problems can be seen as something that hinders the achievement of goals (Agustina, Qudni, and Salamah 2024).

Krulik and Rudnik define that a problem is a situation faced by a person or group where they need a solution or solution that occurs but the individual or group cannot have a way to get a solution. Sumardiyono explained that the word "problem" is closely related to a "problem solving" approach. Problem solving is a thought process with the ability to solve problems. So problematics are something that requires problem solving (Yuriansa 2022).

Implementation of the Independent Curriculum

According to experts, application is the act of practicing a theory, method, and other thing to achieve a certain goal and for an interest that is cooled by a group or group that has been planned and arranged

beforehand. Implementation is an action that is carried out, both individually and in groups with the intention of achieving the goals that have been formulated. The hyenonym in J.S Badudu and Sutan Mohammad zain "application is a thing, a way or a result".

According to Lukman Ali, "Implementation is practicing or pairing". Implementation can also be interpreted as implementation. Meanwhile, Riant Nugroho "the application in principle is the method that is carried out in order to achieve the desired goals".

The term curriculum comes from the words *curir* (runner) and *curere* (racetrack), and was originally used in the world of sports. At that time, the curriculum was interpreted as the distance that a runner had to travel from start to finish to get a medal/award. Then, this definition is applied in the world of education into a number of subjects that must be taken by a remnant from the beginning to the end of the study program to receive an award in the form of a diploma (Jaya 2021).

Characteristics of the Independent Curriculum

The Independent Curriculum is an initiative of the Indonesian government to provide freedom to schools in developing their own Independent Curriculum in accordance with local needs, student potential, and the development of the times. Its main characteristics include:

a. Flexibility: The curriculum gives schools the freedom to adapt the Independent Curriculum to local needs and conditions, as well as integrate cultural and local values into learning (Praekanata et al. 2024).

b. Teacher empowerment: teachers have a greater role in designing, implementing, and evaluating the Curriculum according to the needs of students and the school environment (Nasir et al. 2023).

c. Contextual: The Independent Curriculum emphasizes learning that is relevant to the daily lives of students and the surrounding environment (Kusumawati n.d.).

d. Competency-based: focuses on the holistic development of students' competencies, including knowledge, skills, attitudes, and values, to prepare them to become competent individuals in various fields (Arifin and Mu'id 2024).

e. The use of technology: encouraging the use of technology in learning to increase accessibility, effectiveness, and efficiency in the learning process (Saba 2024).

f. Stakeholder involvement : involving various parties, including parents, the community, and the industrial world, in designing, implementing, and evaluating the Curriculum, so that it is more responsive to student needs and job market demands (Hermawansyah and Subhan 2025).

g. Project-based learning: encouraging active and collaborative learning through learning projects that allow students to apply knowledge and skills in real-world contexts (Ramadhan and Hindun 2023).

h. Competency-based evaluation: adopting an evaluation approach that focuses on the achievement of student competencies, both formatively and summatively, to provide more holistic and in-depth feedback on developments about students as facilitators who meet the learning needs of students (Nurriqi 2021).

This research was carried out at SDIT INSAN GEMILANG SIGI. The research was conducted to find out how the Independent Curriculum is applied to learning in grade V of SDIT Insan Gemilang Sigi and to find out how teachers' efforts to overcome the problems of the independent curriculum of learning in class V of SDIT Insan Gemilang Sigi.

Table 1. The Condition of SDIT Insan Gemilang Sigi Students in 2024

No	Classes	Students		Quantity
		Male	Female	
1.	Classes I	25	15	40
2.	Classes II	23	25	48
3.	Classes III	20	18	38
4.	Classes IV	18	13	31
5.	Classes V	18	15	33
6.	Classes VI	14	16	30
		Quantity		220

Data Source: *Insan Gemilang Sigi Documents, 2024*

Based on the results of the research, it was found that in implementing the independent curriculum to the maximum, the following things were carried out.

1. RPP Planning; Important points in the draft RPP of the independent curriculum include:
 - a. student profiles to determine learning according to each student's talents, interests, learning styles, and even daily circumstances;
 - b. learning objectives;
 - c. evidence and assessment of

- d. Learning strategies to define learning approaches, models and methods;
 - e. the scope of learning activities; and
1. Examination as seen from the activeness of the students., completeness of identification, photos of activities, timeliness of collecting. Syllabus; just like K13, only there is a change in subject
 - a. Science and Social Studies become IPAS
 - b. PKN becomes Pancasila Education
 2. Implementation of KBM
 - Mapping of students' learning needs
 - a. Pupils' learning readiness
 - b. Interest in learning
 Some of the ways that teachers can do to attract students' interest include:
 - a. Creating learning situations that attract students' attention, e.g. with humor, creating surprises, etc.),
 - b. Creating a learning context that is associated with the interests of individuals
 - c. Communicate the value of what students learn
 - d. Creating learning opportunities where students can solve problems (problem-based learning)
 3. Learning profile

This learning profile is aimed at finding out more about the identity of students in order to find out the talents, interests and learning styles that each student likes. This is to determine a learning strategy. So a teacher must better recognize the needs of each student in order to be able to choose the right

learning strategy that suits the needs of students.

The Merdeka Curriculum is divided into 3, namely:

- a. Learning activities continue to use K13 with a new paradigm (vision and mission) must convey students' readiness to learn;
- b. the way of teaching uses a learning paradigm based on students so that it is no longer based on material;
- c. Independence changes in the learning process that does not require students to complete all learning materials (adjusted to their talents and interests). In this independent curriculum, teachers are required to be more creative in designing teaching modules, learning objectives and learning objectives so that a teacher can no longer be careless in making lesson plans to design KBM every week.

The purpose of school work is only to strengthen the profile of Pancasila students. PS is still given to students every day, but not only in classroom learning. Learning also needs to be carried out outside the classroom to increase students' activeness and innovate themselves

Assessment Aspects

The independent curriculum develops three human components, namely:

- a. Competencies think to produce more knowledge in each learner;
- b. Komponen fisik untuk menghasilkan keterampilan masing-masing individu;
- c. Komponen Qolbu untuk menumbuhkan keimanan dan ketaqwaan sesuai dengan keyakinan setiap peserta didik.

The examination is seen from the activeness of students, evidence of carrying out activities, timeliness of collecting, independence and activeness, intracurricular activities and extracurricular activities. The independent curriculum carries out assessments based

on phases, namely: (1) Phase A (equivalent to grades I and II of elementary school); (2) Phase B (equivalent to grades III and IV of elementary school); (3) Phase C (equivalent to classes V and VI of elementary school).

Learning outcomes before the implementation of the independent learning curriculum can be used as a level of student understanding, which is as follows:

No	Responden	Nilai
1	R1	60
2	R2	65
3	R3	75
4	R4	67
5	R5	68
6	R6	70
7	R7	76
8	R8	67
9	R9	79
10	R10	80
11	R11	75
12	R12	68
13	R13	65
14	R14	65
15	R15	66
16	R16	56
17	R17	54
18	R18	66
19	R19	78
20	R20	76
21	R21	78
22	R22	79
23	R23	70
24	R24	86
25	R25	70
26	R26	83
27	R27	82
29	R29	62
30	R30	60
31	R31	60
32	R32	65
33	R33	75
34	R34	65
35	R35	68
36	R36	67
37	R37	70
38	R38	69
39	R39	65

40	R40	70
Total		2800
Rata-Rata		70

The data above shows that the average score possessed by students is 70. After the implementation of the independent curriculum. Student learning outcomes are known as follows:

No	Responden	Nilai
1	R1	70
2	R2	80
3	R3	78
4	R4	84
5	R5	82
6	R6	80
7	R7	76
8	R8	79
9	R9	82
10	R10	80
11	R11	76
12	R12	80
13	R13	70
14	R14	78
15	R15	68
16	R16	78
17	R17	75
18	R18	70
19	R19	79
20	R20	80
21	R21	80
22	R22	80
23	R23	75
24	R24	90

25	R25	70
26	R26	88
27	R27	80
28	R28	84
29	R29	86
30	R30	88
31	R31	80
32	R32	85
33	R33	88
34	R34	86
35	R35	84
36	R36	80
37	R37	82
38	R38	84
39	R39	85
40	R40	80
Total		3200
Rata-Rata		80

The data above provides information that the implementation of the independent curriculum gives an average student score of 80.

The results of an interview with TY, one of the fourth grade students, stated that he was happy to be in fourth grade because there were many exciting scenes or experiments that were not previously done in 3rd grade. Actually, based on the results of the researchers' observations, the material in the 2013 curriculum and the independent learning curriculum are not too different, it's just that in the past for the elementary school level used thematically, in the independent curriculum, each subject is made to focus on the direction of student learning and the focus of learning delivered by the teacher. However, RY as a teacher in elementary school said that even though the government has provided PMM, because there are so many teachers and limited time provided, teachers do not optimally utilize the available applications or media, so there is a need for an improvement in understanding that is done gradually instead of at a time. With this, it is known that the independent learning curriculum can improve students' understanding of the PAI meter. However,

the school or the government needs to help other teachers to be able to understand how to do learning with the independent learning curriculum correctly. Do not let it happen that the curriculum has changed but the teaching style still remains the same so that the results given are not in accordance with expectations.

CONCLUSION

Based on the research problems that have been formulated by the researcher on the problems of teachers in implementing the Independent Learning Curriculum at SDIT Insan Gemilang Sigi. The results of the research that have been carried out, the author can draw the following conclusions:

The Independent Learning Curriculum has been implemented at SDIT Insan Gemilang Sigi in 2022, but it has been implemented gradually. In the first year, the implementation of the Independent Curriculum was still applied in grades I and IV only. Then in 2023 it has been implemented in all classes. In the implementation process, it can be seen that the implementation of the Independent Learning Curriculum has been running for 3 years. Things related to the implementation of the Independent Learning Curriculum are the profile of Pancasila students with project-based learning. The learning theme chosen by class V of SDIT Insan Gemilang Sigi is a sustainable lifestyle. The implementation of the Curriculum at SDIT Insan Gemilang Sigi is very influential in the learning process. Because the Independent Learning Curriculum can still be said to be a new Curriculum, of course there must be obstacles in the implementation process and teachers still need guidance in understanding the Independent Curriculum

A. Problems that occur in the implementation of the Independent Learning Curriculum

a. The lack of readiness of teachers in facing new challenges of the

Independent Learning Curriculum includes: Not all teachers have understood the Independent Learning Curriculum, weak mastery of teachers in using information technology (IT), teachers have difficulties in making so many learning tools, especially teaching modules

Teachers' efforts in overcoming the problems of the Independent Learning Curriculum at SDIT Insan Gemilang Sigi are by participating in socialization and training activities related to the understanding of the Independent Learning Curriculum. because these activities can help teachers to gain knowledge and understanding about the Independent Learning Curriculum. Then there are teachers' efforts in overcoming the creation of so many teaching modules, namely, teachers must learn independently about the preparation of modules. Where teachers must also get used to getting out of their comfort zone to face new challenges from the independent learning curriculum. The suggestions for efforts that have been submitted: First, teachers must be creative in designing their own teaching modules that are in accordance with the classroom environment, then second, teachers take the initiative to find other references, for example attending seminars or training on designing teaching modules for the Independent Curriculum. Finally, teachers use the teaching modules given by the education government as an example, the modules can be accessed on the site that is already available on the PMM Website

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