

Implementation of Independent Curriculum in Learning Indonesian in Elementary School

Nursyaidah¹, Yulia Eka Putri² Anita Angraini Lubis³

^{1, 2, 3} Education for Madrasah Ibtidaiyah Teachers, UIN Syahada Padangsidempuan, Indonesia.
nursyaidah26@gmail.com, yuliaekaputri@gmail.com, anitalubis@uinsyahada.ac.id

Abstract : The implementation of the independent learning curriculum in Indonesian language learning in elementary schools must pay attention to the urgency of the Indonesian language so that its existence does not disappear as a unified language. In the Program For International Student Assessment (PISA) in 2019, Indonesia is ranked sixth from the bottom, namely ranking 74 out of 79 countries in terms of literacy and numeracy. The main focus on learning Indonesian in the independent curriculum is language, literature and thinking. There are four aspects of language that must be mastered by students, namely listening, reading, writing and speaking. This research is a type of literature study research. The data obtained comes from relevant and recent references such as books, articles, journals, proceedings. The results of the study state that in order to realize a learning process that can improve the four aspects of language skills which are emphasized in the independent curriculum, educators must be able to create a differentiated learning process, namely diverse, varied, creative, innovative and fun. Educators can use various learning models and strategies that are relevant to the material being taught. Many strategies can be used, such as inquiry learning strategies, jigsaw learning strategies, paired story learning strategies, field trip learning strategies and roleplaying learning strategies.

Keywords: Independent Curriculum, Indonesian Language Learning

INTRODUCTION

Quality education can be achieved if the learning process is carried out by qualified teachers. Teachers have a very urgent role in improving the quality of learning. A quality learning process certainly has an impact on students. Students feel very comfortable and happy to take part in the lesson if the teacher is creative and innovative in planning, implementing and evaluating the teaching and learning process. Thus, the implementation of education is expected to be able to prepare students' subjects to become human beings who have noble knowledge, skills, and attitudes in dealing with the rapidly changing times.

In early 2021 the minister of education, culture, research and technology has launched a prototype curriculum which has changed its name to the independent learning curriculum. The independent learning curriculum is one of the solutions in overcoming learning loss during the covid 19 pandemic. The implementation of this curriculum in 2021 involves approximately 2500 educational units spread across 34 provinces in Indonesia (Fitriyah: 2022). Every educational institution is given the freedom to apply this curriculum, because from 2022 to 2024 there will be 3 curricula in effect, namely the 2013 curriculum, the emergency curriculum (simplified 2013 curriculum) and the prototype curriculum which is now known as the independent curriculum. It is hoped that in 2024 the independent curriculum can be implemented in every educational institution.

An independent learning curriculum is a curriculum that gives freedom or independence to school members in carrying out the learning process, which is adapted to the interests, talents and potential of students based on their environmental context (Zulaiha, et al: 2022). The Ministry of Education and Culture explained that independent learning is a learning process that gives freedom and flexibility to an agency to reduce complicated administrative

problems. This curriculum provides space for students to study independently and access as much knowledge as possible from the learning process. The independent curriculum is expected to provide meaningful learning to students, feel happy and not feel burdened with learning activities (Zulfa, et al: 2022). This curriculum focuses on essential material so that teachers and students can maximize the material taught fundamentally. In its application, each subject certainly has different variations and focuses. The methods, models, strategies used must be adapted to the characteristics, needs, creative learning styles, interests and talents of students.

Indonesian language is a subject that is very important for students to master. Because Indonesian is the national language used in all branches of knowledge. With a good understanding of the language, it will make it easier to convey and receive information obtained when carrying out the learning process. This is in line with the focus on skills in the independent curriculum, namely literacy and numeracy. This policy is not without reason, according to research conducted in the Program For International Student Assessment (PISA) in 2019 Indonesia is ranked sixth from the bottom, namely ranking 74 out of 79 countries in terms of literacy and numeracy (Hasim: 2020). This is certainly a concern in the world of education, given the importance of literacy and numeracy skills in the current 5.0 era.

Literacy is a person's ability to read, write, speak, solve problems in everyday life. Literacy is not just measuring students' reading ability, but also the process of how a student analyzes the reading. Meanwhile, numeracy is the ability to use various numbers and symbols in dealing with various problems in the context of individual life. Numeration is not only assessed from mathematics lessons, but students' ability to relate numerical concepts to real life in the field (Marisa: 2021). Good literacy and numeracy skills will help students overcome various problems in everyday life. This ability will direct students to analyze various problems in the context of life and try to solve these problems. Literacy and numeracy skills are also skills that are much needed in the era towards 5.0.

In the current era of globalization, Indonesia is experiencing the disruption of the Indonesian language, meaning that language cannot be separated from the development of technology, various languages such as English, Arabic, Korean, Japanese, Thai enter unlimited and interact, this can affect the way Indonesian people communicate everyday. Therefore, in implementing the independent learning curriculum in learning Indonesian, especially in elementary schools, attention must be paid to the urgency of the Indonesian language so that its existence does not disappear as the language of unity. There are so many problems that occur in the process of learning Indonesian, such as students feeling bored, lacking enthusiasm, difficult material, long reading texts, monotonous learning and so on. According to the results of research conducted (Istiqoh: 2020) one of the reasons students tend to feel bored in the Indonesian language learning process is that teachers have not used relevant and varied learning strategies, models and methods. Whereas supposedly in the independent curriculum the teacher must create a differentiated learning process. Differentiated means learning that is diverse, varied, different, which prioritizes student participation to actively participate in the learning process.

According to (Surmayanti: 2023) educators must have a creative and innovative spirit in implementing Indonesian language learning so that learning can be said to be active and well implemented. This learning can run effectively, creatively, innovatively, and fun if the teacher prepares a clear lesson plan, uses relevant strategies, models, methods, learning techniques and does not forget to also use media that supports the realization of the expected learning outcomes.

METHODS

This research that uses the library research method, namely library research. The author collects information and data from relevant sources through books, journals, articles, proceedings, results of previous research, and so on. The references that the author collects must be published at least in the last 5 years. This aims to obtain the latest data that can be accounted for.

RESULT AND DISCUSSION

Education units have 3 choices in implementing the independent curriculum. First, applying some of the principles of an independent curriculum without changing the curriculum that schools are currently using. Second, implementing an independent curriculum with the support of learning facilities that have been prepared. Third, implementing an independent curriculum by compiling teaching tools independently (Rahayu: 2022). These three options can be selected according to the needs, characteristics, abilities of each educational unit.

The implementation of the independent curriculum in the Indonesian language learning process takes into account several principles. According to (Fitriyah: 2022) the principles in implementing the independent curriculum in elementary schools, namely first, are simple, easy to understand and implement. The meaning of simple is that significant changes can be implemented in stages by following policies and a series of good practices that have been regulated, have a clear design, get various supports and assistance to implement an independent curriculum. Second, focus on the competence and character of students. Students are expected to be able to increase their competence by providing material that is relevant, essential, in-depth and fun for students as well as forming the character of students who are in accordance with the profile of Pancasila students, namely having faith and piety to God Almighty, having noble character, global diversity, mutual cooperation, independence. , creative and critical reasoning. The third principle is flexibility, namely that schools can simplify the content contained in the independent curriculum with the educational unit's operational curriculum. This is motivated by differences in situations and conditions in each region. Likewise with the level of readiness of each school which is different in implementing the independent curriculum.

The fourth principle is harmony, meaning that there is harmony between the following 3 things: 1) curriculum, learning activities and assessment 2) harmony between curriculum, management systems and teacher abilities 3) policy alignment in individual learning (Fitriyah: 2022). The fifth principle is mutual cooperation, the implementation of the independent curriculum involves several institutions such as universities, schools and other educational institutions. These institutions work together, support each other in implementing the independent curriculum. The sixth principle is paying attention to the results of studies and feedback so that the quality can be accounted for. These principles are related to one another. The implementation of an independent curriculum must fulfill the principles mentioned above, this is due to the principles of implementing an independent curriculum as a unified whole. If there is a principle that is missed, it will result in many obstacles in its implementation.

In implementing the independent curriculum, teachers must strive to create an active, creative, innovative learning process, so that students' perceptions of boring Indonesian subject matter slowly disappear and then these assumptions change to learning Indonesian as learning that is easy to understand and fun. This is important to do because Indonesian is a subject that can help the learning of other subjects properly.

The main skills in increasing literacy are literary language and thinking skills (Amir: 2022). Iteration skills can be a means to facilitate the study of knowledge in various fields.

Therefore, learning Indonesian can support literacy competence in order to be able to learn all of Indonesia's socio-cultural context. The learning model that is highly recommended in learning Indonesian in the independent curriculum is called genre pedagogy. This model consists of four stages, namely 1) Context ((Explaining, building the context) 2) Modeling (Modelling), 3) Guidance (Joint construction) and 4) Independence (Independent construction). In addition, innovations in learning Indonesian can also use learning models that can achieve learning outcomes and develop and foster the character and attitudes of students according to the profile of Pancasila students.

Learning Indonesian in the independent curriculum at the elementary school level focuses on four aspects of Indonesian language skills, namely the ability of students to listen, read, write and speak (Sumaryanti: 2023). These four competencies are in accordance with the program from the independence curriculum. According to (Magdalena: 2023) listening skill is a skill that trains understanding of spoken language and trains the ability to think in receiving, responding, identifying, interpreting, concluding the information obtained. This skill asks students to pay attention and focus on events or things that are happening. Students' listening skills can be improved through a series of learning processes that guide students to observe explanations of learning material. for example by listening to the teacher's reading, listening to the teacher's explanation, listening to the contents of the story text, listening to learning video shows and so on. This method can create a more interesting and enjoyable learning atmosphere. Reading skills are skills that involve many things, not just letters and writing, but reading also involves visual, thinking, psycholinguistic, and meta-cognitive activities (Suparlan: 2021). Visual activity is the activity of translating symbols (letters) into spoken words. As a thinking process, reading is an activity of word recognition, literal understanding, interpretation, critical thinking and creative experience. Reading skills are the main capital of students in learning. If students' reading skills are good, it will make it easier for students to learn other branches of knowledge. Students can improve their reading skills by diligently reading texts in textbooks, reading a collection of books in the library, participating in a series of competitions such as speed reading competitions, news text reading competitions, poetry reading competitions, and others.

According to (Magdalena: 2021) writing skills are skills that are quite complicated and complex compared to other aspects of language skills. Writing skill is an activity of expressing ideas or ideas in a form of written language as the medium for conveying it. To produce a beautiful writing, it is necessary to pay attention to the choice of words, the formation of appropriate sentences, the relationship between sentences and paragraphs. Even though writing is a skill that is quite complicated, with practice and habit, writing can become something that is enjoyable. In practicing writing skills, students can be asked to write down the important things they get from a reading text, write the results of observations or interviews that they get in the process of collecting data, create a literary work such as poetry, speeches, drama texts and so on.

Next is speaking skill, which is a skill in communicating, conveying ideas, ideas, arguments orally. This skill is one of the skills that needs to be mastered properly, because this skill is one of the indicators of success in speaking. If the speaking skills are good, then students can communicate their ideas well to the school community and the wider community. This is the first step to establish good relations and cooperation with each other. Speaking skills are also skills that are needed in the era towards 5.0. This skill provides an opportunity for students to be able to give opinions or ideas to others. In the independent curriculum, it is very possible for learning outside the classroom, through discussion methods in the open field, so the courage and confidence of students to actively speak is greater (Manalu: 2022). By having good speaking skills, students will be more confident in the arguments they present. There are several

ways that students can do so that their speaking skills improve, namely by frequently asking questions and providing feedback on a matter, being active in discussions, daring to present the results of their discussions in front of the class, confident to appear in front of the class and then participating in competitions that can hone their skills. speaking such as storytelling competitions, speech competitions, debate competitions and so on.

In implementing the independent curriculum at the elementary school level, there are many Indonesian language learning strategies that can be applied including (Sumaryanti: 2023), namely: a) Inquiry learning strategies, b) Pair storytelling learning strategies c) Jigsaw learning strategies d) Study trip learning strategies e) Role playing learning strategies and so on.

The inquiry learning strategy is a learning strategy that can be used by teachers in implementing the independent curriculum, especially in learning Indonesian. The stages of this strategy include observing, asking, investigating, analyzing data and building concepts. When observing students will observe in which there is a process of listening to all the events that occur then they will write down the things they find in the observation process. Furthermore, students write reports on the results of their observations. The next stage is asking, asking is part of speaking skills, students are able to convey their questions well. students are allowed to ask and answer each other about objects, environments, events that have been observed by other students. Students can discuss their findings with each other. After discussing, students will analyze and present the data which is the result of their findings in the field. Then these findings will become a new concept developed by the student himself.

The pair storytelling learning strategy is a learning strategy carried out by two people. It can be between students and students, students and teachers, or students and the local community. This strategy will train students' skills in writing, listening and speaking. Write down the results that students get from conversations or stories that they get from their interlocutors. Then listen to information related to the things conveyed by the interlocutor and students' speaking skills when carrying out conversations both in terms of word choice, sentence arrangement, to student ethics when speaking. Paired story learning strategies can help students become more accustomed to interacting with other people, practicing self-confidence through continuous communication.

Furthermore, the jigsaw learning strategy can be applied by forming students into several groups, the teacher gives the main title of the material to be discussed by each group. Each group seeks information about the material. Information related to the material can be obtained through textbooks, books available in reading corners or libraries, or other reference books. This information is collected into a report that contains everything related to the group's material. Then each group was asked to present the results of their discussion in front of the class. During group presentations, other groups can ask questions related to the material being presented. After the question and answer session was over, the group gave a conclusion regarding the group's material. This learning strategy will train students' skills in writing, reading, and speaking.

The next learning strategy is the field trip learning strategy. This strategy can be implemented by visiting a tourist location that is not too far from the school. The locations visited are locations that are rich in history, culture, and are certainly worth visiting as a place for students to dig up information related to science. For example, students can visit the Portibi temple in the northern Padang Lawas. Students are asked to collect information related to the temple by noting things they find when collecting data, either by observing or interviewing the local community. Notes from observations and interviews were then presented in front of the class, followed by a question and answer session and drawing conclusions. This strategy is quite an interesting strategy because students carry out the learning process outside the classroom. Students will feel happy if invited to a place that is different from usual. But there are a number

of things that teachers need to pay attention to when they want to implement this learning strategy, such as: a) Transportation, teachers need to prepare supporting transportation, especially if the location is far from school b) Permissions, in elementary age children not necessarily all parents give permission to their children to carry out field trip activities, therefore these field trips are usually carried out by students who are in Phase C, namely grades V and VI. While for Phase A, namely class I and II and Phase B, namely class III and IV, it is not recommended to use the field trip learning strategy because there are several things that need to be considered specifically. c) Student safety, elementary school students are a level that is quite active in activities. This is also a challenge for teachers if they want to take their students on excursions. Need more assistance, control and attention so that the safety and security of students is maintained properly.

Next is the role playing learning strategy. This learning strategy asks students to portray the character of a character in a conversation or drama text. Students must be able to become a character according to their role. In addition to playing the characters in the conversation text in the conversation book, students can also be asked to create a drama text to increase students' imagination and creativity in writing. It aims to improve students' writing skills. To create a good drama text, there needs to be good guidance from the teacher, so that students are not confused in composing the drama text. After finishing composing a drama text, the teacher can choose who will play the character in the drama text. In role playing, students can use costumes or props that support their roles so that the drama is more conveyed to the audience. There are lots of Indonesian language skills that will be obtained from this learning strategy, namely writing, reading, listening, listening, and speaking skills.

According to (Sumaryanti: 2023) in the independent curriculum, there are several things that a teacher should emphasize more on students in the Indonesian language learning process, namely: 1) Fostering students' self-confidence and courage to speak in public 2) Providing opportunities for students to communicate in a directed and free way 3) Involve student activity in the learning process. Confidence and courage are one thing that is related. Students who dare to come forward will be more confident in appearing in expressing their thoughts. Confidence is characterized by not trembling when appearing in front of the class, not being afraid of being wrong about the answer he explains, the most important thing is that the student dares to express his opinion. Not many students have this kind of thinking. Therefore, teachers must continue to strive so that students dare to appear confident in front of the class to express their opinions. Teachers must also provide opportunities for students to communicate with teachers and other students, in order to create an all-way communication. This aims to provide students with direct learning experiences with teachers and colleagues. One of the most important things is that teachers must continue to involve students in the learning process. Learning must be student-centered. This means that students must be active in communicating, be it asking questions, giving answers, giving opinions, discussing, or presenting the results of their discussions in front of the class. This aims to train students' four Indonesian language skills, namely writing, listening, reading and speaking.

CONCLUSIONS

The main skills in increasing literacy in learning Indonesian are language, literature and thinking skills. In order for learning outcomes in learning Indonesian in the independent curriculum at the elementary school level to be realized, students must be able to master the four aspects of Indonesian language skills, namely listening, reading, writing and speaking. These four skills aspects are the focus of the independence curriculum at the elementary school level. These skills can be mastered by students through an active, creative, innovative and fun

learning process. To realize a learning process that can improve these four aspects, educators can use learning models and strategies that are relevant to the material being taught. The learning model that is highly recommended in learning Indonesian in the independent curriculum is called genre pedagogy. This model consists of four stages, namely 1) Context ((Explaining, building the context) 2) Modeling (Modelling), 3) Guidance (Joint construction) and 4) Independence (Independent construction). There are many learning strategies that can be used by educators in learning Indonesian at the elementary school level, including inquiry learning strategies, Jigsaw learning strategies, paired story learning strategies, field trip learning strategies, role playing learning strategies and so.

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