Implementation of The Independent Curriculum In The Post-Pandemic Period

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Abstrak: The era of the industrial revolution 4.0 has the same challenges as well as opportunities for educational institutions. In order to move towards progress and development, educational institutions must have the power to be innovative, creative and adaptive to changing times and for this reason the independent curriculum exists as a data dynamic solution offer. The implementation of the independent curriculum has been carried out in schools in Indonesia in the 2022/2023 academic year as has also been implemented by the Al-Ishlah Krembung Islamic Elementary School. This research examines the implementation of the independent curriculum in these institutions, both in terms of implementation and what obstacles are faced and how schools overcome obstacles is interesting to study. The method used in this research is qualitative. The data in this study were collected through interviews, observation, documentation. The results of this study are that Al-Ishlah Krembung Islamic Elementary School has implemented an independent curriculum in terms of cognitive diagnostic assessment, making teaching modules, and implementing science learning in accordance with the guidelines for implementing an independent curriculum

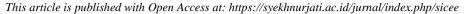**Keywords:** revolution era 4.0, independent curriculum, al-ishlah Islamic elementary school

INTRODUCTION

Education is an important part of human life. He toois the key to the development of a nation and state. Because education is a pillar of national development, of course the state is obliged to provide education for its citizens. Every citizen without exception has the right to equal and equitable access to education. This is as stated in the preambule of the '45 Constitution, namely "to educate the life of the nation". And in the context of implementing education that creates social justice, this must of course be supported by an integrated and jointly developed system.

Implementation of education must always develop according to the development of the times because education is a provision that must be owned by humans in living an increasingly advanced and progressive life. That's why the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia, Nadiem Anwar Makarim sparked the "Freedom to Learn" program which aims to respond to educational needs in the era of the industrial revolution 4.0.

The era of the industrial revolution 4.0 has the same challenges as well as opportunities for educational institutions. To move towards progress and development, educational institutions must have the power to be innovative, creative and adaptive to changing times. If
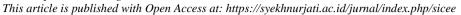
you are unable to respond to these three things, you will be left far behind. But if it's the other way around, then educational institutions will be able to create Human Resources (HR) who can advance, develop, and realize the ideals of the nation, namely educating humans. Making human learners is not an easy thing like turning the palm of the hand. Educational institutions must be able to balance the education system with the times. In the era of the Industrial Revolution 4.0, The education system is expected to be able to realize students have skills that are able to think critically and solve problems, be creative and innovative as well as communication and collaboration skills. Also the skills to find, manage and convey information as well as being skilled at using the required information and technology (Eko Risdianto, 2019:4).

In the era of the Industrial Revolution 4.0, educational institutions not only needed old literacy, including reading, writing and calculating. But it also requires new literacy. The new literacy in question is First, data literacy. This literacy is the ability to read, analyze and use information in the digital world. Second, is technological literacy. Where this literacy understands how machines work, technology applications (Coding Artificial Intelligence & Engineering Principles) and so on. And the third is human literacy. This literacy takes the form of strengthening humanities, communication, and design. These various literacy activities can be carried out by students and teachers.

The substance (spirit) of education lies in the curriculum. It becomes a core and integral part of an education and cannot be separated. The curriculum is a set of educational programs that have been prepared and implemented to achieve educational goals in which there are components that are interrelated and support one another (Kamiludin and Suryaman 2017:59). He occupies a central position in all kinds of educational activities. In order to create educational goals, the curriculum must be able to improve its quality, where the curriculum must be able to adapt to the situation of each school, pay attention to the needs and developmental stages of students, the need for national development while keeping in mind that national education stems from national culture and national education based on Pancasila and the 1945 Constitution (Hidayani 2018:377). To improve the quality of education in Indonesia, the curriculum that is applied should develop based on the needs of the times and of course be adjusted to the educational unit, regional potential, and it is necessary to evaluate the extent of the effectiveness of implementing the curriculum. The development of curriculum improvements will be said to be effective if the results of the development are in accordance with the demands and needs, relevance, flexibility, continuity, practice, and effectiveness (Indarta et al., 2022). Therefore curriculum development should have a strong and principled foundation to support the achievement of educational goals.

The current Minister of Education and Culture (Nadiem Makarim) has changed and established the Independent Curriculum as an improvement to the 2013 curriculum dated December 10, 2019. Starting with the four Free Learning policies presented by the Ministry of Education and Culture, (2021a) among others, first, in 2020 replacing the National Standard School Examination (USBN) is a test or assessment organized by the school with an assessment of student competency which can be carried out in a more comprehensive form which gives freedom to teachers and schools to assess student learning outcomes. Second, in 2021 the National Examination will change to a Minimum Competency Assessment (AKM) and a Character Survey that focuses on literacy and numeracy skills, and character as an effort to encourage teachers and schools to improve the quality of learning that refers to good international assessment practices such as PISA (Program for International Student Assessment) and TIMSS (Trend in International Mathematics And Science Study). Third, simplification in the preparation of the Learning Implementation Plan (RPP), which originally consisted of 13 components, has become 3 core components including; includes learning
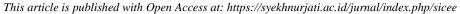
objectives, learning activities and assessments. This is intended so that teachers have more time to prepare and evaluate learning so that it is more effective and efficient and teaching. And fourth, policies in New Student Admissions that are more flexible so as to be able to support inequality in terms of access and quality in the regions.

Freedom to learn is a policy designed by the government to make big leaps in terms of the quality of education in order to produce students and graduates who excel in facing complex future challenges (Suyanto, 2020). The essence of independent learning is freedom of thought for students and teachers. Independent learning encourages the formation of an independent spirit character where teachers and students can freely and happily explore knowledge, attitudes and skills from the environment. Independent learning can encourage students to learn and develop themselves, form a caring attitude towards the environment in which students learn, encourage student confidence and skills and easily adapt to the social environment (Ainia, 2020). Therefore the existence of independent learning is very relevant to the needs of students and the demands of education in this century. Because the essence of independent learning is to accelerate educationwhich frees and gives autonomy (recognition) to both teachers and schools to interpret basic competencies in the curriculum into teacher assessment (Sherly et al., 2020; Widiyono et al., 2021).

The implementation of the independent learning policy encourages the role of the teacher to further strengthen his position both in curriculum development and in the learning process. Aside from being a source of learning, in independent learning the teacher acts as a learning facilitator supported by professional, pedagogical, personality and social competence. With these competencies, teachers can realize the implementation and objectives of implementing the independent learning policy (Pendi, 2020). One of the problems that arises and at the same time encourages the emergence of the independent learning policy is the busyness of teachers who are trapped in the administration of learning so that teachers are not optimal in carrying out the learning process in class. The educational climate in Indonesia accepts that one of the teacher's duties is to prepare and organize learning administration in accordance with applicable regulations. The busyness of taking care of the administration of learning is part of the learning process. That teachers and schools are trapped in ways and objectives which make education administration the main activity so as not to violate bureaucratic provisions, accreditation, grades and exams (Houtman 2020). So it is not surprising that teachers and schools actually make educational administration the goal and priority of educational activities. That teachers and schools are trapped in ways and objectives which make education administration the main activity so as not to violate bureaucratic provisions, accreditation, grades and exams (Houtman 2020). So it is not surprising that teachers and schools actually make educational administration the goal and priority of educational activities. That teachers and schools are trapped in ways and objectives which make education administration the main activity so as not to violate bureaucratic provisions, accreditation, grades and exams (Houtman 2020). So it is not surprising that teachers and schools actually make educational administration the goal and priority of educational activities.

From a philosophical point of view, independent learning has a foundation of humanism and constructivism (Hendri, 2020; Yusuf & Arfiansyah, 2021), progressivism (Mustaghfiroh, 2020), and Ki Hadjar Dewantara's educational philosophy (Ainia, 2020; Masitoh & Cahyani, 2020; Saleh, 2020). Humanism emphasizes freedom, personal choice in self-actualization, developing potential, function and meaning for the environment. Constructivism emphasizes independence in exploring and constructing students' knowledge and skills. Progressivism emphasizes teacher independence to explore and optimize students' potential. Meanwhile, the philosophical thinking about independent learning in the view of Ki Hadjar Dewantara appears in the concept of education where students are encouraged to achieve meaningful and
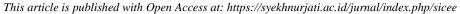
meaningful changes to their environment. The basic essence of education is an independent spirit education (Hendratmoko et al., 2017). An independent spirit is related to a positive mindset, noble and beautiful feelings, and noble will (Hadiwijoyo, 2016). Teachers use the "among" approach in education and learning. The among method is evident in the educational principle "ing madya mangun karsa, ing ngarsa sung tuladha, tutwuri handayani" (in front of giving an example, in the middle of building ideals, in the back giving encouragement and support). Where it literally means that the teacher is in front of the students to set an example, the teacher among the students is to build ideals, and the teacher is behind the students to support the students. Teachers use the "among" approach in education and learning. The among method is evident in the educational principle "ing madya mangun karsa, ing ngarsa sung tuladha, tutwuri handayani" (in front of giving an example, in the middle of building ideals, in the back giving encouragement and support). Where it literally means that the teacher is in front of the students to set an example, the teacher among the students is to build ideals, and the teacher is behind the students to support the students. Teachers use the "among" approach in education and learning. The among method is seen in the educational principle "ing madya mangun karsa, ing ngarsa sung tuladha, tutwuri handayani" (in front of giving an example, in the middle of building ideals, in the back giving encouragement and support). Where it literally means that the teacher is in front of the students to set an example, the teacher among the students is to build ideals, and the teacher is behind the students to support the students.

The essence of independent learning from the standpoint of students will later have freedom in thinking both individually and in groups, so that in the future it can give birth to students who are superior, critical, creative, collaborative, innovative, and participatory. The hope is that with the independent learning program there will be increased involvement of students in learning. (Siregar et al., 2020).

The independent learning policy gave birth to a new paradigm on education and learning and the role of the teacher. The minister of education and culture said that the teacher's task is noble and difficult (Yamin & Syahrir, 2020; Natalia & Sukraini, 2021). The task of the teacher is noble because the teacher prepares the younger generation for development. The teacher's task is difficult because it is not easy to educate people with all their characteristics, problems and needs. Basically the concept of independent learning wants to free teachers and students. If the teacher has the task of forming the younger generation for the future, then the teacher does not have to be given a heavy burden related to administrative matters which take up a lot of time and energy. This is the teacher's dilemma. On the one hand the teacher must have a lot of time to carry out the learning process, interact with students, help students achieve their competence, but on the other hand the teacher must also provide a lot of time to work on and complete educational administration tasks. Teachers must carry out learning and assessment in a comprehensive manner but teachers are also pressured by various education stakeholders. Teachers want to be creative and innovative in developing learning according to students' needs, but teachers are not free to design and implement learning. The teacher wants to know the potential and abilities of students with a variety of measuring instruments, but the teacher is limited by forms of exams that have been formatted in a standard way. Teachers must carry out learning and assessment in a comprehensive manner but teachers are also pressured by various education stakeholders. Teachers want to be creative and innovative in developing learning according to students' needs, but teachers are not free to design and implement learning. The teacher wants to know the potential and abilities of students with a variety of measuring instruments, but the teacher is limited by forms of exams that have been formatted in a standard way. Teachers must carry out learning and assessment in a comprehensive manner but teachers are also pressured by various education stakeholders. Teachers want to be creative and innovative in developing learning according to students' needs, but teachers are not free to

design and implement learning. The teacher wants to know the potential and abilities of students with a variety of measuring instruments, but the teacher is limited by forms of exams that have been formatted in a standard way.

Such conditions make teachers and students remain trapped in the education they have experienced so far. For example, students will carry out learning as just a routine activity without meaning, or students feel burdened in learning so they feel bored, less creative, and become passive in learning (Husein, 2020). Likewise, teachers are burdened with burdensome administrative tasks in order to fulfill programs or the wishes of their superiors (Yamin & Syahrir, 2020). The main spirit of independent learning is the independence of learning and learning for both students and teachers. This spirit of independent learning can only be found and implemented in the learning process if both teachers and students understand the meaning of independent learning, and especially teachers understand their role in independent learning.

In general, much of the research conducted discussing the Independent Curriculum is still focused on the tertiary level. Implementation of the Independent Curriculum Learning at the school level or in elementary schools itself is still limited and in general explores the independent curriculum theoretically by highlighting literature review. So that research is needed on the implementation of the independent curriculum in educational units, namely in basic education.

Broadly speaking, this research will describe the general description of the implementation of the independent curriculum at Al-Ishlah Sidoarjo Islamic Elementary School for students in class I and Class IV in terms of the profile of Pancasila students, the structure of the Merdeka curriculum and its content, as well as the teaching tools that become a portrait of the independent curriculum as a form of independent learning in elementary schools. This research is important for teachers, school principals and other parties in helping to understand the Free Learning Curriculum in elementary schools, considering that the 2022-2023 school year this curriculum has started to be implemented.

METHODS

This research uses qualitative research methods with descriptive research types. This type of descriptive research was chosen because this research seeks to describe learning practices at Al-Ishlah Islamic Elementary School, Krembung District, Sidoarjo Regency, East Java. The data sources in this study were the Principal of Al-Ishlah Islamic Elementary School and Class I and Class IV teachers of Al-Ishlah Islamic Elementary School. This is due to the implementation of the new Independent Curriculum implemented in class I and class IV. Data collection was carried out by interviewing school principals, first grade teachers and fourth grade teachers at Al-Ishlah Islamic Elementary School. Data collection was also carried out through observation activities at school by observing the learning process in class I and class IV Al-Ishlah Islamic Elementary School. In addition, data was also collected through documentation, namely by taking document data at Al-Ishlah Islamic Elementary School related to the implementation of learning in grades I and IV which have implemented the independent curriculum. It also reviews whether this independent curriculum can be efficiently implemented. And are there any problems or obstacles that are felt during the implementation of the independent curriculum.

Qualitative data analysiscan be done using the Miles and Huberman models. Where data analysis is carried out through four stages, the first is data collection, the second is data condensation, the third is data presentation, and the fourth is drawing conclusions. The analysis process in this study was carried out dynamically, if the data is still lacking, data collection activities can be carried out again, or repeating the process of condensing and presenting data

until valid data conclusions are found.

RESULT AND DISCUSSION

Basically the implementation of the Independent Curriculum has been carried out by Al-Ishlah Islamic Elementary School, namely in class I and class IV. This is in accordance with the rundown of the implementation of the independent curriculum by the government so that not all classes implement the independent curriculum in the 2022/2023 school year. The implementation of the independent curriculum is carried out in stages from class I and class IV at the elementary school level, class VII at the junior high school level and class X at the senior high school level. The implementation of the independent curriculum was carried out under the direction of the relevant agencies, and almost all schools in the Krembung District area, especially the Al-Ishlah Islamic Elementary School, have implemented the independent curriculum in the 2022/2023 academic year. There are 3 choices that schools can make in implementing the independent curriculum in the 2022/2023 academic year. These choices are independent learning, independent change and independent sharing. At the time of selecting the category Al-Ishlah Islamic Elementary School chose the independent learning category.

The general description of the development of the independent curriculum at Al-Ishlah Islamic Elementary School in terms of the Pancasila student profile is as follows. That the profile of Pancasila students is a reflection of superior Indonesian students with lifelong learning, character, global competence and behavior according to Pancasila values. The values and character of Pancasila serve as the main reference in directing educational policy, including serving as a reference for teachers to build student character and competence. So to develop the character of this Pancasila student profile, Al-Ishlah Islamic Elementary School has implemented character learning on the dimensions and elements of the Pancasila student profile as based on the Decree of the Head of the Curriculum Standards and Education Assessment Agency, (2022) Number 009/H/KR/2022 to assist a more intensive understanding of the dimensions, elements and sub-elements of the Pancasila student profile in the Merdeka Curriculum. Meanwhile, the cultivation of character education for elementary school students with a Pancasila student profile consists of 6 dimensions as shown in the following tables;

Table 1. Dimensions and Elements of the Pancasila Student Profile

NO	Dimensions	Element
1	Have Faith, Fear To God Almighty One and Noble Morals	Religious morals Personal morals Morals to humans Akhak to nature State morals
2	Global Diversity	Know and appreciate culture Intercultural communication and interaction Reflection on and responsibility for the diversity experience Social justice
3	Mutual cooperation	Collaboration Concern Share
4	Independent	Self-understanding and situation Self regulation

5	Critical Reasoning	Obtaining and processing information and ideas
		Analyze and evaluate reasoning
		Reflect and evaluate his own thinking
6	Creative	Generate original ideas
		Produce original works and actions
		Have the flexibility of thinking in finding alternative solutions to problems

Furthermore, to support the implementation of learning in the independent curriculum in applying the new paradigm, a curriculum structure is needed as a mapping for the organization of learning. The structure of the Independent Curriculum at Al-Ishah Islamic Elementary School has referred to the rules in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Recovery Learning Development & Learning, (2022) which is divided into 3 phases, namely:
a. Phase A for grades 1 and 2 students
b. Phase B for grades 3 and 4 students
c. Phase C for grades 5 and 6

Furthermore, the Merdeka Curriculum at Al-Ishah Islamic Elementary School has been established as a learning recovery curriculum at the basic education level which has been divided into 2 activities, namely:
a. Intracurricular learning, in intracurricular learning activities for each subject at Al-Ishah Islamic Elementary School refers to learning outcomes.
b. The project to strengthen the profile of Pancasila students is aimed at strengthening efforts to achieve a Pancasila student profile that refers to Graduate Competency Standards (SKL) with a proportion of the learning load allocated around 20% - 30% per year. The project to strengthen the Pancasila student profile is carried out flexibly, both in terms of content and in terms of implementation. From the content, the reference for this project is that there are achievements in the Pancasila student profile that are in accordance with the student phase, and do not have to be related to learning outcomes in the subject. From the organization of the implementation time, the project can be carried out by adding the allocation of project hours to strengthen the profile of Pancasila students from all subjects and the total implementation time for each project is not the same at all.

The systematics of the Merdeka Curriculum at Al-Ishah Islamic Elementary School can be described as follows:
a. Writing systematics is divided into 4 structure tables, namely: class 1; grade 2; combined class 3,4, and 5; as well as grade 6.
b. The study load for each subject is written in Study Hours (JP) per year. Schools can manage the time allocation every week flexibly in 1 academic year.
c. Religious Education subjects are attended by all students in accordance with the subject guidelines of the Sidoarjo Regency Ma'arif Education Institute
d. Organizing learning content using a subject or thematic approach.
e. ScienceNature and Social (IPAS) began to be taught to students starting in grade 3, even though the learning outcomes already existed for grades 1 and 2
f. The only arts and culture content provided by the school is hadrah music and drum bands
g. Local content can be added by each school in accordance with government regulations

and regional characteristics/local wisdom flexibly in 3 ways, including:
1) Integrate it into other subjects
2) Integrate it into the project theme of strengthening the Pancasila student profile
3) Develop it into a separate subject

h. English subjectintegrated into the subject
i. English and Local Content as elective subjects with a maximum of 2 JP weekly or 72 JP per year
j. The total JP in the curriculum structure table does not include English, Local Content, and/or additional lessons organized by the school.
k. Al-Ishah Islamic Elementary School has not yet organized inclusive education as a program service for students with special needs in accordance with the needs of students

In detail, the curriculum structure for each class at Al-Ishah Islamic Elementary School can be explained as follows:

Class 1

Class 1 is included in phase A, if it is assumed that 1 year totals 36 weeks, and each lesson hour (JP) = 35 minutes, then the independent curriculum structure in grade 1 can be seen in the following table:

Table 2. The structure of the Class 1 Independent Curriculum is as follows

Subjects	Allocation Intracurricular per year	Allocation of the Pancasila Student Profile Strengthening Project allocation per year	Total JP per year
Must			
Islamic Religious Education Budi and Character*	108 (3)	36	144
Christian education Character*	And108 (3)	36	144
Catholic Religious Education Character*	And108 (3)	36	144
Buddhist Education Character*	And108 (3)	36	144
Hindu and Buddhist Religious Education Character*	108 (3)	36	144
Confucian Religious Education and Morals and Morals	108 (3)	36	144
Pancasila Education	144 (4)	36	180
Indonesian	216 (6)	71	288
Mathematics	144 (4)	36	180
Sports and Physical Education Health	108 (3)	36	144

Art and culture	108 (3)	36	144
Music Art			
Art			
Theater Arts			
Dance Arts			
Choice			
English	72 (2)	-	72
Local content	72 (2)	-	72
Total	828 (23)	253	1080

Grade 2

In grade 2, there are similarities with the structure of the independent curriculum in grade 1. The difference is in the additional time allocation for 2 subjects, namely:

1) Indonesian becomes 252 JP per year (7 JP per week), which was originally 216 JP per year (6 JP per week) in grade 1
2) Mathematics subject to 180 JP per year (5 JP per week), originally in class 1144 JP per year (4 JP per week)
3) So that the total allocation of intercurricular learning time increases to 900 JP per year (25 JP per week), which was originally 828 JP per year (23 JP per week) in grade 1
   So if it is assumed that 1 year has 36 weeks, and each lesson hour (JP) = 35 minutes, then the structure of the independent curriculum in grade 2 can be seen in the following table:

Table 3. The structure of the Class 2 Independent Curriculum is as follows

Subjects	Allocation Intracurricular per year	Allocation of the Pancasila Student Profile Strengthening Project allocation per year	Total JP per year
Must			
Islamic Religious Education and Character*	Budi108 (3)	36	144
Christian education Character*	And108 (3)	36	144
Catholic Religious Education Character*	And108 (3)	36	144
Buddhist Education Character*	And108 (3)	36	144
Hindu and Buddhist Religious Education Character*	108 (3)	36	144
Confucian Religious Education and Morals and Morals	108 (3)	36	144
Pancasila Education	144 (4)	36	180
Indonesian	252 (7)	72	324
Mathematics	180 (5)	36	216

Sports and Physical Education Health	108 (3)	36	144
Art and culture **Music Art Art Theater Arts Dance Arts**	108 (3)	36	144
Choice			
English	72 (2)	-	72
Local content	72 (2)	-	72
Total	900 (23)	252	1.152

Grades 3, 4, and 5
In grades 3, 4, and 5, the time allocation remains the same even though grades 3 and grade 4 are in phase B, and grade 5 is in phase C. If it is assumed that 1 year has 36 weeks, and each lesson hour (JP) = 35 minutes, then the independent curriculum structure in grades 3, 4, and 5 can be seen in the following table:

Table 4. The structure of the Independent Curriculum for Grades 3, 4 and 5 is as follows:

Subjects	Allocation Intracurricular per year	Allocation of the Pancasila Student Profile Strengthening Project allocation per year	Total JP per year
Must			
Islamic Religious Education and Character*	Budi108 (3)	36	144
Christian education Character*	And108 (3)	36	144
Catholic Religious Education Character*	And108 (3)	36	144
Buddhist Education Character*	And108 (3)	36	144
Hindu and Buddhist Religious Education Character*	108 (3)	36	144
Confucian Religious Education and Good manners and good manners	108 (3)	36	144
Pancasila Education	144 (4)	36	180
Indonesian	216 (6)	36	252
Mathematics	180 (5)	36	216
Natural and Social Sciences	180 (5)	36	216
Sports and Physical Education Health	108 (3)	36	144

Art and culture	108 (3)	36	144
Music Art			
Art			
Theater Arts			
Dance Arts			
Choice			
English	72 (2)	-	72
Local content	72 (2)	-	72
Total	1044 (29)	252	1,296

Grade 6

In the structure of the curriculum in grade 6 there is a reduction in the time allocation in several subjects which has an effect on the total amount of time allotted in a year. This is due to the reduced number of weeks in a year which is assumed to be 32 weeks. Although the total number is still above grades 1 and 2, it is below grades 3, 4 and 5. The description is as follows;

Table 5. The structure of the Class 6 Independent Curriculum is as follows:

Subjects		Allocation Intracurricular per year	Allocation of the Pancasila Student Profile Strengthening Project allocation per year	Total JP per year
Must				
Islamic Religious Education and Character*	Bud i	96 (3)	32	128
Christian education Character*	And	96 (3)	32	128
Catholic Religious Education Character*	And	96 (3)	32	128
Buddhist Education Character*	And	96 (3)	32	128
Hindu and Buddhist Religious Education Character*		96 (3)	32	128
Confucian Religious Education and Good manners and good manners		96 (3)	32	128
Pancasila Education		128 (4)	32	160
Indonesian		192 (6)	32	224
Mathematics		160 (5)	32	192
Natural and Social Sciences		160 (5)	32	192
Sports and Physical Education Health		96 (3)	32	128
Art and culture		96 (3)	32	128
1. **Music Art**				
2. **Art**				

In terms of teaching devices, that Al-Ishlah Islamic Elementary School has set standards in making teaching devices for all teachers so that independent curriculum learning outcomes can be fulfilled. Among others are;

a. The Pancasila Student Profile Strengthening Project Module
b. Teaching Module
c. Textbook

The implementation of the Independent Curriculum at Al-Ishlah Islamic Elementary School is generally well implemented. However, there are some small obstacles in its application. Among other things, not all teachers have received technical guidance on the independent curriculum, only those teachers who are class I and class IV teachers. So that when there are teachers who are unable to attend, the learning process becomes hampered. These obstacles can be overcome if the teacher can independently overcome these obstacles by searching for information on the internet and asking and discussing with competent teachers. Institutionally, teachers' understanding of the independent curriculum can be increased through ongoing training activities held by government agencies in the field of education and carried out face-to-face. Reflecting on online learning during the pandemic which was not optimal, teacher training on the independent curriculum was carried out face-to-face or mixed. A study states that the effectiveness of online learning is only 66.97% (AR Hamdani and A. Priatna, 2020). Training that is conducted online is also vulnerable to various obstacles such as inadequate signals of facilities and infrastructure, and teachers who do not yet understand technology. This is in line with research which states that online learning has many obstacles, poor network, inadequate facilities and infrastructure, teachers and lecturers who have not mastered technology and social media as learning media (N. Fauziyah,.2020).

CONCLUSIONS

Al-Ishlah Islamic Elementary School has implemented an independent curriculum in grades I and IV by conducting learning according to directions and recommendations from the government. FurthermoreAl-Ishlah Islamic Elementary School has also beenimplementing the independent curriculum by conducting cognitive diagnostic assessments, creating teaching modules, and implementing science learning. The practice of Strengthening Pancasila Student Profiles can also be implemented properly according to the independent curriculum implementation guidelines. Thus, the substance of the Independent Curriculum with the concept of independent learning inAl-Ishlah Islamic Elementary School has an impact on"independence" for educational implementers. Greatest appreciation to teachers and principals who have compiled, developed and implemented a curriculum based on the potential and needs of students and schools. Independent learning frees the teacher to arrange learning that emphasizes essential material by considering the characteristics so that learning outcomes will be more meaningful, fun, and in-depth. Project activities arranged according to their phase and relevant to environmental conditions help students develop the character and competence of the Pancasila Student Profile within themselves. In designing curriculum development in schools, school principals need to consider student characteristics, school potential and regional potential.

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