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Implementation of Independent Curriculum in Civics Education and Pancasila Subjects at SMA Negeri 1 Pringgabaya

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ABSTRACT

The independent curriculum is a learning curriculum related to interests and talents for the improvement of the 2013 curriculum. One of the schools that implements an independent curriculum is SMA Negeri 1 Pringgabaya. This study aims to identify the implementation of independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya, what are the factors that affect the implementation of independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya. This research method uses a qualitative research approach method. The results showed that independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya has been implemented with the flow of Civics Education and Pancasila learning objectives, Civics Education and Pancasila teaching modules and Civics Education and Pancasila learning assessments, as well as supporting and inhibiting factors that influence the implementation of independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya. It can be concluded that independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya is implemented with the flow of learning objectives, teaching modules and learning assessments, as well as the factors that influence it.

1. Introduction

One of the objectives of national education is to educate the life of the nation which is one of the mandates of the country's constitution, namely the fourth alenia of the 1945 Constitution, one of which is through education. The urgency of education itself can create an educated generation. This of course must be supported by a system that is built together (Peace, 2020). One of the most important parts of life to fill the purpose of life of an independent nation is

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education and must be in line with the times (Siregar et al., 2020). And correlated with Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph 1 which reads: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

From the explanation of the law is the goal of national education that the Indonesian nation wants to achieve ideally. However, in fact this goal is not as expected, because there are still many problems in the field of education found (BPS, 2018). According to a survey from the Program for International Student Assessment (PISA) conducted in 2019, Indonesia's literacy is at the level of 62 out of 70 countries, meaning that Indonesia is at 10 countries with low literacy rates (Kemendiknas, 2021). So that the sacred goal is still difficult to implement optimally and will correlate with the quality of human resources of the Indonesian nation. The low quality of human resources is closely related to education which is one of the main factors (Baru'ah, 2020).

From some of these problems, there must be efforts to facilitate and accelerate the goals of national education, one of which is the presence of an independent curriculum. The independent curriculum is a learning curriculum related to the approach of interest, talent to improve the previous curriculum, namely the 2013 curriculum (Susilowati, 2022). The Merdeka Curriculum is an offer to reconstruct the national education system. Because in it there are answers to the problems faced by teachers in the implementation of learning, reducing the burden, and simplifying RPP one of them, of course teachers are at the forefront of educating the nation's life to advance the nation through the learning process (Yamin, 2020). Although the independent curriculum is relatively new, with this independent curriculum policy, it will gradually produce habituation among educators and / or teachers, even students. Habituation is a collection of processes that are often carried out gradually and are not very conscious (Alqadri et al., 2021).

The implementation of the independent curriculum is expected to produce students who are virtuous, competent and ready to contribute to society according to their fields (Ainia, 2020). One of the subjects in the independent curriculum is Civics Education and Pancasila. PPKn or Civics Education and Pancasila in independent curriculum is known as pancasila education, although the load in it is a combination of the values of the pancasila, the Basic Law of 1945, the knowledge of the State of the Union of the Republic of Indonesia as well as citizenship. (Ilham, 2022). In the implementation of the independent curriculum Based on the Learning Guide and Assessment of Early Childhood, Primary and Secondary Education in 2022 concerning the Implementation of the Independent Curriculum, the implementation of the Independent Curriculum is carried out using the flow of learning objectives, teaching modules, projects to strengthen the profile of Pancasila students and learning assessments. This applies to every subject, including PPKn subjects.

Based on data from the Dapodik Director General of Early Childhood Education, Primary Education and Secondary Education. In East Lombok Regency there are 96 secondary schools, 73 of which are State High Schools and 23 Private High Schools, as many as 7 High Schools in Pringgabaya District namely SMA Negeri 1 Pringgabaya, SMA Islam Maraqittalimat Pringgabaya, SMA Islam Plus Al Ikhlas NW Pohgading, SMA Islam Plus NW Teko, SMAS Muhammadiyah Pohgading, SMAS NW Permatan and SMAS NW Pringgabaya (Kemendikbud, 2023). Based on this data, SMA Negeri 1 Pringgabaya is the only public school with the best accreditation among the 7 high schools in Pringgabaya District, to date.

Therefore, based on the description above This study aims to identify the implementation of independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya, what are the factors that affect the implementation of the independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya.

2. Methodology

A qualitative research approach with a descriptive type is used to understand and describe phenomena in depth. In this type of research, the main focus is on the process of detailed data collection and detailed analysis of the information obtained. The data sources in this study are primary data and skunder data. Primary data are those obtained directly from the first source through observation and interviews with informants (Samsu, 2017: 94). The informants in this study were the principal, Civics Education and Pancasila teacher of SMA Negeri 1 Pringgabaya, students. The data collected is in the form of expressions or opinions about the Implementation of the Independent Curriculum in Civics Education and Pancasila Subjects at SMA Negeri 1 Pringgabaya and the factors that influence it. While skunder data is the second source of data or supporting data to enrich data (Samsu, 2017: 95), in the form of writings, school data, school vision and mission and other supporters. Researchers used three techniques to collect data. Namely observation, interviews and documentation. There are three stages of data analysis used in this study according to Miles and Huberman in (Fuady et al, 2022), namely data reduction, data presentation and conclusions.

3. Results and Discussion

A. Implementation of Independent Curriculum in Civics Education and Pancasila Subjects at SMA Negeri 1 Pringgabaya

Based on the findings of researchers obtained from interviews, observations and documentation. Then the researcher will conduct data analysis to explain further the results of the research that has been done. Below are the results of the researcher's analysis of the implementation of the independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya as follows:

a. Implementation of Civics Education and Pancasila Learning Objectives Flow

Civics Education and Pancasila teachers at SMA Negeri 1 Pringgabaya have and use the flow of Civics Education and Pancasila learning objectives as a foundation in making Civics Education and Pancasila teaching modules for the implementation of an independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya. With the flow of Civics Education and Pancasila learning objectives, teachers can see the flow of Civics Education and Pancasila learning objectives that have been provided by the government or those that have been developed by the teachers themselves. Making the flow of Civics Education and Pancasila learning objectives at SMA Negeri 1 Pringgabaya is carried out through training such as bimtek on the implementation of the independent curriculum. In order to implement the independent curriculum, teachers at SMA Negeri 1 Pringgabaya received training in the form of bimtek to understand and apply the flow of learning objectives in their respective subjects, including for Civics Education and Pancasila, teachers for Civics Education and Pancasila subjects. In addition, Civics Education and Pancasila teachers in making the flow of Civics Education and Pancasila learning objectives can observe, imitate and modify the flow of Civics Education and Pancasila learning objectives that have been provided by the government.



Figure 1. Interview with Civics Education and Pancasila teacher

Based on figure 1 of the interview with Civics Education and Pancasila teachers of SMA Negeri 1 Pringgabaya, related to the flow of PPKn learning objectives that Civics Education and Pancasila teachers at SMA Negeri 1 Pringgabaya have and have the flow of Civics Education and Pancasila learning objectives as a reference in making PPKn teaching modules for the implementation of an independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya.

This correlates with the function of the flow of learning objectives, which is as a basis for teachers to plan learning in this case teaching modules (Riswakhuningsih, 2022). In addition, according to the Ministry of Education and Culture that the government provides several examples of learning objectives that can be used by teachers to observe, imitate and modify for the preparation of teaching tools (Ministry of Education and Culture, 2022). With the training in the form of bimtek carried out by SMA Negeri 1 Pringgabaya related to making the flow of learning objectives is the right step, because the inability of teachers to make teaching tools in this case the flow of learning objectives will have an impact on student learning outcomes (Kusumawardena et al., 2022). Therefore, training in the form of bimtek to provide understanding for teachers at SMA Negeri 1 Pringgabaya, especially Civics Education and Pancasila teachers is the right step for the implementation of an independent curriculum in Civics Education and Pancasila subjects.

In line with the function of the flow of learning objectives, namely as a syllabus in the independent curriculum, as a reference for teachers to make learning plans or become teaching modules that are aligned with the learning outcomes achieved by students at the end of the phase and projects to strengthen the profile of Pancasila students (Riswakhuningsih, 2022). Because the flow of learning objectives is like a physical journey to a place, in the Independent Curriculum, learning objectives are referred to as learning outcomes. To achieve learning outcomes, students need to go through a series of learning objectives that have been arranged by sequencing learning objectives beforehand (Muna, 2023).

It can be concluded that the flow of Civics Education and Pancasila learning objectives at SMA Negeri 1 Pringgabaya is carried out through training, such as technical guidance (bimtek) on the implementation of the independent curriculum. Civics Education and Pancasila teachers at SMA Negeri 1 Pringgabaya received training to understand and apply the flow of learning objectives in Civics Education and Pancasila subjects. Civics Education and Pancasila teachers can observe, imitate, and modify the flow of Civics Education and Pancasila learning objectives that have been provided by the government. The flow of Civics Education and Pancasila learning objectives is used as a foundation in making Civics Education and Pancasila teaching modules, in accordance with the independent curriculum, in order to achieve learning outcomes. The flow of learning objectives acts as a syllabus in the independent curriculum, provides guidelines for teachers in lesson planning, and is in accordance with the learning outcomes to be achieved by students at the end of the phase and the project of strengthening the profile of Pancasila students.

b. Implementation of Civics Education and Pancasila Teaching Module

Civics Education and Pancasila teachers of SMA Negeri 1 Pringgabaya use Civics Education and Pancasila teaching modules in the implementation of an independent curriculum in Civics Education and Pancasila subjects. In its use, Civics Education and Pancasila teaching modules are aligned with student needs

and supported by student textbooks as learning support materials. The creation of Civics Education and Pancasila teaching modules at SMA Negeri 1 Pringgabaya is carried out by looking at the Civics Education and Pancasila teaching modules that have been provided by the government, in this case from the ministry of education, in other words, Civics Education and Pancasila teachers in making Civics Education and Pancasila teaching modules by looking at existing examples and adjusted to student needs for the implementation of an independent curriculum in Civics Education and Pancasila subjects.

Civics Education and Pancasila teachers of SMA Negeri 1 Pringgabaya received training in making Civics Education and Pancasila teaching modules. This was obtained through workshops and Civics Education and Pancasila MGMP so that with training in making Civics Education and Pancasila teaching modules, Civics Education and Pancasila teachers can develop their teaching modules according to the needs and characteristics of students. Overall, Civics Education and Pancasila teaching modules are indispensable in the implementation of the independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya. Therefore, training and support in the form of bimtek, workshops, and freedom in developing PPKn teaching modules are provided to Civics Education and Pancasila teachers to improve the quality of learning and achieve the goals of the independent curriculum.

Based on figure 2 of the documentation results that in order to implement the independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya, Civics Education and Pancasila teachers use Civics Education and Pancasila teaching modules and are adjusted to student needs and student learning books as supporting teaching materials.

Then the training obtained by Civics Education and Pancasila teachers in making Civics Education and Pancasila teaching modules correlated with the high demands for competencies needed by a teacher in the independent curriculum has encouraged the importance of Bimtek as a solution for individuals, agencies, or institutions. Bimtek presents all information operationally and technically, tailored to the needs of participants, so that after participating in this Bimtek activity, participants will be able to improve their competence (Mulyanto et al., 2023). In an effort to develop teaching modules, a teacher needs to adapt the module in accordance with the applicable curriculum. Teaching modules are learning materials that are designed in a structured manner following a certain curriculum and packaged in the form of the smallest learning units that allow students to learn independently within a certain time limit in order to achieve mastery of the competencies taught. Correlated with the creation of Civics Education and Pancasila teaching modules carried out by teachers, according to (Kesumawati et al., 2021) Making modules is very important and helps students in learning, therefore training in making teaching modules is needed. In addition, making creative and innovative teaching modules is needed to support the learning process in the classroom (Nadeak, 2023).

IDENTITAS MODUL AJAR

Nama	TATI HERAWATI	Jenjang/Kelas	SMA/X
Asal Sekolah	SMA N 1 PRINGGABAYA	Mata Pelajaran	PPKn
Alokasi Waktu	1 pertemuan 90 menit	Jumlah Siswa	
Profil Pelajar Pancasila yang Berkaitan	<ul style="list-style-type: none"> • beriman bertakwa kepada Tuhan YME dan berakhlak mulia • bernalar kritis • kreatif 		
Moda Pembelajaran	<input type="checkbox"/> Tatap Muka <input type="checkbox"/> PJJ Daring <input type="checkbox"/> PJJ Luring <input checked="" type="checkbox"/> Paduan antara tatap muka dan PJJ (<i>Blended Learning</i>)		
Fase	E	Elemen Mata Pelajaran	Pancasila
Tujuan Pembelajaran	Setelah melakukan proses pembelajaran, peserta didik dapat: 10.1 Membedakan isi usulan rumusan Pancasila dan meniru dengan gaya sendiri cara menyampaikan, dengan mengungkapkan suasana batin para pendiri negara dengan bahasa sendiri ketika mengusulkan pandangan yang berbeda		
Kata Kunci / KONTEN	<ul style="list-style-type: none"> • Perbedaan cara pandang • Rumusan dan Isi Pancasila • Piagam Jakarta 		

Figure 2. Civics Education and Pancasila Subject Teaching Module Documentation

A teaching module is a document that contains objectives, steps, and learning aids, as well as the assessment required in a unit or learning topic, based on the Learning Objective Flow (ATP). Teaching modules are similar to lesson plans or lesson plans in class. However, teaching modules have more comprehensive components than RPP, so they are often referred to as RPP Plus. Teaching modules have significant benefits for educators including the following:

- a. Guiding educators in carrying out the learning process.
- b. Helps in facilitating and improving the quality of learning.
- c. Provide guidance for educators in carrying out learning activities.
- d. Provide a framework that describes learning procedures and organization in accordance with learning outcomes.
- e. Support the achievement of competencies in Learning Outcomes and Pancasila Student Profile at every stage of development in a subject.

Teaching modules can also be used as a reference for Learning Outcomes in the appropriate phases, which are described in the Learning Objectives Flow (ATP). Teaching module supervisors can involve homeroom teachers and subject

educators (Ministry of Education and Culture, 2022). Thus, the use of teaching modules in the independent curriculum is an important part that must be used in general and especially in PPKn subjects.

It can be concluded that the creation of Civics Education and Pancasila teaching modules at SMA Negeri 1 Pringgabaya refers to teaching modules provided by the government. Civics Education and Pancasila teachers modify the module according to student needs for the implementation of the independent curriculum. Teachers receive training to create Civics Education and Pancasila teaching modules through workshops and Civics Education and Pancasila MGMP. Civics Education and Pancasila teaching modules are very important to improve the quality of learning in accordance with the independent curriculum. This training is in accordance with the demands of teacher competence in the independent curriculum. Civics Education and Pancasila teaching modules are used with student textbooks as learning support, guiding educators, streamlining the learning process, and providing guidance and frameworks.

c. Implementation of Civics Education and Pancasila Learning Assessment

One part of the independent curriculum is the assessment of learning in each subject, one of which is in the Civics Education and Pancasila subject. Assessment is an integrated part of the learning process that provides holistic information for educators, students to determine the next learning strategy.

Assessment in Civics Education and Pancasila subjects consists of three stages, namely diagnostic assessment, formative assessment, and summative assessment. There are three stages of assessment planning, namely the pre-learning stage (non-cognitive and cognitive), the formative assessment stage carried out during the learning process, and the summative assessment stage carried out at the end of learning through teacher observation, written tests, or projects. Assessment in Civics Education and Pancasila subjects is carried out through three stages, namely diagnostic assessment before learning is carried out, formative assessment during the learning process, and summative assessment at the end of the learning period or final assessment.

The processing of this assessment involves scores from various aspects such as process performance, discussion values, attitudes, and final exam scores combined from the process that has been carried out. Thus, in the Civics Education and Pancasila subject at SMA Negeri 1 Pringgabaya, assessment becomes an important part of the process of measuring and evaluating the achievement of student learning outcomes. In line with this, formative and summative assessment techniques according to the Ministry of Education and Culture can be carried out in various ways, including the following:

- a. Observation
 - b. Performance
 - c. Project
-

- d. Written test
- e. Oral test
- f. Assignment
- g. Portfolio

According to Susanti (2021) Diagnostic assessment is carried out at the beginning of learning and the beginning of the scope of material, while formative assessment is carried out during the learning process, then for summative assessment is carried out when one scope of material is completed at the end of the phase and if needed to strengthen confirmation of learning outcomes and can be done at the end of the semester which focuses on the competencies learned during one semester.

It can be concluded that assessment in Civics Education and Pancasila subjects consists of three stages: diagnostic, formative, and summative. Assessment planning covers the stages before, during, and ending of learning. The assessment process involves scores from various aspects such as process performance, discussion, attitude, and final exams. Assessment is an important part of measuring and evaluating student learning outcomes at SMA Negeri 1 Pringgabaya. Formative and summative assessment techniques include observation, performance, projects, written tests, oral tests, assignments, and portfolios. Diagnostic assessment is carried out at the beginning of learning, formative assessment during learning, and summative assessment at the end of the learning phase or end of the semester to confirm learning outcomes.

B. Factors Affecting the Implementation of Independent Curriculum in Civics Education and Pancasila Subjects at SMA Negeri 1 Pringgabaya

Supporting Factors

- a. Internal Factors
 - 1) There is a Commitment from Civics Education and Pancasila Teachers

Civics Education and Pancasila teachers from SMA Negeri 1 Pringgabaya expressed support for the independent curriculum, especially in Civics Education and Pancasila subjects which are closely related to Pancasila values. The form of support emphasizes the need to increase teacher competence in pedagogic, personality, social, and professional aspects in order to provide more creative and innovative learning so that students do not feel bored in learning. In addition, the form of Civics Education and Pancasila teacher support includes the implementation of the independent curriculum in classroom learning activities as well as a deeper understanding of the tools in the independent curriculum, including the use of teaching modules and the integration of Pancasila student strengthening projects with Pancasila student profiles.

According to the Big Dictionary Indonesian supporting factor is a thing or condition that can support or grow an activity. In the implementation of the

independent curriculum, there are at least several supporting factors according to (Iskandar et al., 2023), including the following:

- a. Active participation of teachers and schools in curriculum development.
- b. Provision of teaching materials in accordance with local needs and potential.
- c. There is an evaluation or improvement made that the curriculum used can meet the needs of students.

In line with what was conveyed by (Anridzo et al., 2022), that in the implementation of an independent curriculum, strategies from teachers are needed as supporting factors in teaching, guiding and fostering students to provide moderate and diverse learning and understanding. Correlates with the above that supporting factors are all influences, both directly and indirectly, that play a role in improving student character education, namely human resources, as well as school facilities and infrastructure (Angyanur et. al, 2022).

According to (Yunita, 2023) the implementation of the independent learning curriculum, there are supporting factors which are divided into internal factors and external factors. Internal factors that arise are the existence of multicultural values that require teachers to have high tolerance, the cultivation of multicultural values supported by adequate facilities for teachers and In addition, teachers in schools facilitate the implementation of the independent learning curriculum. Meanwhile, external factors related to schools as education providers are student diversity in terms of culture, region, and social.

2) Qualification of teachers who have a bachelor's degree S-1

One of the supporters of the implementation of the independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya, namely the qualification of teachers who teach Civics Education and Pancasila in the independent curriculum generally only achieve an S1 bachelor's degree. There are no Civics Education and Pancasila teachers who have an S2 level education degree. Because teachers are professional educators as in Law Number 14 of 2005 concerning Teachers and Lecturers. Qualification refers to the ability required to carry out a task or hold a position. Aspects of the qualification include educational background relevant to the field or subject being taught (Jahidi, 2014).

In line with this, an expert teacher or educator must have at least a bachelor's degree S1 or diploma IV, have expertise in various aspects of competence (such as pedagogy, professionalism, social skills, and moral integrity), and have obtained education certificates, maintain physical and mental health (Dated 2020). A junior high school or high school teacher must have at least a diploma four (D-IV) or bachelor's degree (S1) in a study program relevant to the subject taught. In addition, teachers must also have strong professional abilities, including mastery of the material, structure, concepts, and deep understanding of their scientific fields that support the subjects taught (Jahidi, 2017).

It can be concluded that Civics Education and Pancasila teachers at SMA Negeri 1 Pringabaya provide full support for the implementation of the independent curriculum. They encourage competency improvement and take active steps in implementing the merdea curriculum on Civics Education and Pancasila subjects. In carrying out educational tasks, the majority of Civics Education and Pancasila teachers involved have educational qualifications up to the undergraduate level of S-1, in accordance with the standards of expertise and competence expected of a professional educator. This is in line with efforts to ensure that the implementation of the independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringabaya is effective and has a positive impact on student learning.

b. External Factors

3) The existence of facilities and infrastructure

The existence of facilities and infrastructure is an external factor in supporting the implementation of an independent curriculum in Civics Education and Pancasila subjects. This is evidenced by the availability of classes, libraries, and teaching materials used in the teaching and learning process. The existence of facilities and infrastructure at SMA Negeri 1 Pringabaya can succeed in the implementation of the independent curriculum in Civics Education and Pancasila subjects.

Correlate with the results of research conducted by (Azzahra et al., 2023) regarding the implementation of the independent curriculum in science learning at SDN 4 Purwawanangun, that one of the supporting factors is the existence of facilities and infrastructure owned. Thus, one of the factors that affect the success of a program in schools is influenced by the existence of facilities and infrastructure (Khikma, 2020).

It can be concluded that the existence of facilities and infrastructure is an external factor that supports the implementation of the independent curriculum in PPKn subjects. This factor is proven by the availability of classes, libraries, and teaching materials used in the teaching and learning process at SMA Negeri 1 Pringabaya, which contributes to the successful implementation of the independent curriculum in Civics Education and Pancasila subjects at the school.

Inhibiting Factors

a. Internal Factors

1) Lack of Participation from Students

Student participation in the learning process is less active. There is a lack of student involvement in teaching and learning activities. This is due to the lack of utilization of technology in learning as well as the lack of innovation and creativity in learning approaches. Overall, students' views through interviews and observations showed dissatisfaction with the implementation of the independent

curriculum, especially in Civics Education and Pancasila subjects. Students felt less involved, bored, and unmotivated in the learning process.

In line with this, in the learning process, a teacher should be able to encourage learning activities so that students can be actively involved in learning. With maximum student participation, the learning experience can be achieved effectively and efficiently (Hikmah, 2020). Therefore, teachers have an important role in choosing strategies that are suitable to create student participation in learning (Jahidi, 2017).

It can be concluded that student participation in the current learning process is less active. This is due to lack of utilization of technology, lack of innovation, and creativity in learning approaches. This shows dissatisfaction with the implementation of the independent curriculum, especially in PPKn subjects. Students feel less involved, bored, and unmotivated in the learning process. Therefore, teachers have an important role in encouraging student participation by choosing the right strategies to create effective and efficient learning.

2) Lack of Civics Education and Pancasila Teachers

There are significant obstacles and challenges related to the number of Civics Education and Pancasila teachers at SMA Negeri 1 Pringgabaya. With only three active Civics Education and Pancasila teachers, divided into classes X, XI with an independent curriculum, and class XII with the 2013 curriculum, the school faces limited human resources in providing optimal learning. The implementation of the independent curriculum in Civics Education and Pancasila subjects faces certain obstacles. One of the main obstacles is the lack of Civics Education and Pancasila teachers available. The transfer of the duties of a Civics Education and Pancasila teacher to become a principal elsewhere as well as the responsibilities of another PPKn teacher in teaching class XII with the 2013 curriculum, caused only two teachers to be able to teach the independent curriculum, each in grade X and XI. This limitation is an obstacle as well as a challenge in implementing an independent curriculum for Civics Education and Pancasila subjects. In this context, SMA Negeri 1 Pringgabaya faces significant challenges in carrying out the independent curriculum, especially for Civics Education and Pancasila subjects. This obstacle comes from the minimal number of Civics Education and Pancasila teachers and the division of teaching tasks with other curricula. This challenge has an impact on the school's efforts to provide optimal learning in accordance with the vision of an independent curriculum.

Correlated with this, according to (Damayanti et al., 2022) The challenges in implementing the Independent Curriculum include the following:

- a. Teaching skills that teachers must have
 - b. Mastering basic skills for learning needs in the digital age
 - c. Good at managing classes
 - d. Limited references
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According to (Rahmayumita, 2023) that the implementation of the independent curriculum is the main challenge is the preparation of teachers and school staff that needs to be improved. At the beginning of its implementation, teachers and school staff faced difficulties in adopting a new paradigm in the teaching and learning process and adjusting school administration to the guidelines of the independent curriculum.

It can be concluded that Civics Education and Pancasila teachers of SMA Negeri 1 Pringgabaya are faced with obstacles as well as serious challenges related to the limited number of teachers in Civics Education and Pancasila subjects. With only three active Civics Education and Pancasila teachers, they have to teach various levels, namely class X, XI which uses an independent curriculum, and class XII with the 2013 curriculum. The challenge was further complicated by the transfer of one Civics Education and Pancasila teacher to the position of principal elsewhere, while another Civics Education and Pancasila teacher had to teach class XII with the 2013 curriculum. As a result, there are only two teachers available to teach the independent curriculum, one each in grades X and XI. This limitation is a challenge for Civics Education and Pancasila teachers in implementing an independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya. In addition, there are additional challenges in implementing the independent curriculum, such as the need for teaching skills that must be possessed by teachers, mastery of basic skills needed for learning in the digital era, the ability to manage classes, and limited reference sources.

b. External Factors

3) Government Policy Fluctuations

Fluctuations in government policy are external factors that hinder the implementation of the independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya. Government policies, which change each time the minister changes the curriculum, can hinder the running of a curriculum, including the independent curriculum.

Correlated with fluctuations in government policies related to curriculum is one of the problems of education in Indonesia (Daga, 2020). In addition, changes in the education curriculum that have been implemented cannot have a good impact on the quality of education, so the quality of education in Indonesia is still very low (Setiawati, 2022).

It can be concluded that fluctuations in government policies, especially curriculum changes when changing ministers, are external factors that hinder the implementation of the independent curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya. Frequent curriculum changes do not have a positive impact on the quality of education, causing the low quality of education in Indonesia. The problem of fluctuating government policies related to curriculum is a challenge faced in the Indonesian education system.

4. Conclusion

Based on the results of the author's research in the field, it is concluded that the Independent Curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya has been implemented. This implementation is proven through the application of the Civics Education and Pancasila learning objectives flow as a guide for teachers in compiling teaching modules, the use of Civics Education and Pancasila teaching modules as learning materials by teachers, and the application of Civics Education and Pancasila learning assessments as assessment tools carried out by teachers. The factors that affect the implementation of the Independent Curriculum in Civics Education and Pancasila subjects at SMA Negeri 1 Pringgabaya are divided into supporting factors and inhibiting factors. Supporting factors include internal support such as improved teacher competence, high educational qualifications, and external support such as adequate classroom and library facilities. On the other hand, inhibiting factors include internal constraints such as lack of use of technology in learning and lack of active Civics Education and Pancasila teachers, as well as external factors such as fluctuations in government policies on the curriculum that can disrupt the continuity of independent curriculum implementation. This shows that there are still challenges that need to be overcome to improve the effectiveness of the implementation of the Independent Curriculum, especially in Civics Education and Pancasila subjects.

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