

## The Implementation of Independent Learning Curriculum in Social Sciences Studies at SMP Unggulan 9 Pulau Morotai

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### Abstract

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The aim of this research is how to describe the planning process, implementation process and evaluation process in the implementation of the Independent Learning Curriculum in Social Studies Learning at SMP Unggulan 9 Morotai Island. The approach used in this research is qualitative research or a descriptive qualitative approach. Data collection techniques use observation, interviews and documentation. For data analysis, the researcher carries out several steps, namely data reduction, data display and conclusion drawing. Meanwhile, in testing the validity of the data, researchers used data triangulation techniques. The results are related to the implementation of the Merdeka Belajar Curriculum in Social Studies Learning at Unggulan 9 Middle School on Morotai Island, where social studies learning planning has been implemented quite well, because it is able to create a differentiated learning process. In the implementation of social studies learning, it has also been carried out quite well. It is able to carry out learning implementation based on the implementation of the independent learning curriculum. Meanwhile, the evaluation aspect of social studies learning in the Independent Learning Curriculum at Superior Middle School 9 Morotai Island was carried out well. Social studies teachers also use assessments according to the objectives of the independent learning curriculum, namely starting from formative assessments, projectbased assessments and also using assessment instruments for students.

**Keywords:** *Implementation, Social Studies Learning, Curriculum*

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## INTRODUCTION

Education is a crucial and strategic aspect of human life. Every individual has an equal right to receive education services, particularly in Indonesia. Education plays a significant role in advancing, growing, and developing the nation. It also contributes significantly to the development and preparation of competent human resources capable of competing globally. The importance of education is evident in its ability to enlighten the nation's life, as stated in the preamble of the 1945 Constitution.

As time progresses, education will continue to develop and improve quality and capability in the realm of learning. One aspect that cannot be separated by the education system is the existence of a curriculum. Because a curriculum is the guideline for implementing good and interesting learning (Sukatin et al, 2021:78). Where the Ministry of Education and Culture will continue to carry out and make improvements in the education sector, one of which is updating the curriculum innovation itself.

The curriculum is a set of programs related to learning in education that are designed to be able to be implemented and developed to achieve a set educational goal (Lisa Chamisijatin et al, 2020: 99). The curriculum is also said to be a component of the learning process which is an important instrument for achieving national education goals. The curriculum is also developed dynamically in response to challenges and following current developments.

In the development of education in Indonesia, it cannot be separated from curriculum renewal, where each period will always undergo evaluation. Because the curriculum is the core of a separate educational process. The curriculum is also part of a field that has a huge influence on education and the curriculum really determines the process and results for the advancement of education in Indonesia. The legal umbrella for the curriculum is Law Number 20 of 2003 concerning the National Education System (SISDIKNAS) which in Chapter 1 Article 1, namely: The curriculum is a set of plans and arrangements regarding objectives, content and even learning materials and methods used as a guide for implementation. learning activities to achieve certain educational goals.

Each curriculum also has its own color and characteristics. The colors and characteristics of a curriculum will show or indicate that the curriculum presents the most appropriate figure for students at that time. This, according to Fetra et al (2020:26), explains that the Independent Learning Curriculum can focus on freedom in creative and innovative thinking. As one program that has been explained by the Ministry of Education and Culture in terms of launching the independent learning curriculum is the start of a driving school program. With the Independent Learning Curriculum, it is hoped that students will be able to develop according to their potential and abilities, because with the Independent Learning Curriculum, they will receive critical, high-quality and progressive learning.

Thus, the Independent Learning Curriculum is a curriculum that will focus on freedom and creative thinking. Schools will be able to implement the Independent Learning Curriculum where they must follow the program that has been launched by the Ministry of Education and Culture, namely the school program which is more powerful and requires strong cooperation and commitment and sincerity and will be implemented by all parties.

In implementing the Independent Learning Curriculum, E-learning technology will also be used, which is a new mainstay in the learning process in schools, which requires the readiness of teachers and students. The use of information technology in its use will be used throughout the educational unit. Because education will always move forward and develop, education must be dynamic and adaptable, so that it can adapt to changes that will occur. With the development of knowledge, it will be able to provide students with provisions for life in the future, namely the implementation of the online learning process. Therefore, the implementation and readiness of the curriculum which is based on technological developments will develop and there will be readiness for all educational components being tested, especially for social studies subject teachers whose schools will implement the Independent Learning Curriculum.

Therefore, the teacher's position is very important in the role of implementing the Independent Learning policy. Teachers can also be able to contribute collaboratively and work effectively in developing the school curriculum

process to organize and compile materials, textbooks and learning content. Because teacher involvement in the curriculum development process is very important in order to align the content of a curriculum with the needs of students in the classroom.

The Independent Learning Curriculum is implemented at the Superior Middle School 9 Morotai Island which has representative value for students if they are given activeness and freedom in learning as the name suggests, namely the Independent Learning Curriculum. Therefore, the key to freedom of learning is the design of strategies in learning that start from the process of freedom of learning for students. Meanwhile, there are three principles of Merdeka Belajar, namely: 1) Student-centered; 2) The process is literacy in nature and 3) The taste, taste and scope of learning.

In the social studies learning materials, social studies subjects are also referred to as integrated subjects, because this concept is also said to be part of a teaching and learning approach that will involve several fields of study to provide meaningful experiences to all students. In Law No. 20 of 2003 concerning the National Education System (SISDIKNAS), it is explained that social studies material is study material which by law must be included in the primary and secondary education curriculum, including including meaningful knowledge or knowledge of geography, economics, history and sociology. or intended to develop students' understanding, knowledge and analytical skills regarding the current social conditions of society. With the implementation of social studies learning in the Merdeka Belajar Curriculum learning which requires adjustments and various problems for social studies learning materials or subjects in schools.

Therefore, according to the results of the findings and what has been put into practice related to the implementation of the independent learning curriculum in social studies learning at Unggulan 9 Middle School on Morotai Island, which is in accordance with the presentation by the deputy principal of the curriculum section, he stated that this independent learning curriculum has been implemented, however still in the process of being experimented at grade VII level only. He also continued to state that the obstacle faced by teachers was that teachers still relied on textbooks which teachers also found to be the only source of learning. Apart from that, obstacles are also experienced, namely differentiated learning or there are also teachers who are still having difficulty carrying out or implementing differentiated learning. Then also on the other hand, where the use of IT is still in the learning process at the Superior 9 Middle School on Morotai Island, it is quite adequate with very complete facilities such as Wifi, Desktop PC, Projector and Computer Laboratory. Because in the Independent Learning Curriculum, the learning process is emphasized according to students' learning needs in order to increase their potential in accordance with their readiness to learn. The process of students' interests and profiles or learning styles is always emphasized and then the aspect of using IT is also a supporting aspect for implementing learning at school.

## **THEORITICAL REVIEW**

### **A. Independent Learning Curriculum**

#### **1. Understanding the Independent Learning Curriculum**

The word curriculum linguistically comes from the Greek word *Courier* which means runner or is called a place to race. Which then means the course or subjects taken so that you can obtain a degree (Candra Hermawan Yudi, 2020:36). Meanwhile, according to Crow & Crow's opinion, as quoted by Fauzan (2020:33), he said that the curriculum is a teaching plan which contains a number of subjects which are arranged systematically and are needed as a condition for completing a particular educational program.

For this reason, as in the opinion of the experts above, it can be concluded that curriculum implementation is a process of putting into practice the curriculum components which contain a set of plans or arrangements regarding lesson content and materials. The curriculum can also be used as a guide for organizing learning activities and can be equipped with an evaluation process at the end of teaching and learning. Thus, in 2019 the Indonesian Minister of Education, Mr. Nadiem Makarim, who was a freshman, came up with the idea of a new curriculum known as the Merdeka Belajar Curriculum.

In essence, the Independent Learning Curriculum aims to answer previous educational problems. The independent curriculum functions to develop abilities, one of which is through learning that will be designed to be very relevant and very interactive. The advantages of the independent learning curriculum launched by Nadiem Makarim are: More practical or simple and also deeper, more relevant, more independent and also more interactive (Khoirurrijal, 2020: 89).

Therefore, as explained by the experts above, researchers will conclude that the independent learning curriculum is a learning guide created with models and various learning content with the aim that students will understand the concepts and competencies in the learning process optimally.

## **2. Objectives of the Independent Learning Curriculum**

According to the Ministry of Education and Culture, the aim of the Independent Learning Curriculum is to increase the capacity and quality of human resources in Indonesia who will later have noble character and be able to compete with current developments and existing technology (Director General of PAUD, 2022: 11). Therefore, in order to achieve the objectives of the independent learning curriculum, the central government gives the authority to administer education to schools and regional governments which will be realized in the flexibility of educational administration that refers to the principles of the independent learning policy.

For this reason, the aim of the independent learning curriculum is to increase the capacity or quality of Indonesia's young generation. As has been aspired by the Indonesian people, namely to educate and brighten the life of the nation. Because the Merdeka Learning curriculum contains character values that will make the nation's children have noble morals. Apart from that, the Merdeka Belajar curriculum prioritizes critical thinking logic in children, so that it can be hoped that the younger generation will be able to face increasingly advanced and developing IT developments.

## **B. Social Studies Learning**

### **1. Understanding Social Studies Learning**

The definition of Social Sciences (IPS) is the integration of various branches of social sciences such as: history, sociology, economics, geography, law, politics and culture. IPS is formulated based on a basic understanding of reality and social phenomena which is the embodiment of an interdisciplinary approach and branch of social science. Social studies is part of a school curriculum which is created or derived from the content of social science branch material. As according to Nasution in Eliana Yunita S (2021:3) Social Sciences is a field of study which is a combination of a number of social science subjects. Social studies is defined as an effort both in terms of science and high-level thinking competence for students who are expected to have awareness and responsibility towards themselves and the environment.

Thus, what is explained in the opinion above is related to the meaning of social studies, it can be concluded that social studies is a science that studies various phenomena or facts, concepts and social generalizations that exist in society. Apart from that, social studies is a science that studies parts of human relations and concerns human behavior in life in society.

Likewise, learning cannot be separated from what is called learning. Because studying and learning are a series of activities that cannot be separated. Learning can also be interpreted as a system or process for educators and students that is designed and evaluated systematically so that students can achieve learning goals effectively and efficiently. This is strongest in Law Number 20 of 2023 concerning the national education system, where Article 1 point 20 states that learning is a process of interaction between students and educators and learning resources in a learning environment.

Learning Social Sciences is developing the concept of critical thinking based on social realities in the environment for students, so that with social studies education it is hoped that it can create good and intelligent citizens who can be responsible for the nation and the unitary state of the Republic of Indonesia. Social studies learning is also oriented towards developing students' critical thinking skills and creating intelligent thinking for students that is based on social facts and is able to meet the needs of community life and for students in society.

### **2. Social Studies Learning Objectives**

The main objective in learning Social Sciences is to develop the potential of students so that they are sensitive to social problems that occur in society and have a positive mental attitude towards improving inequality that occurs and are skilled in overcoming every problem that befalls both individuals and community groups (Denny Setiawan, 2022:44). Thus, the aim of social studies education is to develop competencies for students to master social science disciplines so that they can achieve the goals of higher education.

As stated by Awan Mutakin in Supardi (2021:32), he explained that the objectives of social studies learning in schools are: 1) Understand basic concepts and be able to apply methods adapted from social sciences and then use them to solve social problems. 2) having concern for the reality of society

through thinking about the values of history and culture of society, 3) being able to use models and thought processes to resolve issues that are developing in society, and 4) being able to develop various potentials or abilities to build a self that survives and then be able to take responsibility for building an enlightened Society.

## **METHOD**

### **A. Type of Research**

This research uses qualitative research or a descriptive qualitative approach. The aim of descriptive qualitative research is to take problems or focus on actual problems as they existed at the time the research was carried out or carried out. Descriptive research is research that is directed at taking symptoms, facts systematically and accurately (Sugiono, 2021:6).

Therefore, the research design in this study is descriptive qualitative research so that it can explain implementation related to the planning, implementation and evaluation process regarding the Implementation of the Independent Learning Curriculum in Social Studies Learning at Unggulan 9 Middle School on Morotai Island.

### **C. Data Collection Techniques**

To be able to obtain data related to the Implementation of the Independent Learning Curriculum in Social Studies Learning at Unggulan 9 Middle School on Morotai Island, the researcher used data collection techniques, namely by using Observation, Interviews and Documentation so that data collection could be achieved.

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### **D. Data Analysis Techniques**

In this research, the researcher used the field data analysis model method proposed by Miles and Huberman. In this research, the researcher provides a comprehensive overview of the implementation of the Independent Learning Curriculum in Social Sciences Learning at SMP Unggulan 9 Morotai Island. Therefore, there are several steps or processes in analyzing this research data, namely: data reduction, data display and conclusion drawing/verification.

### **E. Data Validity Test**

In research, every research finding must be checked for the validity of the data, so that the research results can be justified or their validity can be proven. For this reason, to check the validity of these findings, researchers used data triangulation techniques. Data triangulation is used as a process to determine the level of trust (credibility/validity) and consistency (reliability) of the data. From this point of view, the phenomena that will arise will be considered and then conclusions can be drawn and the truth can be more accepted.

## **RESULTS AND DISCUSSION**

### **A. Research Results**

The results of this researcher will present data based on the results of interviews, observations and also documentation in the field, related to the implementation of the Independent Learning Curriculum in Social Studies Learning at Superior 9 Middle School on Morotai Island. The data obtained and described are as follows:

#### **1. Social Studies Learning Planning in the Independent Learning Curriculum at SMP Superior 9 Morotai Island for the 2022/2023 Academic Year**

In the implementation of the Independent Learning Curriculum in Social Studies Learning at Superior Middle School 9 Morotai Island, the learning planning is the learning implemented in class by the teacher. It should also be noted that the Independent Learning Curriculum is a new curriculum and is being applied to the world of education, including at Superior Middle School 9 Morotai Island which has implemented the Independent Learning Curriculum in 2022/2023.

As the results of an interview with the Social Sciences subject teacher with Mrs. Sukarni Ahadi, S.Pd at Superior 9 Middle School on Morotai Island regarding the Independent Learning Curriculum, he said that:

"For the Independent Learning Curriculum, it must be carried out or put into practice a long time ago or from a long time ago because it received technical guidance from the Center or from the local Morotai Island Regency Education and Culture Office, which has its own advantages over the independent curriculum. "Because schools are given the authority to organize learning situations that are in accordance with school characteristics and not like before in the 2013 curriculum, where everything was centralized."

For this reason, according to the statement of Mrs. Sukarni Ahadi, S.Pd, she emphasized that with the existence of an independent learning curriculum, each school will be expected to organize learning in accordance with the processes and characteristics of the school.

Thus, by implementing the independent learning curriculum, it will emphasize differentiated learning which aims to maximize students' abilities according to their talents and potential. This is in accordance with the statement by Mr, Jafar Sadik Ashar, S.Pd.I, who is the Principal of Morotai Island 9 Superior Middle School, that:

"In the Independent Learning Curriculum, learning is differentiated. The aim of differentiated learning is that the teacher must be able to meet the needs of each student so that in the learning process students can learn the material based on the student's competencies."

Therefore, the implementation of the Independent Learning Curriculum in Social Studies Learning at the Superior 9 Middle School on Morotai Island, the planning of which is carried out starts with a teacher who is guided by the Learning Outcomes (CP) provided by the Ministry of Education and Culture and then creates teaching modules with Learning Objectives (TP). and has a Flow of Learning Objectives (ATP).

## **2. Implementation of Social Studies Learning in the Independent Learning Curriculum at SMP Superior 9 Morotai Island for the 2022/2023 Academic Year**

In the implementation of social studies learning using the independent learning curriculum, which is guided by the independent curriculum cycle with the aim of making it easier to achieve learning which is emphasized on aspects of the independent learning curriculum. For this reason, according to the results of observations that researchers obtained, namely by conducting learning with ice breaking. Where learning material must be carried out in group collaboration, so that students are able to be involved in the learning process.

For this reason, in the implementation of the Independent Learning Curriculum, there is a formative assessment activity. The purpose of formative assessment is that the learning process does not have to be questions. In the independent curriculum process, learning is the main key to learning, so it does not have to end with an exam, but during the learning process it is assessed by the teacher. So that the formative assessment process in the form of questions does not need to be carried out again by the teacher.

Therefore, in the implementation of the Independent Learning Curriculum implementation in Social Studies Learning at Superior Middle School 9, Morotai Island, which is carried out in 8 ways or steps, namely introduction, core activities, identifying problems, searching for information, developing ideas, socializing ideas, reflection on learning and closing.

## **3. Evaluation of Social Studies Learning in the Independent Learning Curriculum at SMP Superior 9 Island Morotai for the 2022/2023 Academic Year**

The evaluation that became the focus point of the researchers was the evaluation of the implementation of the Independent Learning Curriculum in Social Sciences Learning at SMP Superior 9 Morotai Island. The assessment is carried out in 3 stages, namely: First, a formative assessment which has been carried out, Second, a project-based assessment which has been carried out by students in groups, and Third, an assessment instrument for students. In accordance with the statement or results of the interview conducted by the researcher with Mr, Jafar Sadik Ashar, S.Pd.I, in which he stated that:

"In the implementation of the Independent Learning Curriculum in social studies learning at Superior 9 Middle School on Morotai Island, I carried out the assessment process in 3 (three) ways, first during my learning process I carried out a formative assessment. Then secondly, I carried out a project-based assessment process such as giving assignments such as making learning videos on the Renderforest application. The third is making an assessment instrument where the purpose of the assessment instrument will be a guide for me in carrying out assessments in the learning process."

Thus, with a differentiated learning process, students will continue to learn subject matter based on their competencies, what they like and how they learn. With the planning stage, the learning objectives will be achieved and made appropriate in the teaching module. This is proven by the fact that the students are very enthusiastic, have fun and do not easily get bored following the learning process.

## **DISCUSSION**

This discussion will be detailed based on the results of the research findings which contain the focus of the research, namely the Implementation of the Independent Learning Curriculum at SMP Superior 9 Island Morotai, as follows:

### **1. Social Studies Learning Planning in the Independent Learning Curriculum at SMP Superior 9 Island Morotai for the 2022/2023 Academic Year**

Planning is the process of designing what to do to achieve a goal. For this reason, a plan will begin with setting goals to be achieved through the learning process in order to determine the steps that will be implemented so that the learning goals will be achieved and which will be contained in the Teaching Module.

Based on the findings, the Teaching Module is the result of an improved RPP, but in the independent learning curriculum it is replaced with a teaching module. There are also missing components and additional components, such as in P5 (Strengthening Pancasila Student Profile Project) which are student prerequisite competencies for the critical learning process.

Therefore, as the research results obtained at SMP Superior 9 Island Morotai can be seen, namely the aspect of social studies learning planning in the Merdeka Belajar Curriculum which is carried out or carried out in several stages with the aim that the implementation of the Independent Learning Curriculum can be achieved.

### **2. Implementation of Social Studies Learning in the Independent Learning Curriculum at SMP Superior 9 Island Morotai, Academic Year 2022/2023**

As the findings show, the concept of implementing learning in the independent learning curriculum is very relevant to humanistic learning theory. Because humanistic theory is based on the philosophy of progressivism, this theory emphasizes the freedom to actualize oneself and leads to self-creativity. The main concept in humanistic learning theory is how the learning process can humanize humans. The steps in learning using a humanistic approach are determining learning objectives, identifying initial abilities and evaluating the learning process and outcomes.

For this reason, based on the results of research at SMP Superior 9 Morotai Island, it can be seen that in the implementation of Social Sciences learning in the independent learning curriculum, several steps are implemented or carried out and adapted to the process of implementing the independent learning curriculum concept for its implementation.

### **3. Evaluation of Social Studies Learning in the Independent Learning Curriculum at SMP Superior 9 Island Morotai for the 2022/2023 Academic Year**

As the results of researchers' findings regarding the evaluation of social studies learning in the Independent Learning Curriculum at SMP Superior 9 Island Morotai which uses an authentic assessment process. Authentic assessment is carried out in three forms, firstly in formative assessments that have been carried out or carried out and secondly in project-based assessments that have been carried out by students in groups. For this reason, this assessment aims to monitor and improve learning and to assess student learning achievement.

Thus, the research results obtained at SMP Superior 9 Island Morotai where the evaluation aspect of social studies learning in the independent learning curriculum already used assessment. Starting from formative assessments that have been carried out or carried out, project-based assessments that have been carried out by students in groups and also carried out assessment instruments on students. The aim of the assessment instrument is to use an assessment rubric consisting of assessing attitudes, knowledge and skills.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

The research conclusions regarding the Implementation of the Independent Learning Curriculum in Social Studies Learning at SMP Superior 9 Morotai Island are:

1. Planning for Social Studies Learning in Independent Learning Curriculum at SMP Superior 9 Island Morotai has been implemented quite well. This is clearly proven by the social studies teacher who has created a teaching module provided by the Morotai Island Education and Culture Department and adapted it to the potential of the Morotai Island 9 Flagship Middle School, so that it is able to create a differentiated learning process.
2. Implementation of Social Studies Learning in Independent Learning Curriculum at SMP Superior 9 Island Morotai has been carried out quite well. Social studies subject teachers also carry out learning implementation that is based on the implementation of the independent learning curriculum and also the creation of differentiated learning.
3. Evaluation of Social Studies Learning in Independent Learning Curriculum at SMP Superior 9 Island Morotai was carried out quite well. Social studies teachers also use assessments according to the objectives of the independent learning curriculum, namely starting from formative assessments, project-based assessments and also using assessment instruments for students.

### **Suggestions**

The suggestions in this research that were shown to the parties include:

1. The Principal of SMP Superior 9 Island Morotai is expected to always provide motivation, socialization and regular training to teachers related to the implementation of learning in the Independent Learning Curriculum in schools.
2. To the Head of Curriculum of SMP Superior 9 Island Morotai, it is hoped that he will always provide input and evaluation on the learning implementation process so that learning can run optimally.
3. To the social studies subject teacher at the Leading SMP Superior 9 Island Morotai, who is expected to always pay attention to the development of students so that learning meets the needs and competencies of students so that they can create a differentiated learning process.

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