

Educational policy: Strategies for successful implementation of Independent Curriculum in transformational schools secondary education levels

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Abstract

The research aims to reveal and disseminate strategies success for implementing the Independent Curriculum in transformational schools. A qualitative approach with descriptive analysis method. The research focus is on school success strategies in implementing government policies for and sub-focus of the intracurricular curriculum and implementing the Pancasila student profile project. There were 14 respondents consisting of two principals, four vice principals for curriculum, four teachers, and four parents of students. An in-depth interview was used to collect the data. Data analysis by reducing the data obtained to answer the problem. The results of the research are (1) the success strategy for implementation of Independent Curriculum, namely that all stakeholders have a mindset that is willing to change to produce graduates who have competencies according to the profile of Pancasila students; (2) implementation of Independent Curriculum's successful strategy is socialized and teachers are provided with the training. The implication of this research is that these two schools exemplify service excellence for other schools so that the implementation of the Independent Curriculum can be accelerated.

Keywords

Implementation of Independent Curriculum, strategy, transformation school.

INTRODUCTION

Education is an escalation of the welfare and progress of a nation. Advanced education will increase the nation's welfare. Educational success can be seen from the competency aspects of graduates. Indonesian competent graduates are graduates who have hard skills, soft skills and character in accordance with the Pancasila student profiles. The success of producing competent graduates is the success of implementing the Independent Curriculum. The Independent Curriculum is a government policy

designed to address learning loss during the COVID-19 pandemic and to align with developments in the era of digitalization [1]. Secondary education units are currently implementing the Independent Curriculum. Based on Minister of Education, Research and Technology No. 5 of 2022 about regulating graduate competency standards and Minister of Education, Research and Technology Regulation No. 7 of 2022 about regulating content competency. In line with the research results of



Kim and Weiner [2], the curriculum offers an approach to learning that facilitates children's uniqueness, prepares students' competencies for the global era, and strengthens their identities.

The successful implementation of the Independent Curriculum is greatly influenced by leadership. This is in line with the results of Jojor and Sihotang's [1] research which states that the quality of learning is largely determined by the teacher's leadership as a learning leader. The implementation of the Independent Curriculum is not implemented simultaneously in schools, but the government provides the opportunity to choose to implement the Independent Curriculum in stages, namely freedom to learn, freedom to be independent, and freedom to share. This means that within a certain period of time schools are given the freedom to choose according to the school's readiness and capabilities.

Teachers have a role in carrying out their main duties in carrying out learning, mentoring, motivating students in an effort to achieve learning outcomes and the Pancasila student profile. Teachers have a distinctive leadership style that touches students in learning. Teacher leadership styles influence students and can shape behavior in everyday life. In this way, teachers also carry out the task of learning to produce students who become people of faith, piety, and noble character, which is closely related to their leadership [3], [4]. Teacher performance is the result of their leadership as a professional teacher, namely planning learning, implementing learning using appropriate methods, mastering the material, and conducting learning evaluations. Teachers must also have insight into leadership and regulations, so as to form a supportive educational ecosystem. The quality of teachers as learning leaders needs to be improved in a planned and sustainable manner because the leadership style of delivering learning, influencing, and motivating students will have an impact on achieving learning goals.

This was conveyed by Harris and Jones [5] that teacher leadership is required to create a pleasant learning atmosphere so that learning is carried out effectively and efficiently. In leadership, there are three types of leadership styles: authoritarian, participative (democratic), and laissez-faire. In line with the opinion of Sagala [6], it is said of the three teacher leadership styles that it is best for democratic leadership for teachers to carry out learning in general using a democratic leadership style

involving and prioritizing students' learning experiences in solving problems in learning and everyday life problems. In the same way, Sanjani [7] stated that democratic leadership makes it possible to develop well and respect each other and reach every opinion so as to create an optimal and productive learning climate. Fahri et al. [8] also stated that teacher leadership influences students in making decisions.

Based on data from the Ministry of Education and Culture [9] show that the results of student learning progress are from the aspects of literacy and numeracy. Using the emergency curriculum can increase achievement in the literacy aspect from 482 to 517 (an increase of 7.26%) and in the numeracy aspect from 532 to 570 (an increase of 7.14%). Barana Christian High School and Rantepao Christian High School North Toraja District has demonstrated success with both schools becoming transformational schools. Apart from that, 2 teachers at the school will become transformational teachers in 2022 and 1 person will become a transformational teacher facilitator at the provincial level. Therefore, the successful implementation of the Independent Curriculum needs to be publicized to inspire other people.

RESEARCH METHOD

This research was conducted at the secondary education level in North Toraja Regency, namely at Barana Christian High School and Rantepao Christian High School, District North Toraja. The basis for selecting these two schools is that these two schools are schools run by the community and are both transformational schools (North Toraja District Education Office). This research was conducted using a qualitative approach adhering to the constructivism paradigm [10]. The research focus is on school success strategies in implementing government policies to support the escalation of the achievement of the Pancasila student profiles, and the sub-focus of the intracurricular curriculum and the Pancasila student profile project.

The data required for primary data was obtained through in-depth interviews [11], [12], with the two principals (code name: SU and YP), two principals for curriculum (code name: RI and ATY), six teachers (code name: TSU, TYP, TRI, TTY, THP, and TGS), and four parents of students (code name: PS, PG, PT, and PA). Data processing and analysis procedures according to

Miles and Huberman [13] data analysis using a qualitative approach. Data or information from interviews is validated by triangulating sources and methods. The data obtained is reduced based on the research focus and sub-focus used to answer the research problem.

RESULT AND DISCUSSION

Based on the results of the data analysis, the aims are: (1) to reveal the strategies for successfully implementing the Independent Curriculum in transformational schools, and (2) to outline the strategies for the successful implementation of the Pancasila Student Profile project in transformational schools.

Strategy success in implementing the Independent Curriculum

It is important to disseminate the strategy for the school's success in becoming a transformational school and implementing an Independent Curriculum to school administrators, teachers, education observers, parents, and the community. This aims to ensure that all interested parties are involved in overseeing learning to produce a Pancasila student profile.

Participants stated that regarding the Independent Curriculum policy, both school principals agreed that the mindset of school administrators must be aligned. Curriculum changes are not total changes but are seen as developments from before. The Independent Curriculum is an improvement of the 2013 curriculum, providing space for teachers and students to be creative and innovative in learning, while emphasizing the character values that need to be instilled in students. In line with the results of previous research by Sibagariang et al. [14], the Independent Curriculum also emphasizes character values through the Pancasila Student Profile.

What is the strategy for implementing the Independent Curriculum, from the results of in-depth interviews with 6 teachers. The interview results showed that 5 (TSU, TYP, TRI, and TTY) out of 6 teachers (90%) welcomed the implementation of the Independent Curriculum. Teachers (TSU, TYP, TRI, TTY, and THP) support the proposal to become a transformational school. Apart from that, teachers are willing to take part in the selection of 2 teachers (TYP and TSU) to graduate in 2023. The school invites resource persons so that all

teachers are included in training with the school's own funds. Teachers (TSU, TYP, TRI, TTY, and THP) feel challenged to use touch screen boards and simulators with virtual lab applications in Physics, Biology, and Chemistry. Teachers are enthusiastic and willing to be invited to make changes together and move together. Teachers are very happy, especially differentiated and strengthening project of Pancasila student profiles learning which develops creativity. This is in line with the results of research [15]. According to the school principal (SU), class learning from morning to evening to work on project assignments. As a result, students seemed more creative and motivated. According to the principal informant (YP), the students' response was very good, especially using technology to help them learn in a fun way examples of students making videos and creative exercises based on the environment.

Vice principals (RI), as participants, noted that the way students learn is very different when using the 2013 curriculum and the Independent Curriculum compared to the previous curriculum. Students really enjoy learning so they produce good learning products. Students have the freedom and initiative to study and work on assignments and projects. According to parents (PS, PG, PT, and PA), the implementation of the Independent Curriculum has uplifted the school and has resulted in an increase in the number of applicants who trust this school to be the choice for their sons and daughters to study.

The increasing number of students has an impact on increasing school income because education funding comes from educational funds sourced from parents. In the period 2020-2022 the number of new students increased from 276 to 311 students. The parents (PS, PG, and PT) further stated that they believed in the school and were willing to be invited to take part in the socialization of the Independent Curriculum policy. Parents selectively choose schools for their children. This is where the paradigm shift actually needs to be changed in line with the expectations from the implementation of the Independent Curriculum that the child's education process is not only the responsibility of the teacher or school principal but a collaboration of stakeholders [16]. Stakeholders mean parents, community, school principals, teachers, school committees, employees and even students themselves. Parents must be involved in preparing the curriculum so that they realize that

they are also responsible for their child's learning process at school. Based on the research results above, it can be analyzed that almost all informants said that the student response was very good. This happens because students think that this Independent Curriculum is able to provide space for them to explore learning [17]. The implementation of this Independent Curriculum has begun to show creativity and innovation from students in delivering their learning products. This happens because the learning system is student-centered where the teacher acts as a guide, honing students' critical skills, creativity and innovation in learning [18]. To find out the supporting factors for the successful implementation of the Independent Curriculum, interviews were conducted with the two school principals, namely SU and YP informants. The principal informant (SU) said that the school leadership who provided encouragement became examples and challenges for teachers to continue to develop themselves and always open communication with teachers. All educational staff are ready to show their performance so that it can be seen in the processes carried out so far. other than that factor.

The next support is the school facilities which are quite complete, foundations and alumni who are always loyal in providing financial support, personnel and scholarships for outstanding students. Meanwhile, according to the principal informant (YP), the policy is the result of a joint agreement between the teacher and the principal. Apart from that, the school environment which is far from the city and in the middle of rice fields really helps to feel safe and comfortable in the learning process. The next supporting factor is that there are moving classes and students living in dormitories allowing students to have sufficient time to collaborate. Moving class is an interesting learning model so that learning is not monotonous [19], [20]. In line with the research results of Tinto [21] and that student who live in dormitories form a very supportive collaborative learning community.

The next supporting factor is that the foundation is very supportive in implementing Independent Curriculum. Teachers (TSU, TYP; TRI, and TTY) who feel challenged and increasingly enthusiastic about carrying it out and there are transformational teachers in schools who encourage collaboration and enthusiasm for learning for teachers. As well as learning media

through technology that has been prepared at school.

Meanwhile, the vice principal for curriculum (RI) states that the supporting factors include internet access available to all students, regulated according to usage time in each class, and teachers who are highly prepared and always willing to collaborate. Additionally, there is a supportive school ecosystem, good school management, and very adequate facilities and equipment in classes. The foundation, government, and alumni also strongly support the school program. The informant of the deputy principal for curriculum (ATY) conveyed the same thing that the human resources of teachers and students were good because they were the result of selection, foundations, provincial government, parents, and finance. Apart from that, the principal is very supportive of the boarding school so this makes it easier to organize the program. Furthermore, the informant (ATY) said that the school environment as a place of learning and students who come from different regions are actually supporting factors, especially in fostering elements of global diversity in the profile of Pancasila students. Apart from that, local wisdom of Toraja culture is one of the themes chosen for strengthening the project of Pancasila student profiles with the aim of students being able to recognize and preserve Toraja culture, especially Toraja children who were born and raised overseas.

Participant (HP) states that the number of younger teachers results in high enthusiasm for learning. The facilities and infrastructure are adequate, and the school principal's leadership is very supportive in terms of policy and innovation. Meanwhile, the GSM teacher informant said that the principal gave teachers space to be creative. Apart from that, the Foundation, regional and provincial governments, and the community also support it.

Based on the research results, it can be concluded that the supporting factors for implementing of Independent Curriculum in schools are leaders who always provide enthusiasm and encouragement and are role models. The principal (SU and YP) always challenges teachers to continue implementing student-centered learning and always open communication with teachers; foundations that support the implementation of the Independent Curriculum; school facilities such as information

technology tools that support learning; alumni who are always loyal in providing rewards for students who excel and qualify at state schools in Java through scholarships; a school environment that is still comfortable and safe for learning; there are mobilization teachers in Nag schools who have begun to apply the knowledge gained in mobilization teacher education; financial. The majority of teachers human resources are young and full of motivation to learn.

The success of implementing the Independent Curriculum cannot be separated from the obstacles experienced, including 5% of teachers who still have a comfort zone mindset. These are senior teachers nearing retirement age, making it difficult for them to keep up with changes. However, the school continues to provide understanding to the teacher. The school environment also influences and ultimately understands these changes.

Strategies for the successful implementation of the Pancasila Student Profile Project

The strategy for successfully implementing the Pancasila Student Profile Project in schools was revealed through in-depth interviews with school principals and deputy principals. The principal (SU) said that the strategy used to implement the project to strengthen the profile of Pancasila students was to form an implementation team in which there were coordinators, facilitators and assistants who communicated with students about the chosen theme. The principal informant (YP) also conveyed the same thing that the strategy implemented was to follow existing regulations where the principal of the strengthening project of the Pancasila student profiles team consisted of project coordinators and facilitators. After that, choose the theme that will be implemented for class 10 (ten) and create a module according to the theme.

Furthermore, the participant vice principal (RI and ATY) stated that each project coordinator handles 3 (three) study groups. Study teachers (TSU and TYP) become facilitators in implementing projects according to the class they teach. The theme was discussed at the subject teacher group. Meanwhile, according to the informant (ATY), a curriculum team was formed, consisting of 2 (two) coordinators for 6 (six) classes at grade 10 (ten) level. The coordinator and facilitator chose the theme for 2022, namely local wisdom, sustainable lifestyle, and building both body and soul. Activities are carried out

every Friday and Saturday. Each theme is held 12 to 13 times. At each meeting there is a presentation. ATY said that the main thing assessed in the project is the process according to the expected character. According to the findings of the study, reinforcing the Pancasila student profile in the Independent Learning curriculum provides a solution for developing Pancasila-based character. The government is promoting the transformational teacher program as the spearhead of equal distribution of education and strengthening the Pancasila student profile [22], [23]. Students are grouped according to their interests accompanied by a facilitator who gets closer to the students and can immediately solve problems related to the project.

High schools in Tana Toraja have developed a strategy for implementing strengthening projects of Pancasila student profiles well in accordance with existing regulations, but greater student involvement needs to be encouraged to design projects according to their wishes so that the profile of Pancasila students, especially those with critical reasoning and independence, really develops well. In line with the results of previous research found that the implementation of the Pancasila student profile strengthening project in strengthening the character of critical thinking is integrated with the use of project-based and problem-based learning methods in P5 comprehensive themes [24], [25]. In the curriculum structure of the independent learning curriculum, the learning process is divided into 2 (two) parts, namely intracurricular learning (70%) and strengthening project of Pancasila student profiles (30%) each year. The strengthening project of profiles was designed with a determined theme to answer various issues, including: (1) sustainable lifestyle; (2) local wisdom; (3) unity in diversity; (4) wake up the body and soul; (5) voice of democracy; (6) engineering and technology to build the Republic of Indonesia; (7) entrepreneurship. From the seven themes, schools can choose 3 to 4 themes each year and of course this is adjusted to the available resources. The school chooses 3 according to the available human resources but does not reduce the achievement of the attitude aspect.

CONCLUSION

Based on the results of data analysis obtained through interviews, strategies for successful

implementation of the Independent Curriculum concluded: (1) the principal, deputy principal, and teachers have the same mindset regarding curriculum changes aimed at producing graduates in accordance with the Pancasila student profile, (2) the Principal has strong leadership competence and able to encourage stakeholders to implement implementing of Independent Curriculum policies, (3) for school principals to provide opportunities for teachers to take part in socialization or training activities organized by the government or bring resource persons to schools so that teachers can improve leadership insight, transformational teacher concepts and implementation Independent Curriculum, (4) teachers have a leadership spirit that touches students in implementing the Independent Curriculum. Meanwhile, the strategy for successful implementation of the Pancasila student profile project is to: (1) form a coordinator and facilitator; (2) the team determines 7 project themes and chooses 3-4 themes and implements them 2 days every week.

As for suggestions to the principal, even though it has become a transformational school, in a planned and sustainable manner, the

implementation of the Independent Curriculum is being further refined and socialized to stakeholders. Apart from that, it is also recommended that schools provide opportunities for teachers to take part in training at the beginning of each semester so that all teachers have the same frequency in carrying out learning to produce graduates who have the profile of Pancasila students.

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